**雅思6.5分阅读电子讲义**

**主讲：乐静**

**欢迎使用新东方在线电子教材**



课程规划

|  |  |  |  |
| --- | --- | --- | --- |
| 课次 | 内容 | 当堂讲解练习 | 课后练习 |
| Lecture 1 | LOH题型解题步骤  5分钟如何读懂一篇文章 | 剑八T4 P1 Q1-5 | 剑八T1P2 Q14-19 |
| Lecture 2 | LOH题型解题技巧 | 剑八T2P2 Q14-17 | 剑八T2P3 Q27-32  剑四T4P3 Q28-31 |
| Lecture 3 | Matching解题技巧: I  段落+相关信息 | 剑五T1P2 Q14-19 | 剑八T1P1 Q1-4 |
| Lecture 4 | Matching解题技巧: II  人物+理论 | 剑四T2P1 Q5-9  剑四T2P3 Q36-40 | 剑八T1P1 Q5-8 |
| Lecture5 | Matching解题技巧:III  事物+特点  选各自特点 | 剑八T4P2 Q22-26剑六T2P1 Q5-10 | 剑八T4P3 Q31-36  剑八T2P2 Q23-26 |
| Lecture 6 | Matching解题技巧:IV  完成句子 | 剑七T4P2 Q21-26  剑六T2P3 Q27-31 | 剑六T2P2Q23-26  剑七T2P3 Q36-39 |
| Lecture 7 | SUMMARY解题方法 | 剑四 T2P1 Q1-4  剑八T2P2 Q18-22 | 剑八T2P2 Q37-40 |
| Lecture 8 | 多项选择题 | 剑五T1P3 Q33-37  剑五 T1P1 Q1-3剑八T3P2 Q14-18 | 剑四T4P2 Q20-21  Q22-23 |
| Lecture 9 | TRUE/FALSE/NOT GIVEN | 专项练习 | 剑八T1P2 Q20-26 |

Lecture One

LIST OF HEADINGS 题目解题方法

解题步骤:

1. 去掉例子中的heading

2. 浏览Headings，找出关键词

* + 关键词一般是与文章主题相符的概念名词
  + 名词前的形容词也很重要
  + 双胞胎型的headings中必有正确答案

3.通读段落，寻找段子*主题句(TOPIC SENTENCE)*

*主题句一般是*

* 首句( 陈述句,而不是疑问句?感叹句!)
* 二句 (陈述句)
* 注意例子：由For example/ For instance 引导
* 注意文中转折连接词But
* 注意表示补充连接词also
* 末句

4.回到heading 中,对比主题句与heading中的关键词，寻找同义词

一模一样有问题

稍有变化是正解

work --- work (迷惑性)

work--- operate(同义词)

5.如果没有,再次返回浏览段落.

1. 如果段落比较短,一般需要浏览全段,推测段意 ;
2. 如果段落很长,则直接再次浏览首二末句

要小心注意频繁在段落中出现的名词

一而再 再而三

赶紧放弃

五分钟内如何读懂一篇文章

扫描+标注

scanning + marking

扫描对象:

粗略法: 首段+各段首句+末段

精细法:首段+各段各句的主语和谓语+末段

标注对象:

1. 首段中重复出现的名词 = 本文主题
2. 各段首二句中出现的新概念名词 = 分支论点
3. 特殊词:

* 数字/时间/百分比/大写字母/斜体字
* 引号/连字符/括号/破折号/冒号/分号
* 职业属性身份名词

1. 转折连接词 However / yet / on the contrary / but
2. 并列连接词 On the one hand / on the other hand
3. 总结连接词 in conclusion
4. 末段中被重复强调的概念

pattern = format

示范例题：

剑八T4 P1

**题目：**

|  |
| --- |
| List of Headings  　　i The influence of Monbusho  　　ii Helping less successful students  　　iii The success of compulsory education  　 iv Research findings concerning achievements in maths  　　v The typical format of a maths lesson  　 vi Comparative expenditure on maths education  　　vii Background to middle-years education in Japan  　　viii The key to Japanese successes in maths education  　　ix The role of homework correction |

|  |
| --- |
| Example Answer  　　Section A iv |

　　1 Section B

　　2 Section C

　　3 Section D

　　4 Section E

　　5 Section F

**正文：**

**LAND OF THE RISING SUM**

A Japan has a significantly better record in terms of average mathematical attainment than England and Wales. Large sample international comparisons of pupils' attainments since the 1960s have established that not only did Japanese pupils at age 13 have better scores of average attainment, but there was also a larger proportion of 'low' attainers in England, where, incidentally, the variation in attainment scores was much greater. The percentage of Gross National Product spent on education is reasonably similar in the two countries, so how is this higher and more consistent attainment in maths achieved?

B Lower secondary schools in Japan cover three school years, from the seventh grade (age 13) to the ninth grade (age 15). Virtually all pupils at this stage attend state schools: only 3 per cent are in the private sector. Schools are usually modern in design, set well back from the road and spacious inside. Classrooms are large and pupils sit at single desks in rows. Lessons last for a standardised 50 minutes and are always followed by a 10-minute break, which gives the pupils a chance to let off steam. Teachers begin with a formal address and mutual bowing, and then concentrate on whole-class teaching.

Classes are large - usually about 40 - and are unstreamed. Pupils stay in the same class for all lessons throughout the school and develop considerable class identity and loyalty. Pupils attend the school in their own neighbourhood, which in theory removes ranking by school. In practice in Tokyo, because of the relative concentration of schools, there is some competition to get into the 'better' school in a particular area.

C Traditional ways of teaching form the basis of the lesson and the remarkably quiet classes take their own notes of the points made and the examples demonstrated. Everyone has their own copy of the textbook supplied by the central education authority, Monbusho, as part of the concept of free compulsory education up to the age of 15. These textbooks are, on the whole, small, presumably inexpensive to produce, but well set out and logically developed*. (One teacher was particularly keen to introduce colour and pictures into maths textbooks: he felt this would make them more accessible to pupils brought up in a cartoon culture. )* Besides approving textbooks, Monbusho also decides the highly centralised national curriculum and how it is to be delivered.

D Lessons all follow the same pattern. At the beginning, the pupils put solutions to the homework on the board, then the teachers comment, correct or elaborate as necessary. Pupils mark their own homework: this is an important principle in Japanese schooling as it enables pupils to see where and why they made a mistake, so that these can be avoided in future. No one minds mistakes or ignorance as long as you are prepared to learn from them.

After the homework has been discussed, the teacher explains the topic of the lesson, slowly and with a lot of repetition and elaboration. Examples are demonstrated on the board; questions from the textbook are worked through first with the class, and then the class is set questions from the textbook to do individually. Only rarely are supplementary worksheets distributed in a maths class. The impression is that the logical nature of the textbooks and their comprehensive coverage of different types of examples, combined with the relative homogeneity of the class, renders work sheets unnecessary. At this point, the teacher would circulate and make sure that all the pupils were coping well.

E It is remarkable that large, mixed-ability classes could be kept together for maths throughout all their compulsory schooling from 6 to 15. Teachers say that they give individual help at the end of a lesson or after school, setting extra work if necessary. In observed lessons, any strugglers would be assisted by the teacher or quietly seek help from their neighbour. Carefully fostered class identity makes pupils keen to help each other - anyway, it is in their interests since the class progresses together.

This scarcely seems adequate help to enable slow learners to keep up. However, the Japanese attitude towards education runs along the lines of 'if you work hard enough, you can do almost anything'. Parents are kept closely informed of their children's progress and will play a part in helping their children to keep up with class, sending them to 'Juku' (private evening tuition) if extra help is needed and encouraging them to work harder. It seems to work, at least for 95 per cent of the school population.

F So what are the major contributing factors in the success of maths teaching? Clearly, attitudes are important. Education is valued greatly in Japanese culture; maths is recognised as an important compulsory subject throughout schooling; and the emphasis is on hard work coupled with a focus on accuracy.

　　Other relevant points relate to the supportive attitude of a class towards slower pupils, the lack of competition within a class, and the positive emphasis on learning for oneself and improving one's own standard. And the view of repetitively boring lessons and learning the facts by heart, which is sometimes quoted in relation to Japanese classes, may be unfair and unjustified. No poor maths lessons were observed. They were mainly good and one or two were inspirational.

题目解析：

Headings翻译如下：

　　i. 文部省的影响

　　ii. 帮助后进学生

　　iii. 义务教育的成功之处

　　iv. 有关数学教育成绩的研究发现

　　v. 数学课的典型模式

　　vi. 数学教育投入资金的比较

　　vii. 日本中学的教育背景

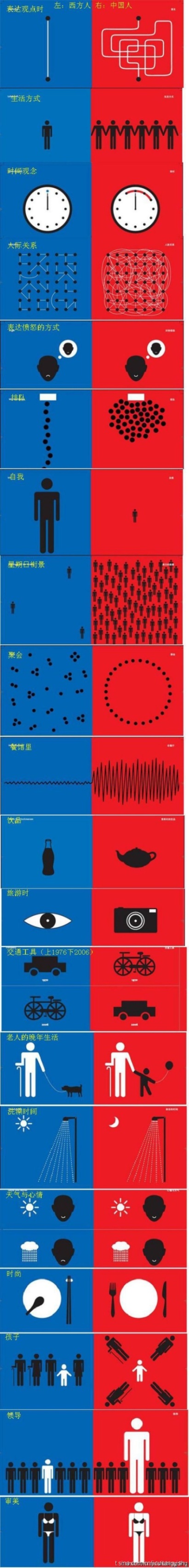
　　viii. 日本数学教育成功的关键

　　ix. 批改作业的作用

|  |  |  |  |
| --- | --- | --- | --- |
| **题号** | **定位词** | **文中对应点** | **题目解析** |
| 1 | background，middle-years  　　education | Section B首句：  Lower secondary schools in Japan cover… | 作为LIST OF HEADINGS的第一个题目，此题还是稍有难度的，因为需要通读Section B的全部内容才能看出这是在讲日本中学的教育背景。如果单纯用首句中的lower secondary schools来对应题目中的middle-years education 也能够得到答案，但是需要一定程度的大胆推测。正确答案为vii。 |
| 2 | Monbusho | Section C：  Monbusho, as part of…  Monbusho also decides… | Monbusho在文中第一次出现于Section C，单凭这一点就能够锁定正确答案了。如果找到本段Monbusho出现的两个地方：Everyone has their own copy of the textbook supplied by the central education authority，Monbusho…以及末句…Monbusho also decides the highly centralised national curriculum and how it is to be delivered. ，就可以推测出这一段在讲Monbusho的影响。故正确答案为i。 |
| 3 | typical format | Section D首句：  Lessons all follow the same pattern. | 读首句就能够判断本题答案，题干中的format 与文中的pattern属于同义转述。故正确答案为v。 |
| 4 | less successful  students | Section E第一小段：  …any strugglers would be assisted by the teacher or quietly seek help from their neighbour.  Section E第二小段：  Parents are kept closely informed of their children's progress and will play a part in helping their children to keep up with class，sending them to 'Juku'(private evening tuition)if extra help is needed and encouraging them to work harder. | 本题稍有难度，对应信息分布较广。Section E 中第一段的对应句说的是后进生在学校里得到的帮助；第二段的对应句则在讨论家长如何帮助孩子跟上班级的进度。定位词与文中的strugglers属于同义转述。故正确答案为ii。 |
| 5 | key，successes | Section F首句：  So what are the major contributing factors in the success of maths teaching? | Section F开头设问道：“那么什么是日本数学教学成功的主要因素呢?”下面紧接着回答：显然态度是重要的，然后具体解说态度如何重要。其中的contributing factors与key相对应。故正确答案是viii。 |

Lecture Two

如何快速解决LIST OF HEADINGS题型：



快速解题之道在于技巧

* 与首段对应的heading中的关键字：

introduction 简介

Definition 定义

Overview 概述

Concept 概念

Essence 核心

explanation 解释

misconception 误解

view 观点

main idea主旨

orientation 启动;方向

cause 起因(前三段)

incentive 起因

* 与末段对应的heading中的关键字：

effect 效果

conclusion 结论

result 结果

consequence 后果

aftermath 后果

influence 影响

future 将来

prospect 憧憬;前景

heading中的时间词一般对应段落中的具体时间点

\* early 🡪 further🡪final 次序

heading中的数据词一般对应段落中的具体数据

heading中的金钱词一般对应段落中的数字和金钱符号

|  |  |
| --- | --- |
| 题中 | 文中 |
| Future | 2046 |
| Past | 1984 |
| Statistics / demographics | 40% |
| Salary  Funding  Financial  Economics  Business  Pension 养老金  Subsidy 津贴 | 400$ |

示范例题：

**题目：**

|  |
| --- |
| List of Headings  　　i Predicting climatic changes  　　ii The relevance of the Little Ice Age today  　　iii How cities contribute to climate change  　　iv Human impact on the climate  　　v How past climatic conditions can be determined  　　vi A growing need for weather records  　　vii A study covering a thousand years  　　viii People have always responded to climate change  　　ix Enough food at last |

|  |
| --- |
| Example Answer  　　Paragraph A viii |

　　14 Paragraph B

|  |
| --- |
| Example Answer  　　Paragraph C v |

　　15 Paragraph D

　　16 Paragraph E

　　17 Paragraph F

**THE LITTLE ICE AGE**

A This book will provide a detailed examination of the Little Ice Age and other climatic shifts, but, before I embark on that, let me provide a historical context. We tend to think of climate - as opposed to weather - as something unchanging, yet humanity has been at the mercy of climate change for its entire existence, with at least eight glacial episodes in the past 730, 000 years. Our ancestors adapted to the universal but irregular global warming since the end of the last great Ice Age, around 10, 000years ago, with dazzling opportunism. They developed strategies for surviving harsh drought cycles, decades of heavy rainfall or unaccustomed cold; adopted agriculture and stock-raising, which revolutionised human life; and founded the world's first pre-industrial civilisations in Egypt, Mesopotamia and the Americas. But the price of sudden climate change, in famine, disease and suffering, was often high.

B The Little Ice Age lasted from roughly 1300 until the middle of the nineteenth century. Only two centuries ago, Europe experienced a cycle of bitterly cold winters; mountain glaciers in the Swiss Alps were the lowest in recorded memory, and pack ice surrounded Iceland for much of the year. The climatic events of the Little Ice Age did more than help shape the modern world. They are the deeply important context for the current unprecedented global warming. The Little Ice Age was far from a deep freeze, however; rather an irregular seesaw of rapid climatic shifts, few lasting more than a quarter-century, driven by complex and still little understood interactions between the atmosphere and the ocean. The seesaw brought cycles of intensely cold winters and easterly winds, then switched abruptly to years of heavy spring and early summer rains, mild winters, and frequent Atlantic storms, or to periods of droughts, light northeasterly winds, and summer heat waves.

C Reconstructing the climate changes of the past is extremely difficult, because systematic weather observations began only a few centuries ago, in Europe and North America. Records from India and tropical Africa are even more recent. For the time before records began, we have only 'proxy records' reconstructed largely from tree rings and ice cores, supplemented by a few incomplete written accounts. We now have hundreds of tree-ring records from throughout the northern hemisphere, and many from south of the equator, too, amplified with a growing body of temperature data from ice cores drilled in Antarctica, Greenland, the Peruvian Andes, and other locations. We are close to a knowledge of annual summer and winter temperature variations over much of the northern hemisphere going back 600 years.

D This book is a narrative history of climatic shifts during the past ten centuries, and some of the ways in which people in Europe adapted to them. Part One describes the Medieval Warm Period, roughly 900 to 1200. During these three centuries, Norse voyagers from Northern Europe explored northern seas, settled Greenland, and visited North America. It was not a time of uniform warmth, for then, as always since the Great Ice Age, there were constant shifts in rainfall and temperature. Mean European temperatures were about the same as today, perhaps slightly cooler.

E It is known that the Little Ice Age cooling began in Greenland and the Arctic in about 1200. As the Arctic ice pack spread southward, Norse voyages to the west were rerouted into the open Atlantic, then ended altogether. Storminess increased in the North Atlantic and North Sea. Colder, much wetter weather descended on Europe between 1315 and 1319, when thousands perished in a continent-wide famine. By 1400, the weather had become decidedly more unpredictable and stormier, with sudden shifts and lower temperatures that culminated in the cold decades of the late sixteenth century. Fish were a vital commodity in growing towns and cities, where food supplies were a constant concern. Dried cod and herring were already the staples of the European fish trade, but changes in water temperatures forced fishing fleets to work further offshore. The Basques, Dutch, and English developed the first offshore fishing boats adapted to a colder and stormier Atlantic. A gradual agricultural revolution in northern Europe stemmed from concerns over food supplies at a time of rising populations. The revolution involved intensive commercial farming and the growing of animal fodder on land not previously used for crops. The increased productivity from farmland made some countries self-sufficient in grain and livestock and offered effective protection against famine.

　　F Global temperatures began to rise slowly after 1850, with the beginning of the Modern Warm Period. There was a vast migration from Europe by land-hungry farmers and others, to which the famine caused by the Irish potato blight contributed, to North America, Australia, New Zealand, and southern Africa. Millions of hectares of forest and woodland fell before the newcomers' axes between 1850 and 1890, as intensive European farming methods expanded across the world. The unprecedented land clearance released vast quantities of carbon dioxide into the atmosphere, triggering for the first time humanly caused global warming. Temperatures climbed more rapidly in the twentieth century as the use of fossil fuels proliferated and greenhouse gas levels continued to soar. The rise has been even steeper since the early 1980s. The Little Ice Age has given way to a new climatic regime, marked by prolonged and steady warming. At the same time, extreme weather events like Category 5 hurricanes are becoming more frequent.

题目解析：

Questions 14-17

　　·题目类型：LIST OF HEADINGS

　　·题目解析：

　　i. 预测气候变化 vi. 日渐增长的对天气记录的需求

　　ii. 小冰期与今天的联系 vii. 一个历经千年的研究

　　iii. 城市在气候变化中的作用 viii. 人类总是对气候变化作出了回应

　　iv. 人类对气候的影响 ix. 最终有足够的食物

　　v. 如何确定过去的气候条件

|  |  |  |
| --- | --- | --- |
| 题号 | 段落主题句 | 题目解析 |
| 14 | B段首句：  The Little Ice Age lasted from roughly 1300 until the middle of the nineteenth century. | B段首句指出，小冰期大致从公元1300年持续到19世纪中期，且整段话就是在描述小冰期对于现在的一些影响。因此答案为ii。 |
| 15 | D段首句：  This book is a narrative history of climatic shifts during the past ten centuries，and some of the ways in which people in Europe adapted to them. | D段首句强调，该书的内容是对1000年来气候变化的描述以及欧洲人的适应方式。因此答案为vii。 |
| 16 | E段末句：  The increased productivity from farmland made some countries self-sufficient in grain and livestock and offered effective protection against famine. | E段末句指出，部分国家在粮食和家畜方面的自给自足为抵制饥荒提供了有效保障。因此答案为ix。 |
| 17 | F段首两句：  Global temperatures began to rise slowly after 1850，with the beginning of the Modem Warm Period. There was a vast migration from Europe by land hungry farmers and others，… | F段首句和次句指出，全球气温的上升引起了大规模的人口迁徙，随后描述了其对气候变化的影响。因此答案为iv。 |

**四种造成阅读心理负担的长难句及攻克方法**

**第一：**

**含有长状语的句子**

**However, at exactly the same time as this new realization of the finite character of health-care resources was sinking in, an awareness of a contrary kind was developing in Western societies: *that people have a basic right to health-care as necessary condition of a proper human life.***

**长状语一般是由这些词引导而出的：**

**时间/地点/方式/让步/条件/原因/结果/比较**

**Despite**

**In spite of +名词+词组**

**Although**

**Though/even~**

**While**

**albeit (古)**

**第二：**

**被插入语／括号／双破折号／双逗号隔开的句子 可以忽略不计**

**Countries all across the world are actively promoting their ‘wilderness’ regions – such as mountains, Arctic lands, deserts, small islands and wetlands – to high – spending tourists.**

**第三种：**

**由多个短句共同构成的句子**

**The second set of more specific changes that have led to the present concern about the distribution of health-care resources stems from the dramatic rise in health costs in most OECD countries, accompanied by large-scale demographic and social changes which have meant, to take one example, that elderly people are now major (and relatively very expensive) consumers of health-care resources.**

**第四：含有代词指代成分的句子**

**剑桥四p18第二段第二行**

**These misconceptions do not remain isolated but become incorporated into a multifaceted, but organized, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification.**

**注意这些代词**

**These 可数复数**

**This 可数单数**

**It = 无生命名词/婴儿**

**Those 可数复数**

**That 可数单数/整件事情**

**One 一个人(泛指)**

**the case 某种情况**

**解决长难句的最好方法：**

1. **精翻每个长难句**
2. **学会查字典**

**查字典的时候应该刻意去记：**

|  |  |
| --- | --- |
| **词性** | **注意事项** |
| **动词** | **＊ 及物还是不及物 rise Vs. raise**  **＊ 动词的不规则变化 rise rose risen**  **＊ 固定动词搭配**  **＊ 记一个同义词一个反义词** |
| **名词** | * **可数还是不可数**   **fish 集合名词**   * **可数变化是否规则**   **medium🡪 media**  **phenomenon🡪 phenomena**  **larva🡪 larvae** |
| **形容词** | * **感情色彩**   **Unique 独一无二的**  **Peculiar 怪异的**  **Special 特别的**   * **比较级和最高级**   **rich richer richest**  **wealthy**  **clever** |

1. **每天给自己一个小时**

**查做过的题目中的单词**

**尽量将单词放入文本记忆**

**边查词边翻译**

**4.定期回顾复习总结**

Lecture Three

Matching题型一

段落+相关信息

解题方法：

1. **浏览标题+首段**
2. **浏览大题类型,确认解题顺序**

**3. 细读信息,寻找关键字**

**关键字一般是…**

* **首末段对应词**
* **特殊词**

**statistical**

**demographics 对应段落中百分号**

* **题目中有details／description,对应有例子的段落**

**详解雅思阅读中举例方式**

**随便的:**

**say**

**to think of**

**通用的: i.e. e.g.**

**只跟单词和词组**

**such as ／ like**

**including。。。**

**4.通读文章各段各句,寻找关键字的同义词**

**5.比较信息，选择答案**

示范例题：

剑五T1P2

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

*Nature or Nurture?*

1. A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, Stanley Milgram of Yale University tested 40 subjects from all walks of life for their willingness to obey instructions given by a leader in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform. Specifically, Milgram told each volunteer ‘teacher-subject’ that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils’ ability to learn.
2. Milgram’s experimental set-up involved placing the teacher-subject before a panel of thirty switches with labels ranging from ‘15 volts electricity (slight shock)’ to ‘450 volts (danger – severe shock)’ in steps of 15 volts each. The teacher-subject was told that whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each successive wrong answer. The supposed ‘pupil’ was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans, screams and writhings together with an assortment of statements and expletives denouncing both the experiment and the experimenter. Milgram told the teacher-subject to ignore the reactions of the pupil, and to administer whatever level of shock was called for, as per the rule governing the experimental situation of the moment.
3. As the experiment unfolded, the pupil would deliberately give the wrong answers to questions posed by the teacher, thereby bringing on various electrical punishments, even up to the danger level of 300 volts and beyond. Many of the teacher-subjects balked at administering the higher levels of punishment, and turned to Milgram with questioning looks and/or complaints about continuing the experiment. In these situations, Milgram calmly explained that the teacher-subject was to ignore the pupil’s cries for mercy and carry on with the experiment. If the subject was still reluctant to proceed, Milgram said that it was important for the sake of the experiment that the procedure be followed through to the end. His final argument was, ‘You have no other choice. You must go on.’ What Milgram was trying to discover was the number of teacher-subjects who would be willing to administer the highest levels of shock, even in the face of strong personal and moral revulsion against the rules and conditions of the experiment.
4. Prior to carrying out the experiment, Milgram explained his idea to a group of 39 psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts. The overwhelming consensus was that virtually all the teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that ‘most subjects would not go beyond 150 volts’ and they further anticipated that only four per cent would go up to 300 volts. Furthermore, they thought that only a lunatic fringe of about one in 1,000 would give the highest shock of 450 volts.
5. What were the actual results? Well, over 60 per cent of the teacher-subjects continued to obey Milgram up to the 450 volt limit! In repetitions of the experiment in other countries, the percentage of obedient teacher-subjects was even higher, reaching 85 per cent in one country. How can we possibly account for this vast discrepancy between what calm, rational, knowledgeable people predict in the comfort of their study and what pressured, flustered, but cooperative ‘teachers’ actually do in the laboratory of real life?
6. One’s first inclination might be to argue that there must be some sort of built-in animal aggression instinct that was activated by the experiment, and that Milgram’s teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an advantageous trait, having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.
7. An alternative to this notion of genetic programming is to see the teacher-subjects actions as a result of the social environment under which the experiment was carried out. As Milgram himself pointed out, ‘Most subjects in the experiment see their behavior in a larger context that is benevolent and useful to society – the pursuit of scientific truth. The psychological laboratory has a strong claim to legitimacy and evokes trust and confidence in those who perform there. An action such as shocking a victim, which in isolation appears evil, acquires a completely different meaning when placed in this setting.
8. Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, self-sacrifice and discipline to the service of malevolent systems of authority.
9. Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort out which of these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology – to discover the degree to which hard-wired genetic programming dictates, or at least strongly biases, the interaction of animals and humans with their environment, that is, their behavior. Put another way, sociobiology is concerned with elucidating the biological basis of all behavior.

***Questions 14-19***

Reading Passage 2 has nine paragraphs, **A-I**.

Which paragraph contains the following information?

*Write the correct letter* ***A-I*** *in boxes 14-19 on your answer sheet.*

1. a biological explanation of the teacher-subjects’ behavior
2. the explanation Milgram gave the teacher-subjects for the experiment
3. the identity of the pupils
4. the expected statistical outcome
5. the general aim of sociobiological study
6. the way Milgram persuaded the teacher-subjects to continue

试题解析:

**Questions 14 — 19**

　　●题型：Matching

　　●题目解析：

|  |  |  |
| --- | --- | --- |
| 题号 | 定位词 | 文章对应点 |
| 14 | biological explanation / teacher-subject | F段：  …and that Milgram’s teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. |
| 15 | explanation / for the experiment | A段：  Specifically, Milgram told each volunteer “teacher-subject” that the experiment was in the noble cause of education. |
| 16 | identity / pupil | B段：  The supposed “pupil” was in reality an actor hired by Milgram to simulate receiving the shocks by… |
| 17 | expected / statistical | D段：  The phychiatrists felt that “most subjects would not go beyond 150 volts” and they further anticipated that only four per cent would go up to 300 volts.  TIPS：首先可以根据statistical一词找数据及百分比较多的段落，然后再大致浏览，判断是预期的结果还是真实结果。 |

|  |  |  |
| --- | --- | --- |
| 题号 | 定位词 | 文章对应点 |
| 18 | general aim / sociobiological study | I段：  This, in essence, is the problem of modern sociobiology to discover the degree to which hard-wired genetic programming… |
| 19 | persuaded / continue | C段：  Many of the teacher-subjects balked at administering the higher levels of punishment, …, “You have no other choice. You must go on. ” |

剑四T2P3 Q27-32

注意NB=Nota Bene

最长的段子选择次数最高

Lecture Four

**Matching题型二：**

**人物 + 理论**

**注意题目要求中有没有NB，**

**如果有意味着多选**

1. **定位人名，显著标注，**

**顺便去掉人的称谓**

**另外注意人多的段子**

1. **细读理论，划出关键字**
2. **回文中人名定位处，寻找**
   * **引号中的直接引语，搞清楚到底是谁说的**
   * **下列动词引导的宾语从句：**

**引导人物观点的动词：**

**acknowledge 宣称**

**refute 反驳**

**Predict 预测**

**Note 特别提到**

**Remark评论**

**Propose 提出**

**conclude 结论**

**Summarize 总结**

**Assert 断言**

**同时注意这些词**

**also**

**…too ….as well**

**Another**

**这些词一般标志此人的第二个理论即将出现**

1. **比照题目中和文中的关键字，**

**注意同义转述**

1. **判断答案**

**注意：一个人名**

**最多使用次数是三次**

**出现率=选择率**

**示范例题:**

|  |
| --- |
| Lost for Words |
| ***Many minority languages are on the danger list*** |
| |  |  | | --- | --- | | In the Native American Navajo nation, which sprawls across four states in the American south-west, the native language is dying. Most of its speakers are middle-aged or elderly. Although many students take classes in Navajo, the schools are run in English. Street signs, supermarket goods and even their own newspaper are all in English. Not surprisingly, linguists doubt that any native speakers of Navajo will remain in a hundred years’ time.  Navajo is far from alone. Half the world’s 6,800 languages are likely to vanish within two generations – that’s one language lost every ten days. Never before has the planet’s linguistic diversity shrunk at such a pace. ‘At the moment, we are heading for about three or four languages dominating the world,’ says Mark Pagel, an evolutionary biologist at the University of Reading. ‘It’s a mass extinction, and whether we will ever rebound from the loss is difficult to know.’  Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people. Only 250 languages have more than a | million speakers, and at least 3,000 have fewer than 2,500. It is not necessarily these small languages that are about to disappear. Navajo is considered endangered despite having 150,000 speakers. What makes a language endangered is not just the number of speakers, but how old they are. If it is spoken by children it is relatively safe. The critically endangered languages are those that are only spoken by the elderly, according to Michael Krauss, director of the Alassk Native Language Center, in Fairbanks.  Why do people reject the language of their parent? It begins with a crisis of confidence, when a small community finds itself alongside a larger, wealthier society, says Nicholas Ostler, of Britain’s Foundation for Endangered Languages in Bath. ‘People lose faith in their culture,’ He says. ‘When the next generation reaches their teens, they might not want to be induced into the old traditions.’  The change is not always voluntary. Quite often, governments try to kill off a minority language by banning its use in public or discouraging its use in schools, all to promote national unity. | |

|  |  |
| --- | --- |
| The former US policy of running Indian reservation schools in English, for example, effectively put languages such as Navajo on the danger list. But Salikoko Mufwene, who chairs the Linguistics department at the University of Chicago, argues that the deadliest weapon is not government policy but economic globalisation. ‘Native Americans have not lost pride in their language, but they have had to adapt to socio-economic pressures,’ he says. ‘They cannot refuse to speak English if most commercial activity is in English.’ *But are languages worth saving? At the very least, there is a loss of data for the study of languages and their evolution, which relies on comparisons between languages, both living and dead. When an unwritten and unrecorded language disappears, it is lost to science.*  Language is also intimately bound up with culture, so it may be difficult to preserve one without the other. ‘If a person shifts from Navajo to English, they lose something,’ Mufwene says. ‘Moreover, the loss of diversity may also deprive us of different ways of looking at the world,’ says Pagel. *There is mounting evidence that learning a language produces physiological changes in the brain.* ‘Your brain and mine are different from the brain of someone who speaks French, for instance.’ Pagel says, and this could affect our thoughts and perceptions. ‘The patterns and connections we make among various concepts may be structured by the linguistic habits of our community.’  So despite linguists’ best efforts, many languages will disappear over the next century. But a growing inter- | est in cultural identity may prevent the direst predictions from coming true. ‘The key to fostering diversity is for people to learn their ancestral tongue, as well as the dominant language,’ says Doug Whalen, founder and president of the Endangered Language Fund in New Haven, Connecticut. ‘Most of these languages will not survive without a large degree of bilingualism,’ he says. In New Zealand, classes for children have slowed the erosion of Maori and rekindled interest in the language. A similar approach in Hawaii has produced about 8,000 new speakers of Polynesian languages in the past few years. In California, ‘apprentice’ programmes have provided life support to several indigenous languages. Volunteer ‘apprentices’ pair up with one of the last living speakers of a Native American tongue to learn a traditional skill such as basket weaving, with instruction exclusively in the endangered language. After about 300 hours of training they are generally sufficiently fluent to transmit the language to the next generation. But Mufwene says that preventing a language dying out is not the same as giving it new life by using it every day. ‘Preserving a language is more like preserving fruits in a jar,’ he says.  However, preservation can bring a language back from the dead. There are examples of languages that have survived in written form and then been revived by later generations. But a written form is essential for this, so the mere possibility of revival has led many speakers of endangered languages to develop systems of writing where none existed before. |

***Questions 5-9***

*Look at the following statements (Questions 5-9) and the list of people in the box below.*

*Match each statement with the correct person* ***A-E****.*

*Write the appropriate letter* ***A-E*** *in boxes 5-9 on your answer sheet.*

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

**5**  Endangered languages cannot be saved unless people learn to speak more than one language.

**6** Saving languages from extinction is not in itself a satisfactory goal.

**7** The way we think may be determined by our language.

**8**  Young people often reject the established way of life in their community.

**9** A change of language may mean a loss of traditional culture.

|  |
| --- |
| **A** Michael Krauss  **B** Salikoko Mufwene  **C** Nicholas Ostler  **D** Mark Pagel  **E** Doug Whalen |

Answer key：5.E 6.B 7.D 8.C 9.B

试题解析:

|  |  |  |
| --- | --- | --- |
| 题号 | 解题关键字 | 题解 |
| 5 | more than one... | 翻译：除非人们都去学习说不止一种语言，否则的话濒危语言是不可能得救的。  第7段前部，Doug Whalen身份的后面  Most of these languages will not survive without a large bilingualism. bilingual意思就是“能够写或说两种语言”，与more than one language 正好对应。  答案：E |
| 6 | in itself | 翻译：拯救濒危语言本身并不是令人满意的目标。  第7段倒数第6行，Mufwene出现的地方后面。  很多时候一个人会在文中出现不止一次，而且第二次出现的时候往只说姓，或者只说名字，这就给很多考生造成困扰，因此在标人名的时候要注意，一般出现率越高的人理论越多。  But Mufwene says that preventing a language dying out is not the same as giving it new life by using it every day. 通过这句话可以推测，保护语言 本身并不是目标，如何让语言活起来才是真正目的。 |
| 7 | think / determine | 翻译：我们思考的方式也许是由我们的语言决定的。  第6段末句  Pagel所说的话当中提到了说英语的人的大脑与说法语的人大脑的不同，随后提出语言会影响我们的想法和观点。 |

剑四T2P3 P53 Q36-40

**PLAY IS A SERIOUS BUSINESS**



**Does play help develop bigger, better brains? Bryant Furlow investigates**

**A** Playing is a serious business. Children engrossed in a make-believe world, fox cubs play-fighting or kittens teasing a ball of string aren’t just having fun. Play may look like a carefree and exuberant way to pass the time before the hard work of adulthood comes along, but there’s much more to it than that. For a start, play can even cost animals their lives. Eighty per cent of deaths among juvenile fur seals occur because playing pups fail to spot predators approaching. It is also extremely expensive in terms of energy. Playful young animals use around two or three per cent of their energy cavorting, and in children that figure can be closer to fifteen per cent. ‘Even two or three per cent is huge,’ says John Byers of Idaho University. ‘You just don’t find animals wasting energy like that,’ he adds. There must be a reason.

**B**  But if play is not simply a developmental hiccup, as biologists once thought, why did it evolve? The latest idea suggests that play has evolved to build big brains. In other words, playing makes you intelligent. Playfulness, it seems, is common only among mammals, although a few of the larger-brained birds also indulge. Animals at play often use unique signs - tail-wagging in dogs, for example - to indicate that activity superficially resembling adult behaviour is not really in earnest. A popular explanation of play has been that it helps juveniles develop the skills they will need to hunt, mate and socialise as adults. Another has been that it allows young animals to get in shape for adult life by improving their respiratory endurance. Both these ideas have been questioned in recent years.

**C** Take the exercise theory. If play evolved to build muscle or as a kind of endurance training, then you would expect to see permanent benefits. But Byers points out that the benefits of increased exercise disappear rapidly after training stops, so any improvement in endurance resulting from juvenile play would be lost by adulthood. ‘If the function of play was to get into shape,’ says Byers, ‘the optimum time for playing would depend on when it was most advantageous for the young of a particular species to do so. But it doesn’t work like that.’ Across species, play tends to peak about halfway through the suckling stage and then decline.

**D** Then there’s the skills-training hypothesis. At first glance, playing animals do appear to be practising the complex manoeuvres they will need in adulthood. But a closer inspection reveals this interpretation as too simplistic. In one study, behavioural ecologist Tim Caro, from the University of California, looked at the predatory play of kittens and their predatory behaviour when they reached adulthood. He found that the way the cats played had no significant effect on their hunting prowess in later life.

**E** Earlier this year, Sergio Pellis of Lethbridge University, Canada, reported that there is a strong positive link between brain size and playfulness among mammals in general. Comparing measurements for fifteen orders of mammal, he and his team found larger brains (for a given body size) are linked to greater playfulness. The converse was also found to be true. Robert Barton of Durham University believes that, because large brains are more sensitive to developmental stimuli than smaller brains, they require more play to help mould them for adulthood. ‘I concluded it’s to do with learning, and with the importance of environmental data to the brain during development,’ he says.

**F** According to Byers, the timing of the playful stage in young animals provides an important clue to what’s going on. If you plot the amount of time a juvenile devotes to play each day over the course of its development, you discover a pattern typically associated with a ‘sensitive period’ - a brief development window during which the brain can actually be modified in ways that are not possible earlier or later in life. Think of the relative ease with which young children- but not infants or adults - absorb language. Other researchers have found that play in cats, rats and mice is at its most intense just as this ‘window of opportunity’ reaches its peak.

**G** ‘People have not paid enough attention to the amount of the brain activated by play,’ says Marc Bekoff from Colorado University. Bekoff studied coyote pups at play and found that the kind of behaviour involved was markedly more variable and unpredictable than that of adults. Such behaviour activates many different parts of the brain, he reasons. Bekoff likens it to a behavioural kaleidoscope, with animals at play jumping rapidly between activities. ‘They use behaviour from a lot of different contexts - predation, aggression, reproduction,’ he says. ‘Their developing brain is getting all sorts of stimulation.’

　　H Not only is more of the brain involved in play than was suspected, but it also seems to activate higher cognitive processes. ‘There’s enormous cognitive involvement in play,’ says Bekoff. He points out that play often involves complex assessments of playmates, ideas of reciprocity and the use of specialised signals and rules. He believes that play creates a brain that has greater behavioural flexibility and improved potential for learning later in life. The idea is backed up by the work of Stephen Siviy of Gettysburg College. Siviy studied how bouts of play affected the brain’s levels of a particular chemical associated with the stimulation and growth of nerve cells. He was surprised by the extent of the activation. ‘Play just lights everything up,’ he says. By allowing link-ups between brain areas that might not normally communicate with each other, play may enhance creativity.

**I** What might further experimentation suggest about the way children are raised in many societies today? We already know that rat pups denied the chance to play grow smaller brain components and fail to develop the ability to apply social rules when they interact with their peers. With schooling beginning earlier and becoming increasingly exam-orientated, play is likely to get even less of a look-in. Who knows what the result of that will be?

**Questions 36-40**

　　Look at the following researchers (Questions 36-40) and the list of findings below. Match each researcher with the correct finding.

　　Write the correct letter A-H in boxes 36-40 on your answer sheet.

　　36 Robert Barton

　　37 Marc Bekoff

　　38 John Byers

　　39 Sergio Pellis

　　40 Stephen Siviy

|  |
| --- |
| **List of Findings**  　　A There is a link between a specific substance in the brain and playing.  　　B Play provides input concerning physical surroundings.  　　C Varieties of play can be matched to different stages of evolutionary history.  　　D There is a tendency for mammals with smaller brains to play less.  　　E Play is not a form of fitness training for the future.  　　F Some species of larger-brained birds engage in play.  　　G A wide range of activities are combined during play.  　　H Play is a method of teaching survival techniques. |

substance 物质

input 输入 = information

physical surrounding 周遭环境

stage 阶段

mammal 哺乳动物

fitness training 体能训练

a wide range of 各种各样的

combine vt.组合

survival techniques 生存技能

strong positive link 紧密的正比关系

order 种类

The converse was also found to be found. 反之亦然

Mould vt. 塑造;改变

Kaleidoscope 万花筒

Peak vi.登顶

试题解析:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 题号 | 定位词 | 文中对应点 | 解题关键字 | 题解 |
| 36 | Robert Barton | E段倒数第四行 | physical surrounding | I concluded it’s to do with learning, and with the importance of environmental data to…  Barton认为玩耍与学习有关，也与大脑发育 过程中环境资料的重要性有关。Environmental data可以与physical surroundings对应。  答案是B |
| 37 | Marc Becoff | G段 | awide range of | Bekoff likens it to a behavioural kaleidoscope...  Becoff将玩耍比喻为一个行为万花筒，这句话也就是说在玩耍当中动物会做出各种各样 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 题号 | 定位词 | 文中对应点 | 解题关键字 | 题解 |
|  |  |  |  | 的举动，正好和H选项中的a wide range of相对应。  答案是G |
| 38 | John Byers | C段 | not / fitness | Byers points out that the benefits of increased exercise disappear rapidly after training stops, so...  Byers认为训练一结束，由增强训练所带来的好处就跟着迅速消失了，无论什么种群的动物，玩耍都倾向于在哺乳期的中期达到顶峰，然后则开始走了下坡路。这就与E答案观点一致。答案是E |
| 39 | Sergio Pellis | E段 | mammal / smaller / less | ...reported that there is a strong positive link between brain size and playfulness among mammals in general.  Pellis认为哺乳动物的玩耍量与他们大脑的大小往往成正比。所以玩耍比较少的动物脑子也比较小。  答案是D |
| 40 | Stephen Siviv | H段 | specific substance / brain | Siviy studied how bouts of play affected the brain’s levels of a particular chemical associated with..  Siviy认为玩耍能够影响大脑中一种特殊化学物质，这种物质会刺激神经细胞生长。  答案选A |

Lecture Five

Matching题型三

直接对应型matching

***事物 + 特点***

***公司* + 产品**

***年代*+ 产物 cam4t4p3**

***人物* + 成就**

**1.定位**

**事物／公司／年代／人物，显著标注**

**出现次数≈选择次数**

**2.扫描特点／产品／产物**

**／成就等，划出关键字。**

**如果这些表述很短，多看几遍，争取记在心里**

**这样可以节省来回翻页的时间。**

**3.回文章定位处周围寻找关键字的同义词 ，**

**小心一模一样的表达，**

**一般都是陷阱。**

示范例题：

**Biological control of pests**

　　The continuous and reckless use of synthetic chemicals for the control of pests which pose a threat to agricultural crops and human health is proving to be counter-productive. Apart from engendering widespread ecological disorders, pesticides have contributed to the emergence of a new breed of chemical-resistant, highly lethal superbugs.

　　According to a recent study by the Food and Agriculture Organisation (FAO), more than 300species of agricultural pests have developed resistance to a wide range of potent chemicals. Not to be left behind are the disease-spreading pests, about 100 species of which have become immune to a variety of insecticides now in use.

　　One glaring disadvantage of pesticides' application is that, while destroying harmful pests, they also wipe out many useful non-targeted organisms, which keep the growth of the pest population in check. This results in what agroecologists call the 'treadmill syndrome'. Because of their tremendous breeding potential and genetic diversity, many pests are known to withstand synthetic chemicals and bear offspring with a built-in resistance to pesticides.

　　The havoc that the 'treadmill syndrome' can bring about is well illustrated by what happened to cotton farmers in Central America. In the early 1940s, basking in the glory of chemicalbased intensive agriculture, the farmers avidly took to pesticides as a sure measure to boost crop yield. The insecticide was applied eight times a year in the mid-1940s, rising to 28 in a season in the mid-1950s, following the sudden proliferation of three new varieties of chemical resistant pests.

　　By the mid-1960s, the situation took an alarming turn with the outbreak of four more new pests, necessitating pesticide spraying to such an extent that 50% of the financial outlay on cotton production was accounted for by pesticides. In the early 1970s, the spraying frequently reached 70times a season as the farmers were pushed to the wall by the invasion of genetically stronger insect species.

　　Most of the pesticides in the market today remain inadequately tested for properties that cause cancer and mutations as well as for other adverse effects on health, says a study by United States environmental agencies. The United States National Resource Defense Council has found that DDT was the most popular of a long list of dangerous chemicals in use.

　　In the face of the escalating perils from indiscriminate applications of pesticides, a more effective and ecologically sound strategy of biological control, involving the selective u~ of natural enemies of the pest population, is fast gaining popularity- though, as yet, it is a new field with limited potential. The advantage of biological control in contrast to other methods is that it provides a relatively low-cost, perpetual control system with a minimum of detrimental side-effects. When handled by experts, bio-control is safe, non-polluting and self-dispersing.

　　The Commonwealth Institute of Biological Control (CIBC) in Bangalore, with its global network of research laboratories and field stations, is one of the most active, non-commercial research agencies engaged in pest control by setting natural predators against parasites. CIBC also serves as a clearing-house for the export and import of biological agents for pest control world-wide.

　　CIBC successfully used a seed-feeding weevil, native to Mexico, to control the obnoxious parthenium weed, known to exert devious influence on agriculture and human health in both India and Australia. Similarly the Hyderabad-based Regional Research Laboratory (RRL), supported by CIBC, is now trying out an Argentinian weevil for the eradication of water hyacinth, another dangerous weed, which has become a nuisance in many parts of the world. According to Mrs Kaiser Jamil of RRL, 'The Argentinian weevil does not attack any other plant and a pair of adult bugs could destroy the weed in 4-5 days. ' CIBC is also perfecting the technique for breeding parasites that prey on 'disapene scale' insects - notorious defoliants of fruit trees in the US and India.

　　How effectively biological control can be pressed into service is proved by the following examples. In the late 1960s, when Sri Lanka's flourishing coconut groves were plagued by leaf-mining hispides, a larval parasite imported from Singapore brought the pest under control. A natural predator indigenous to India, Neodumetia sangawani, was found useful in controlling the Rhodes grass-scale insect that was devouring forage grass in many parts of the US. By using Neochetina bruci, a beetle native to Brazil, scientists at Kerala Agricultural University freed a 12-kilometre long canal from the clutches of the weed Salvinia molesta, popularly called 'African Payal' in Kerala. About 30, 000 hectares of rice fields in Kerala are infested by this weed.

　　Questions 22-26

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

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

　　22 Disapene scale insects feed on

　　23 Neodumetia sangawani ate

　　24 Leaf-mining hispides blighted

　　25 An Argentinian weevil may be successful in wiping out

26 Salvinia molesta plagues

|  |
| --- |
| A forage grass.  　　B rice fields.  　　C coconut trees.  　　D fruit trees.  　　E water hyacinth.  　　F parthenium weed.  　　G Brazilian beetles.  　　H grass-scale insects.  　　I larval parasites. |

题目解析：

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **题号** | | **定位词** | **文中对应点** | | **题目解析** |
| 22 | disapene scale insects | | CIBC is also perfecting the technique for breeding parasites that prey on ‘disapene scale’insects—notorious defoliants offruit trees in the US and India. | 破折号后面的同位语成分是对‘disapene scale’insects的解释说明。defoliant指脱叶剂，考生即使不知道它的意思，也能够猜出来这种虫子危害果树。故答案为D。 | |
| 23 | Neodumetia  　　sangawani | | A natural predator indigenous to India. Neodumetia sangawani，was found useful in controlling the Rhodes grass scale insect that was devouring forage grass. mmany parts of the US. | 这道题目的解题关键是搞清楚定语从句that was devouring forage grass的先行词是grass-scale insect，而不是Neodumeda sangawani，否则答案很容易就误选A。正确答案应该是H。 | |
| 24 | leaf-mining  　　hispides | | …flourishing coconut groves were  plagued by leaf-mining hispides… | blighted这个词很多考生不认识，不过通过上下文应该能够轻易猜出是贬义词，指的是leaf-mining hispides祸害了什么。故答案为C。 | |
| 25 | Argentinian  　　weevil | | …trying out an Argentinian weevil for the eradication of water hvacinth… | wipe out的意思是“消灭”，相当于文中的eradication，故答案为E。 | |
| 26 | Salvinia  　　molesta | | By using Neochetina bruci, a beetle native to Brazil, scientists at Kerala Agricultural University freed a 12-kilometre-long canal from the clutches of the weed Salvinia molesta. popularly  called‘African Payal’in Kerala. About 30,000 hectares of rice fields in Kerala are infested by this weed. | 这道题目的难点在于专有名词太多，还间或有插入语或过去分词，使考生容易忽视真正的动词，比如freed和infested。代词指代成分this weed也容易被误解。如果能够将这个句子读上两遍，正确答案B也就不难找到了。 | |

Matching题型四

选各自特点:

**文中提到事物x和y**

**题目如此：**

**请问下列特点是**

**A.X only**

**B.Y only**

**C X+Y BOTH**

**D neither**

**解题窍门：**

* **对应文中三段**
* **注意连接词**

**表示共通点：**

**like**

**similar to**

**both**

**share**

**common points**

**same**

**also**

**表示不同点：**

**unlike**

**in contrast with**

**compared with**

**but**

**refute 反驳**

**contradict 抵触**

**解这样的题目切忌烦躁 一定要耐心**

**建议放在考试中部做**

示范例题:

CAM7T2P1

**Why pagodas don’t fall down**

****

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

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

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

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

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

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

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

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

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

**Questions 5-10**

Classify the following as typical of

　　A both Chinese and Japanese pagodas

　　B only Chinese pagodas

　　C only Japanese pagodas

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

　　5 easy interior access to top

　　6 tiles on eaves

　　7 use as observation post

　　8 size of eaves up to half the width of the building

　　9 original religious purpose

　　10 floors fitting loosely over each other

题目解析:

**Questions 5-10**

　　·题目类型：MATCHING搭配题

　　·题目解析：

|  |  |  |
| --- | --- | --- |
| **题号** | **定位词** | **题目解析** |
| 5 | interior access to top | 第四段第三、四句：The Chinese built their pagodas in brick or stone, with inner staircases.... When the pagoda reached Japan... the staircase was dispensed with because the Japanese pagoda did not have any practical use. 中国人用砖石造塔，内设楼梯……当宝塔到达日本，日本人加以改进，楼梯被弃用了……  很明显，只有中国的塔有楼梯，也就能方便地到达顶层；日本宝塔没有楼梯，谈何容易到达顶层呢?staircase楼梯，引申一下，就是中国宝塔的特点就是人们很容易就能登上塔顶。所以答案为B。  关键词组：be dispensed with弃用，不再拥有  例如：I think we will soon see juries dispensed with in criminal. 我想我们不久就会看到在刑事审理中不再使用陪审团。 |
| 6 | tiles on eaves | 用tile一词定位到第五段第二句：For the same reason, the builders of Japanese pagodas seem to have further increased their weight by choosing to cover these extended eaves not with the porcelain tiles of many Chinese pagodas but with much heavier earthenware tiles. 出于同样的原因，日本宝塔的建造者们通过采用较重的陶瓦来覆盖这些延伸的屋檐从而大量增加自身的重量，而不像许多中国宝塔那样采用瓷瓦。这句话表明不管是日本塔还是中国塔，屋檐上当然都盖着瓦，只是所用的瓦材质不同而已。所以答案是A。 |
| 7 | observation post | 第四段第三、四句：The Chinese... used them in later centuries mainly as watchtowers. When the pagoda reached Japan, ... the staircase was dispensed with because the Japanese pagoda did not have any practical use but became more of an art object. 中国人……后来这些宝塔就主要用作守望塔。然而当这些宝塔传入日本时，……日本宝塔没有什么实用性，更多是当作艺术品，所以没有楼梯。  中国人将塔用作守望塔，watchtower就等同于observation post，而日本人仅仅将塔作为艺术品来看待，并无实际用途，当然不会当守望塔用。答案当然是B。  语言点：more of更大程度上  例如：he is more of a poet than a musician. 与其说他是个音乐家，还不如说他是个诗人。 |
| 8 | eave, half the width of the building | 利用题目中的half一词可以找到文中第五段出现的fifty per cent，然后细读该句。The roof of a Japanese temple building can be made to overhang the sides of the structure by fifty per cent or more of the building's overall width. 联系上一段最后一句：Pagodas in China and Korea have nothing like the overhang that is found on pagodas in Japan. 两句综合在一起，表明只有日本宝塔有悬空的屋檐，而且日本寺庙建筑的屋檐悬于建筑物的侧面之外部分的宽度可以达到建筑物总宽的一半或更多。因此屋檐宽度超过建筑物宽度一半的当然只有日本宝塔了。所以答案是C。 |
| 9 | religious | 第四段第二句：As in China, they were first introduced with Buddhism...像在中国一样，它们最初是随着佛教而被引进的……Buddhism佛教，对应题干的religious。as in China中的as表示“正如”，证明日本塔和中国塔都有宗教功能。所以答案是A。 |
| 10 | floors, loosely over each other | 这道题很难定位，因为此大题大多数题目的答案都出现在第四、五段。考生在第四、五段寻找floors和loosely这样的定位词，却没有找到；直到第六段的倒数第三行，才发现loosely一词，但是辨别之后发现与本题无关。继续扫读，一直到第八段another strange feature of Japanese pagoda，提醒考生此段将讲到日本塔另一个与众不同之处，也就是日本塔所特有的。向下寻找，有这样的句子：  More surprising is fact that the individual storeys of a Japanese pagoda, unlike their counterparts elsewhere, are not actually connected to each other. They are simply stacked one on top of another like a pile of hats. 更令人惊讶的是日本宝塔的每一个单独楼层间实际上都不相连，这一点不同于其他任何地方的同类建筑。它们就像一摞帽子一样只是被一层一层地叠加起来。  unlike their counterparts再次强调这是日本塔所特有的，stack对应fitting，帽子的比喻表明楼层之间是松散地建造在一起的。所以答案为C。  **TIPS：**找不到就暂时放弃，做完下一大题再回头看，迎刃而解。 |

|  |  |
| --- | --- |
| **文章标题** | Ambergris **龙涎香** |
| **文章大意** | **关于**ambergris**龙涎香和**amber**琥珀的**  **第一段说** ambergris**这个东西很久以前有了，然后说**ambergris**的用途有** for medicine**，** spice**，用来制作**perfume **什么的等等（有题，**matching**） 然后说但是人们不知道它是从哪里来的。再就是说在古代**  it worth in weight in gold**，当然是贵了。**  **第二段说 以前人们一直把**ambergris**和**amber**当作一种东西。但是有个叫**Dick **什么的 写了一本书 讲了这两个东西的区别什么的（有题，**matching**）说**ambergris**通常发现在海面或者**shore**，但是仍然不知道是从哪里来的。** Amber**哪是一种什么的，与松树**pine**有关， 然后说了**amber**的一些特性** hard**，**transparent**， 等等，用来做装饰品 头上啊什么地方，**  **同样** very costly**。（有题，**matching**）**  **第三段说**ambergris**是与**sperm whale**的**intestine**肠子里的消化**digest **某种东西有关。以为**intestine**会有题，结果没有，提到了马可波罗，好像与这个发现有关（没题，当笑话好了）**  **第四段就是具体**describe ambergris**的产生过程了。（**summary **题）大意是，**sperm whale**吃一种东西 叫** beaks of squalid**， 肠子就消化，但是不能完全消化，就转化成了另一种东西，应该是体内的垃圾。这种垃圾是**soft**的，会被**sperm whale **呕吐出来** be vomited up**。 然后这种东西遇到空气就会变硬** hardens**， 于是就形成了** ambergris**了，也解释了为什么**ambergris**总在海面和**shore**被发现。**  **第五段 说人们为了获得**ambergris**而捕杀**sperm whale **导致了濒临灭绝。给了一个数据 说**in 20th century**，** 90% ambergris was made in the processing of killing sperm whale**。（有题，** TFNG**）**ambergris was still the most expensive product in the whole body of sperm whale**，大意是这样的。 于是人们就开始采取措施保护**sperm whale**， 在工业生产中采用了很多**ambergris**的替代品，例如香水制造业中就用了某种东西，代替了**ambergris**。**  **第六段 说** sperm whale**的数量会有**recover**的那么一天，没题。** |
| **题目类型** | Matching  Summary**填空**  T/F/NG |
| **参考答案** | Matching  A only ambergris  B only amber  C both  D neither  ·very expensive   C   ·use in medicine   A  ·use as currency  D   ·refers to in a Book written by Dick xxx  C   ·could be seen through    B  Summary**填空**  ambergris**的形成步骤**  **龙涎香是抹香鲸的呼吸道分泌物**  ·sperm whale **吃下去** beaks of squalid**，**  ·**然后** xxx be vomited up**，**  ·hardens when exposure on air  T/F/NG  ·20th century most ambergris was made in the processing of killing of sperm whale**。** T  ·Ambergris’s cost increased recently**。** NG  ·ambergris still remains in the perfume making**。** F  ·**关于保护鲸鱼的** F |

Lecture SIX

Matching题型五

完成句子/句首+句尾

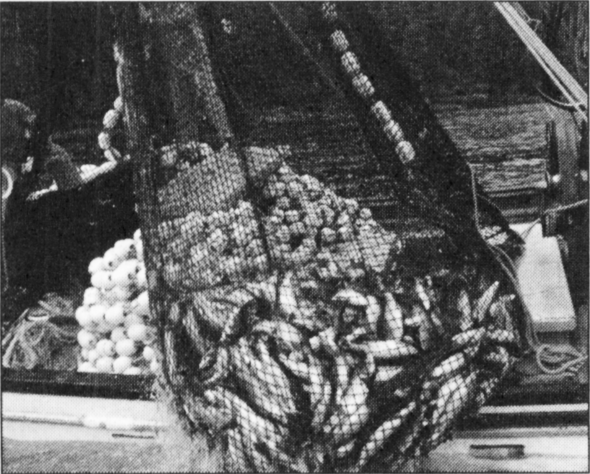
解题方法

1. 通读句首,回文中定位
2. 扫描句尾,划出关键字,注意区分twins选项
3. 回文章寻找对应的句子,注意同义词转换,选择答案
4. 此题在文中一般是按顺序出题,只要按顺序一点点寻找,终会找到
5. 实在找不到,放弃

示范例题

剑七 T4P2 Q21-26

**Endless Harvest**



　　More than two hundred years ago, Russian explorers and fur hunters landed on the Aleutian Islands, a volcanic archipelago in the North Pacific, and learned of a land mass that lay farther to the north. The islands' native inhabitants called this land mass Aleyska, the ‘Great Land'; today, we know it as Alaska.

　　The forty-ninth state to join the United States of America (in 1959), Alaska is fully one-fifth the size of the mainland 48states combined. It shares, with Canada, the second longest river system in North America and has over half the coastline of the United States. The rivers feed into the Bering Sea and Gulf of Alaska - cold, nutrient-rich waters which support tens of millions of seabirds, and over 400 species of fish, shellfish, crustaceans, and molluscs. Taking advantage of this rich bounty, Alaska's commercial fisheries have developed into some of the largest in the world.

　　According to the Alaska Department of Fish and Game (ADF&G), Alaska's commercial fisheries landed hundreds of thousands of tonnes of shellfish and herring, and well over a million tonnes of groundfish (cod, sole, perch and pollock) in 2000. The true cultural heart and soul of Alaska's fisheries, however, is salmon. ‘Salmon,' notes writer Susan Ewing in The Great Alaska Nature Factbook, ‘pump through Alaska like blood through a heart, bringing rhythmic, circulating nourishment to land, animals and people.' The ‘predictable abundance of salmon allowed some native cultures to flourish,' and ‘dying spawners\* feed bears, eagles, other animals, and ultimately the soil itself.' All five species of Pacific salmon - chinook, or king; chum, or dog; coho, or silver; sockeye, or red; and pink, or humpback - spawn\*\* in Alaskan waters, and 90% of all Pacific salmon commercially caught in North America are produced there. Indeed, if Alaska was an independent nation, it would be the largest producer of wild salmon in the world. During 2000, commercial catches of Pacific salmon in Alaska exceeded 320,000 tonnes, with an ex-vessel value of over $US260 million.

　　Catches have not always been so healthy. Between 1940 and 1959, overfishing led to crashes in salmon populations so severe that in 1953 Alaska was declared a federal disaster area. With the onset of statehood, however, the State of Alaska took over management of its own fisheries, guided by a state constitution which mandates that Alaska's natural resources be managed on a sustainable basis. At that time, statewide harvests totalled around 25 million salmon. Over the next few decades average catches steadily increased as a result of this policy of sustainable management, until, during the 1990s, annual harvests were well in excess of 100 million, and on several occasions over 200 million fish.

　　The primary reason for such increases is what is known as ‘In-Season Abundance-Based Management'. There are biologists throughout the state constantly monitoring adult fish as they show up to spawn. The biologists sit in streamside counting towers, study sonar, watch from aeroplanes, and talk to fishermen. The salmon season in Alaska is not pre-set. The fishermen know the approximate time of year when they will be allowed to fish, but on any given day, one or more field biologists in a particular area can put a halt to fishing. Even sport fishing can be brought to a halt. It is this management mechanism that has allowed Alaska salmon stocks - and, accordingly, Alaska salmon fisheries - to prosper, even as salmon populations in the rest of the United States are increasingly considered threatened or even endangered.

　　In 1999, the Marine Stewardship Council (MSC)\*\*\* commissioned a review of the Alaska salmon fishery. The Council, which was founded in 1996, certifies fisheries that meet high environmental standards, enabling them to use a label that recognises their environmental responsibility. The MSC has established a set of criteria by which commercial fisheries can be judged. Recognising the potential benefits of being identified as environmentally responsible, fisheries approach the Council requesting to undergo the certification process. The MSC then appoints a certification committee, composed of a panel of fisheries experts, which gathers information and opinions from fishermen, biologists, government officials, industry representatives, non-governmental organisations and others.

　　Some observers thought the Alaska salmon fisheries would not have any chance of certification when, in the months leading up to MSC's final decision, salmon runs throughout western Alaska completely collapsed. In the Yukon and Kuskokwim rivers, chinook and chum runs were probably the poorest since statehood; subsistence communities throughout the region, who normally have priority over commercial fishing, were devastated.

　　The crisis was completely unexpected, but researchers believe it had nothing to do with impacts of fisheries. Rather, they contend, it was almost certainly the result of climatic shifts, prompted in part by cumulative effects of the el niño / la niña phenomenon on Pacific Ocean temperatures, culminating in a harsh winter in which huge numbers of salmon eggs were frozen. It could have meant the end as far as the certification process was concerned. However, the state reacted quickly, closing down all fisheries, even those necessary for subsistence purposes.

　　In September 2000, MSC announced that the Alaska salmon fisheries qualified for certification. Seven companies producing Alaska salmon were immediately granted permission to display the MSC logo on their products. Certification is for an initial period of five years, with an annual review to ensure that the fishery is continuing to meet the required standards.

　　\*\*\* MSC: a joint venture between WWF (World Wildlife Fund) and Unilever, a Dutch-based multi-national

**Questions 21-26**

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

　　Write the correct letter, A-K, in boxes 21-26 on your answer sheet.

　　21 In Alaska, biologists keep a check on adult fish

　　22 Biologists have the authority

　　23 In-Season Abundance-Based Management has allowed the Alaska salmon fisheries

　　24 The Marine Stewardship Council (MSC) was established

　　25 As a result of the collapse of the salmon runs in 1999, the state decided

　　26 In September 2000, the MSC allowed seven Alaska salmon companies

|  |
| --- |
| A to recognise fisheries that care for the environment.  　　B to be successful.  　　C to stop fish from spawning.  　　D to set up environmental protection laws.  　　E to stop people fishing for sport.  　　F to label their products using the MSC logo.  　　G to ensure that fish numbers are sufficient to permit fishing.  　　H to assist the subsistence communities in the region.  　　I to freeze a huge number of salmon eggs.  　　J to deny certification to the Alaska fisheries.  　　K to close down all fisheries. |

试题解析

**Questions 21-26**

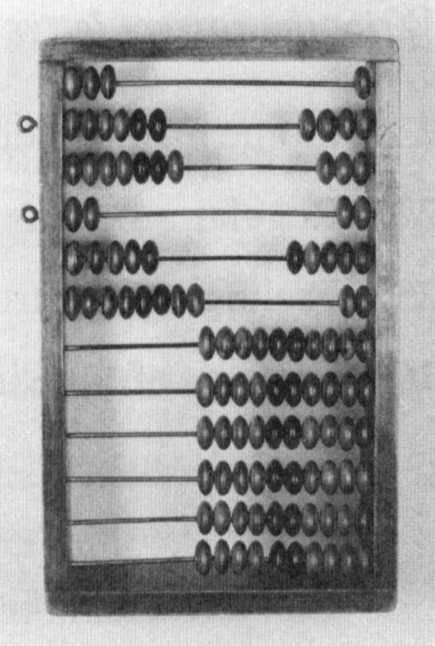
|  |  |  |  |
| --- | --- | --- | --- |
| **题号** | **定位词** | **文中对应点** | **题目解析** |
| 21 | biologists, adult fish | 第五段第二句：  There are biologists throughout the state constantly monitoring adult fish as they show up to spawn. | 此题定位较易，但解题较难。由定位句可知生物学家从成年鱼类开始产卵时对其进行监控，但是并未直接指出其目的，考生只能通过理解该段上下文分析得出：生物学家的监控是“当季捕捞盈余为本”管理方法的一部分，而这项管理带来了鱼量的增加，从而得出生物学家的目的是监控鱼量是否充足(abundance)。通过扫描选项关键词，只有G选项关键词能与之对应：to ensure that fish numbers are sufficient(对应abundance)to permit fishing。故正确答案为G。 |
| 22 | authority | 第五段中间：  ..., but on any given day, one or more field biologists in a particular area can put a halt to fishing. | 此题定位较难，考生应使用排除法，最后解决这道题。定位句指出生物学家可以制止(halt)捕鱼行为。通过扫描选项关键词，只有E选项关键词能与之对应：to stop(对应halt)people fishing for sport。故正确答案为E。 |
| 23 | allowed | 第五段末句：  It is this management mechanism that has allowed Alaska salmon stocks...to prosper, ... | 此题按照顺序原则可迅速定位，定位句指出该项管理手段使得阿拉斯加的大马哈鱼渔业开始繁荣(prosper)。通过扫描选项关键词，只有B选项关键词能与之对应：to be successful(对应prosper)。故正确答案为B。 |
| 24 | MSC, established | 第六段第二句：  The Council, which was found in 1996, certifies fisheries that meet high environmental standards, ... | 要定位此题，必须先辨识出established在文中的同义转述was found，定位句指出MSC会认证满足高环保标准的渔场；通过扫描选项关键词，只有A选项关键词能与之对应：to recognise(对应certifies)fisheries that care for the environment(对应meet high environmental standards)。故正确答案为A。 |
| 25 | the state | 第八段末句：  However, the state reacted quickly, closing down all fisheries, ... | 通过题干主语可快速定位，通过扫描定位句和剩余选项可以很快看出K选项“to close down all fisheries”与原文几乎完全一致。故正确答案为K。 |
| 26 | seven Alaska salmon | 第九段第二句：  Seven companies producing Alaska salmon were immediately granted permission to display the MSC logo on their products. | 此题定位句指出题目中提到的7家公司被授权可以在自己的产品上使用MSC的标志。通过扫描选项关键词及剩余选项，发现F选项“to label(对应display)their products using the MSC logo'’几乎与原文一致。故正确答案为F。 |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

练习二:

剑桥六CAM2P3 Q27-31

**Numeration**

****

　　One of the first great intellectual feats of a young child is learning how to talk, closely followed by learning how to count. From earliest childhood we are so bound up with our system of numeration that it is a feat of imagination to consider the problems faced by early humans who had not yet developed this facility. Careful consideration of our system of numeration leads to the conviction that, rather than being a facility that comes naturally to a person, it is one of the great and remarkable achievements of the human race.

　　It is impossible to learn the sequence of events that led to our developing the concept of number. Even the earliest of tribes had a system of numeration that, if not advanced, was sufficient for the tasks that they had to perform. Our ancestors had little use for actual numbers; instead their considerations would have been more of the kind Is this enough? rather than How many? when they were engaged in food gathering, for example. However, when early humans first began to reflect on the nature of things around them, they discovered that they needed an idea of number simply to keep their thoughts in order. As they began to settle, grow plants and herd animals, the need for a sophisticated number system became paramount. It will never be known how and when this numeration ability developed, but it is certain that numeration was well developed by the time humans had formed even semi-permanent settlements.

　　Evidence of early stages of arithmetic and numeration can be readily found. The indigenous peoples of Tasmania were only able to count one, two, many; those of South Africa counted one, two, two and one, two twos, two twos and one, and so on. But in real situations the number and words are often accompanied by gestures to help resolve any confusion. For example, when using the one, two, many type of system, the word many would mean, Look at my hands and see how many fingers I am showing you. This basic approach is limited in the range of numbers that it can express, but this range will generally suffice when dealing with the simpler aspects of human existence.

　　The lack of ability of some cultures to deal with large numbers is not really surprising. European languages, when traced back to their earlier version, are very poor in number words and expressions. The ancient Gothic word for ten, tachund, is used to express the number 100 as tachund tachund. By the seventh century, the word teon had become interchangeable with the tachund or hund of the Anglo-Saxon language, and so 100 was denoted as hund teontig, or ten times ten. The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact, to qualify as a witness in a court of law a man had to be able to count to nine! Perhaps the most fundamental step in developing a sense of number is not the ability to count, but rather to see that a number is really an abstract idea instead of a simple attachment to a group of particular objects. It must have been within the grasp of the earliest humans to conceive that four birds are distinct from two birds; however, it is not an elementary step to associate the number 4, as connected with four birds, to the number 4, as connected with four rocks. Associating a number as one of the qualities of a specific object is a great hindrance to the development of a true number sense. When the number 4 can be registered in the mind as a specific word, independent of the object being referenced, the individual is ready to take the first step toward the development of a notational system for numbers and, from there, to arithmetic.

　　Traces of the very first stages in the development of numeration can be seen in several living languages today. The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated. It seems that the last is a later development while the first six groups show the relics of an older system. This diversity of number names can also be found in some widely used languages such as Japanese.

　　Intermixed with the development of a number sense is the development of an ability to count. Counting is not directly related to the formation of a number concept because it is possible to count by matching the items being counted against a group of pebbles, grains of corn, or the counter's fingers. These aids would have been indispensable to very early people who would have found the process impossible without some form of mechanical aid. Such aids, while different, are still used even by the most educated in today's society due to their convenience. All counting ultimately involves reference to something other than the things being counted. At first it may have been grains or pebbles but now it is a memorised sequence of words that happen to be the names of the numbers.

**Questions 27-31**

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

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

　　27 A developed system of numbering

　　28 An additional hand signal

　　29 In seventh-century Europe, the ability to count to a certain number

　　30 Thinking about numbers as concepts separate from physical objects

　　31 Expressing number differently according to class of item

|  |
| --- |
| A was necessary in order to fulfil a civic role.  B was necessary when people began farming.  C was necessary for the development of arithmetic.  D persists in all societies.  E was used when the range of number words was restricted.  F can be traced back to early European languages.  G was a characteristic of early numeration systems. |

**Questions 32-40**

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

　　In boxes 32-40 on your answer sheet, write

**TRUE** if the statement agrees with the information

**FA LSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

　　32 For the earliest tribes, the concept of sufficiency was more important than the concept of quantity.

　　33 Indigenous Tasmanians used only four terms to indicate numbers of objects.

　　34 Some peoples with simple number systems use body language to prevent misunderstanding of expressions of number.

　　35 All cultures have been able to express large numbers clearly.

　　36 The word ‘thousand' has Anglo-Saxon origins.

　　37 In general, people in seventh-century Europe had poor counting ability.

　　38 In the Tsimshian language, the number for long objects and canoes is expressed with the same word.

　　39 The Tsimshian language contains both older and newer systems of counting.

　　40 Early peoples found it easier to count by using their fingers rather than a group of pebbles.

试题解析:

|  |  |  |  |
| --- | --- | --- | --- |
| **题号** | **定位词** | **文中对应点** | **题目解析** |
| 27 | developed/system of numbering | 第二段倒数第四行As they began to settle...became paramount | As they began to settle，grow plants and herd animals，the need for a sophisticated number system became paramount.这句话中sophisticated和number system分别与题干developed和system of numbering是近义词，因此只要找出与grow plants and herd animals近义的选项即可，显然farming可以代替。因此正确答案为B。 |
| 28 | hand signal | 第三段第四行gestures/resolve confusion | 根据第三段中But in real situations the number and words are often accompanied by gestures to help resolve any confusion.和这句话之前所举的具体例子中表示数字的词有限，即题干E表达的the range of number words was restricted，gestures又与hand signal互为近义词，所以正确答案是E。 |
| 29 | seventh-century Europe/count to a certain number | 第四段中最后两句 | The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact，to qualify as a witness in a court of law a man had to be able to count to nine! count to nine与count to a certain number近义，a witness in a court of law与题干A的fulfill a civic role近义。正确答案是A。 |
| 30 | concept/physical objects | 第五段：abstract idea/particular objects/independent of | 第五段第一句说…see that a number is really an abstract idea...最后一句说…independent of the object being referenced，the individual is...from there，to arithmetic.题干中concepts和physical objects分别与abstract idea和particular objects互为近义词。正确答案是C。 |
| 31 | class of item | 第六段中：the very first stages/the class of the item | 根据第六段开头the very first stages和第二句中the class of the item得出正确答案是G。 |

Lecture Seven

SUMMARY解题方法

**1.看位置**

* **第一大题对全篇**
* **第二大题对中部**
* **第三大题对后部**

**2.题目要求**

**限定字数没有？**

**要填的词从哪里来？**

**有没有告诉你大题在文章中的位置**

**3.扫描整个summary，专找特殊词，锁定summary在文章中的具体位置。**

**4. 从空出发，圈出空前空后词,确定空中要填词的**

**词性及词义，弄清楚空所在那句话的意思.**

**特别关注：**

**固定搭配／介词**

* **Up to \_大数字\_\_**
* **At least\_小数字**
* **Until\_\_时间\_**
* **At具体时间、地点**
* **During/in/over\_\_段**

**冠词**

* **A \_\_adj./ n\_\_ n.**
* **And\_\_\_\_**

**对动词搭配要敏感**

* **Motivate \_sb.\_\_ to do sth.**
* **Encourage**
* **discourage**
* **Prevent sb. from doing**

**4.5扫描词库，分析词性**

* **有时可以直接用语法猜**
* **词库里的同义词和反义词中必有正确答案**

**WARM ⬄ COLD**

**Contract ⬄Expand**

**Hard ⬄ soft**

**Deep⬄ shallow**

**注意区分近义词：**

**Similar**

**Identical**

**要注意过去式和过去分词一样的动词以及第三人称单数**

**set set set**

**shut shut shut**

**5 返回文章刚才划定的范围，找寻空前空后词的同义词**

**三点注意：**

* **一句对一段**
* **顺序不会变**
* **注意连接词**

**6 通读检查，注意语法 逻辑**

**示范例题:**

**Lost for Words**

**Many minority languages are on the danger list**

　　In the Native American Navajo nation, which sprawls across four states in the American south-west, the native language is dying. Most of its speakers are middle-aged or elderly. Although many students take classes in Navajo, the schools are run in English. Street signs, supermarket goods and even their own newspaper are all in English. Not surprisingly, linguists doubt that any native speakers of Navajo will remain in a hundred years’ time.

　　Navajo is far from alone. Half the world’s 6,800 languages are likely to vanish within two generations - that’s one language lost every ten days. Never before has the planet’s linguistic diversity shrunk at such a pace. At the moment, we are heading for about three or four languages dominating the world,’ says Mark Pagel, an evolutionary biologist at the University of Reading. ‘It’s a mass extinction, and whether we will ever rebound from the loss is difficult to know.’

　　Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people. Only 250 languages have more than a million speakers, and at least 3,000have fewer than 2,500. It is not necessarily these small languages that are about to disappear. Navajo is considered endangered despite having 150,000speakers. What makes a language endangered is not just the number of speakers, but how old they are. If it is spoken by children it is relatively safe. The critically endangered languages are those that are only spoken by the elderly, according to Michael Krauss, director of the Alassk Native Language Center, in Fairbanks.

　　Why do people reject the language of their parents? It begins with a crisis of confidence, when a small community finds itself alongside a larger, wealthier society, says Nicholas Ostler, of Britain’s Foundation for Endangered Languages, in Bath. ‘People lose faith in their culture,’ he says. ‘When the next generation reaches their teens, they might not want to be induced into the old traditions.’

　　The change is not always voluntary Quite often, governments try to kill off a minority language by banning its use in public or discouraging its use in schools, all to promote national unity The former US policy of running Indian reservation schools in English, for example, effectively put languages such as Navajo on the danger list. But Salikoko Mufwene, who chairs the Linguistics Department at the University of Chicago, argues that the deadliest weapon is not government policy but economic globalisation. ‘Native Americans have not lost pride in their language, but they have had to adapt to socio-economic pressures,’ he says. ‘They cannot refuse to speak English if most commercial activity is in English.’ But are languages worth saving? At the very least, there is a loss of data for the study of languages and their evolution, which relies on comparisons between languages, both living and dead. When an unwritten and unrecorded language disappears, it is lost to science.

　　Language is also intimately bound up with culture, so it may be difficult to preserve one without the other. ‘If a person shifts from Navajo to English, they lose something,’ Mufwene says. ‘Moreover, the loss of diversity may also deprive us of different ways of looking at the world,’ says Pagel. There is mounting evidence that learning a language produces physiological changes in the brain. ‘Your brain and mine are different from the brain of someone who speaks French, for instance,’ Pagel says, and this could affect our thoughts and perceptions. ‘The patterns and connections we make among various concepts may be structured by the linguistic habits of our community.’

　　So despite linguists’ best efforts, many languages will disappear over the next century. But a growing interest in cultural identity may prevent the direst predictions from coming true. ‘The key to fostering diversity is for people to learn their ancestral tongue, as well as the dominant language,’ says Doug Whalen, founder and president of the Endangered Language Fund in New Haven, Connecticut. ‘Most of these languages will not survive without a large degree of bilingualism,’ he says. In New Zealand, classes for children have slowed the erosion of Maori and rekindled interest in the language. A similar approach in Hawaii has produced about 8,000new speakers of Polynesian languages in the past few years. In California, ‘apprentice’ programmes have provided life support to several indigenous languages. Volunteer ‘apprentices’ pair up with one of the last living speakers of a Native American tongue to learn a traditional skill such as basket weaving, with instruction exclusively in the endangered language. After about 300 hours of training they are generally sufficiently fluent to transmit the language to the next generation. But Mufwene says that preventing a language dying out is not the same as giving it new life by using it every day. ‘Preserving a language is more like preserving fruits in ajar,’ he says.

　　However, preservation can bring a language back from the dead. There are examples of languages that have survived in written form and then been revived by later generations. But a written form is essential for this, so the mere possibility of revival has led many speakers of endangered languages to develop systems of writing where none existed before.

***Questions 1-4***

*Complete the summary below.*

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

*Write your answers in boxes 1-4 on your answer sheet.*

There are currently approximately 6,800 languages in the world. This great variety of languages came about largely as a result of geographical **1** . But in today’s world, factors such as government initiatives and **2** are contributing to a huge decrease in the number of languages. One factor which may help to ensure that some endangered languages do not die out completely is people’s increasing appreciation of their **3** . This has been encouraged through programmes of language classes for children and through ‘apprentice’ schemes, in which the endangered language is used as the medium of instruction to teach people a **4** . Some speakers of endangered languages have even produced writing systems in order to help secure the survival of their mother tongue.

Answer key: 1. isolation 2. economic globalisation / globalizaation / socio-economic pressures 3. cultural identity 4. traditional skill

题目解析:

**Questions 1—4**

　　●题目类型：SUMMARY

　　●题目解析：

　　本题基本上是对整篇文章的总结，建议先做，顺便把文章浏览一遍。

|  |  |  |
| --- | --- | --- |
| 题号 | 定位词 | 题解 |
| l | 6800/variety of language / geographical | 第三段第一句话  现在全世界大概有6800种语言，这种丰富的语言多样性主要来自于地理上的…  答案：isolation |
| 2 | government/huge decrease | 第五段中部  …the deadliest weapon is not government policy but economic pressures.…  本题目要看清楚问的是语言消失的原因，and表示并列，因此空中应该填与government initiatives对等的原因，而文中第五段前半部分提到政府政策对语言的影响，但是科学家们也指出，真正致命的原因是社会经济压力。答案：economic globalization / globalization / socio-economic pressures注意：不能写成pressure |
| 3 | Increasing appreciation / language classes / ‘apprentice’ | 第七段第二句话But a growing interest in…  本题与其用空所在的这句话去定位，不如寻找空后面加了引号的apprentice。第3空所填词一定在引号前方，再找到language classes, 然后寻找increasing的同义词，结果就发现了第二句当中的growing, 而根据语法，该空要填一个名词或名词词组，因此很容易就找到了cultural |

|  |  |  |
| --- | --- | --- |
| 题号 | 定位词 | 题解 |
|  |  | identity。  答案：cultural identity |
| 4 | ‘apprentice’ / teach / a | 第七段中后部a Native American tongue...  继续用‘apprentice’做为定位词，该句话的意思是在学徒计划中，濒危语言被用来作为载体来教授人们一种…，文中的“学习”与“教授”在意思上有关联，而不定冠词a的要填一个专有名词。  答案是：traditional skill |

* **并列/类比**

**A and b**

**a, b, and c.**

**Or=否定句**

***(hardly ,barely, rarely)***

***lack a or b***

**He, as well as other children, is**

**…*as well* / …*too 句尾 也***

***can also / also can***

**Both…and…**

**Not only…but also**

**Neither…nor…**

**Either…or… 谓语**

**Not A but B**

**Less A than B**

**与其…不如…**

**A in line with B**

**A alongside B**

**因果**

**Thereby / Therefore**

**…Hence /…thus**

**As a result, …**

**As a consequence**

**Lead (up) to 坏**

**Give rise to 中**

**Contribute to**

**动词：**

**Create 创造 conceive 孕育**

**invent = innovate 创新**

**devise =design=style 设计**

**generate 产生**

**breed产生;滋生**

**trigger 引起**

**spark 激发(灵感)**

**evoke唤起awareness**

**arouse 激起(愤怒)**

**ignite 点燃**

**rekindle 重燃**

**Contribute to 促成**

**导致**

**Result in 结果**

**原因**

**Be attributed to**

**归因于…**

**Result from因为**

**Thanks to多亏；幸好**

**Owing to 由于**

**due to 句中**

**On account of 因为**

**Derive from 源自**

**Stem from 源自**

**Origin =root**

示范例题：

**THE LITTLE ICE AGE**

　　A This book will provide a detailed examination of the Little Ice Age and other climatic shifts, but, before I embark on that, let me provide a historical context. We tend to think of climate - as opposed to weather - as something unchanging, yet humanity has been at the mercy of climate change for its entire existence, with at least eight glacial episodes in the past 730, 000 years. Our ancestors adapted to the universal but irregular global warming since the end of the last great Ice Age, around 10, 000years ago, with dazzling opportunism. They developed strategies for surviving harsh drought cycles, decades of heavy rainfall or unaccustomed cold; adopted agriculture and stock-raising, which revolutionised human life; and founded the world's first pre-industrial civilisations in Egypt, Mesopotamia and the Americas. But the price of sudden climate change, in famine, disease and suffering, was often high.

　　B The Little Ice Age lasted from roughly 1300 until the middle of the nineteenth century. Only two centuries ago, Europe experienced a cycle of bitterly cold winters; mountain glaciers in the Swiss Alps were the lowest in recorded memory, and pack ice surrounded Iceland for much of the year. The climatic events of the Little Ice Age did more than help shape the modern world. They are the deeply important context for the current unprecedented global warming. The Little Ice Age was far from a deep freeze, however; rather an irregular seesaw of rapid climatic shifts, few lasting more than a quarter-century, driven by complex and still little understood interactions between the atmosphere and the ocean. The seesaw brought cycles of intensely cold winters and easterly winds, then switched abruptly to years of heavy spring and early summer rains, mild winters, and frequent Atlantic storms, or to periods of droughts, light northeasterly winds, and summer heat waves.

　　C Reconstructing the climate changes of the past is extremely difficult, because systematic weather observations began only a few centuries ago, in Europe and North America. Records from India and tropical Africa are even more recent. For the time before records began, we have only 'proxy records' reconstructed largely from tree rings and ice cores, supplemented by a few incomplete written accounts. We now have hundreds of tree-ring records from throughout the northern hemisphere, and many from south of the equator, too, amplified with a growing body of temperature data from ice cores drilled in Antarctica, Greenland, the Peruvian Andes, and other locations. We are close to a knowledge of annual summer and winter temperature variations over much of the northern hemisphere going back 600 years.

　　D This book is a narrative history of climatic shifts during the past ten centuries, and some of the ways in which people in Europe adapted to them. Part One describes the Medieval Warm Period, roughly 900 to 1200. During these three centuries, Norse voyagers from Northern Europe explored northern seas, settled Greenland, and visited North America. It was not a time of uniform warmth, for then, as always since the Great Ice Age, there were constant shifts in rainfall and temperature. Mean European temperatures were about the same as today, perhaps slightly cooler.

　　E It is known that the Little Ice Age cooling began in Greenland and the Arctic in about 1200. As the Arctic ice pack spread southward, Norse voyages to the west were rerouted into the open Atlantic, then ended altogether. Storminess increased in the North Atlantic and North Sea. Colder, much wetter weather descended on Europe between 1315 and 1319, when thousands perished in a continent-wide famine. By 1400, the weather had become decidedly more unpredictable and stormier, with sudden shifts and lower temperatures that culminated in the cold decades of the late sixteenth century. Fish were a vital commodity in growing towns and cities, where food supplies were a constant concern. Dried cod and herring were already the staples of the European fish trade, but changes in water temperatures forced fishing fleets to work further offshore. The Basques, Dutch, and English developed the first offshore fishing boats adapted to a colder and stormier Atlantic. A gradual agricultural revolution in northern Europe stemmed from concerns over food supplies at a time of rising populations. The revolution involved intensive commercial farming and the growing of animal fodder on land not previously used for crops. The increased productivity from farmland made some countries self-sufficient in grain and livestock and offered effective protection against famine.

　　F Global temperatures began to rise slowly after 1850, with the beginning of the Modern Warm Period. There was a vast migration from Europe by land-hungry farmers and others, to which the famine caused by the Irish potato blight contributed, to North America, Australia, New Zealand, and southern Africa. Millions of hectares of forest and woodland fell before the newcomers' axes between 1850 and 1890, as intensive European farming methods expanded across the world. The unprecedented land clearance released vast quantities of carbon dioxide into the atmosphere, triggering for the first time humanly caused global warming. Temperatures climbed more rapidly in the twentieth century as the use of fossil fuels proliferated and greenhouse gas levels continued to soar. The rise has been even steeper since the early 1980s. The Little Ice Age has given way to a new climatic regime, marked by prolonged and steady warming. At the same time, extreme weather events like Category 5 hurricanes are becoming more frequent.

Questions 18-22

　　Complete the summary using the list of words, A-I, below.

　　Write the correct letter, A-I, in boxes 18-22 on your answer sheet.

**Weather during the Little Ice Age**

　　Documentation of past weather conditions is limited: our main sources of knowledge of conditions in the distant past are 18 …………………… and 19 …………………… . We can deduce that the Little Ice Age was a time of 20 ……………………, rather than of consistent freezing. Within it there were some periods of very cold winters, others of 21 …………………… and heavy rain, and yet others that saw 22 …………………… with no rain at all.

|  |
| --- |
| A climatic shies B ice cores C tree rings  　　D glaciers E interactions F weather observations  　　G heat waves H storms I written accounts |

试题解析：

|  |  |  |  |
| --- | --- | --- | --- |
| **题号** | **定位词** | **文中对应点** | **题目解析** |
| 18 | past，source of,  knowledge | C段：  For the time before records began，we have only ‘proxy records’ reconstructed largely from tree rings and ice cores…. | 此题定位较难，在C段中扫描到第三行才会发现past的反义词recent，但也说明从其后开始就是答案的出处。空格中所填词应为对于过去气候认识的来源。故此题答案为B或C。 |
| 19 | 同18题 | 同18题 | 此空所填词为另一种对于过去气候认识的来源，且与18题为并列关系。故此题答案为B或C。 |
| 20 | consistent freezing | B段：  The Little Ice Age was far from a deep freeze. however；rather an irregular seesaw of rapid climatic shifts，… | 此题定位很难，出现了严重的乱序。定位词对应B段定位句中的deep freeze。空格中所填词应与consistent freezing的意思相反(rather than)。故此题答案为A。 |
| 21 | cold winters | B段：  The seesaw brought cycles of intensely cold winters and easterly winds，then switched abruptly to years of heavy spring and early summer rains，mild winters，and frequent Adantic storms，or to periods of droughts，light northeasterly winds，and summer heat waves. | 此题按照顺序原则较易定位。空格中所填词应与heavy rains形成并列。故此题答案为H。 |
| 22 | 同21题 | 同21题 | 此空所填词为with no rain所修饰的对象，其对应文中的droughts。通过扫描剩余选项以及文中的对应句，很容易得到答案。故此题答案为G。 |

Lecture Eight

单项选择题

**必须知道的规则：**

* **一段一个按顺序出题**
* **考点集中在段落中后部**

**but / however**

**1.观察此题在所有大题中的位置，粗略定位；**

**2 确定*第一*小题位置，利用*数字/时间/百分比/大写/连字符***

***职业/属性/身份词***

**3 读题干及*四*个选项,排除混淆项**

* **带钱字的选项一般不是正确选项：**

**Money**

**expensive**

**funding**

**Financial**

**economic**

**Commercial**

* **有同样的关键字的TWINS 中必有一个是正确答案**
* **过于绝对的选项要去掉**
* **小心单个数字/百分比作选项的题**

**4回文中找对应句与剩余选项比较，同义词替换，选择正确答案。**

**如果无法判断，则马上做下一题。**

**Cam5 T1 P3***.*

|  |
| --- |
| **The Truth about the Environment** |
| 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 industrialization and therefore best cured not by restricting economic growth, but by accelerating it. One form of pollution – the release of greenhouse gases that causes global warming – does appear to be a phenomenon that is going to extend well into our future, but its total impact is unlikely to pose a devastating problem. A bigger problem may well turn out to be an inappropriate response to it.  Yet opinion polls suggest that many people nurture the belief that environmental standards are declining and four factors seem to cause this disjunction between perception and reality.  One is the lopsidedness built into scientific research. Scientific funding goes mainly to areas with many problems. That may be wise policy, but it will also create an impression that many more potential problems exist than is the case.  Secondly, environmental groups need to be noticed by the mass media. They also need to keep the money rolling in. Understandably, perhaps, they sometimes overstate their arguments. In 1997, for example, the World Wide Fund for Nature issued a press release entitled: ‘Two thirds of the world’s forests lost forever’. The truth turns out to be nearer 20%.  Though these groups are run overwhelmingly by selfless folk, they nevertheless share many of the characteristics of other lobby groups. That would matter less if people applied the same degree of scepticism to environmental lobbying as they do to lobby groups in other fields. A trade organisation arguing for, say, weaker pollution controls is instantly seen as self-interested. Yet a green organisation opposing such a weakening is seen as altruistic, even if an impartial view of the controls in question might suggest they are doing more harm than good.  A third source of confusion is the attitude of the media. People are clearly more curious about bad news than good. Newspapers and broadcasters are there to provide what the public wants. That, however, can lead to significant distortions of perception. An example was America’s encounter with El Nino in 1997 and 1998. This climatic phenomenon was accused of wrecking tourism, causing allergies, melting the ski-slopes and causing 22 deaths. However, according to an article in the *Bulletin* of the *American Meteorological Society*, the damage it did was estimated at US$4 billion but the benefits amounted to some US$19 billion. These came from higher winter temperatures (which saved an estimated 850 lives, reduced heating costs and diminished spring floods caused by meltwaters).  The fourth factor is poor individual perception. People worry that the endless rise in the amount of stuff everyone throws away will cause the world to run out of places to dispose of waste. Yet, even if America’s trash output continues to rise as it has done in the past, and even if the American population doubles by 2100, all the rubbish America produces through the entire 21st century will still take up only one-12,000th of the area of the entire United States.  So what of global warming? As we know, carbon dioxide emissions are causing the planet to warm. The best estimates are that the temperatures will rise by 2-3℃ in this century, causing considerable problems, at a total cost of US$5,000 billion.  Despite the intuition that something drastic needs to be done about such a costly problem, economic analyses clearly show it will be far more expensive to cut carbon dioxide emissions radically than to pay the costs of adaptation to the increased temperatures. A model by one of the main authors of the United Nations Climate Change Panel shows how an expected temperature increase of 2.1 degrees in 2100 would only be diminished to an increase of 1.9 degrees. Or to put it another way, the temperature increase that the planet would have experienced in 2094 would be postponed to 2100.  So this does not prevent global warming, but merely buys the world six years. Yet the cost of reducing carbon dioxide emissions, for the United States alone, will be higher than the cost of solving the world’s single, most pressing health problem: providing universal access to clean drinking water and sanitation. Such measures would avoid 2 million deaths every year, and prevent half a billion people from becoming seriously ill.  It is crucial that we look at the facts if we want to make the best possible decisions for the future. It may be costly to be overly optimistic – but more costly still to be too pessimistic. |

***Questions 33-37***

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

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

1. What aspect of scientific research does the writer express concern about in paragraph 4?
2. the need to produce results
3. the lack of financial support
4. the selection of areas to research
5. the desire to solve every research problem
6. The writer quotes from the Worldwide Fund for Nature to illustrate how
7. influential the mass media can be.
8. effective environmental groups can be.
9. the mass media can help groups raise funds.
10. environmental groups can exaggerate their claims.
11. What is the writer’s main point about lobby groups in paragraph 6?
12. Some are more active than others.
13. Some are better organised than others.
14. Some receive more criticism than others.
15. Some support more important issues than others.
16. The writer suggests that newspapers print items that are intended to
17. educate readers.
18. meet their readers’ expectations.
19. encourage feedback from readers.
20. mislead readers.
21. What does the writer say about America’s waste problem?
22. It will increase in line with population growth.
23. It is not as important as we have been led to believe.
24. It has been reduced through public awareness of the issues.
25. It is only significant in certain areas of the country.

Answer key: 33. C 34. D 35. C 36. B 37. B

题目解析:

**Questions 33 — 3 7**

　　●题型：Multiple Choice

　　●题目解析：

|  |  |  |
| --- | --- | --- |
| 题号 | 定位词 | 题解 |
| 33 | paragraph 4 | 题目：在第四段中，作者提出了对下列哪个科研领域的关注：  A对成果的追求  B缺乏资金支持  C对研究领域的选择  D试图解决所有问题的想法  文中对应点：第四段第二句  Scientific funding goes mainly to areas with many problems. That may be wise policy, but it will…  正确答案：C |
| 34 | Worldwide Fund for Nature | 题目：作者引用世界自然基金的数据是为了说明：  A媒体的力量多么巨大  B环保组织工作很有效  C媒体可以帮助组织筹集资金  D环保组织可能会夸大事实  文中对应点：第五段  Understandably, perhaps, they sometimes overstate their arguments.  正确答案：D |
| 35 | paragraph 6 | 题目：文中第六段作者对游说团体的看法是：  A某些团体比较活跃  B有些团体的组织管理比较好  C有些团体遭到更多的批判  D有些团体关注更为重要的问题  文中对应点：第六段  That would matter less if people applied the same degree of skepticism to environmental lobbying as they do to lobby groups in other fields.  正确答案：C |
| 题号 | 定位词 | 题解 |
| 36 | newspaper print | 题目：作者认为报纸等新闻出版物应该：  A教育读者  B满足读者的需求  C鼓励读者反馈意见  D误导读者  文中对应点：第七段  Newspaper and broadcasters are there to provide what the public wants.  正确答案：B |
| 37 | America | 题目：作者对美国垃圾问题的观点是：  A垃圾问题会随着人口增长而加剧  B垃圾问题没有我们想像得严重  C由于公众的关注，垃圾问题已经减轻了  D垃圾问题只在某些地区比较严重  文中对应点：第八段  Yet, even if America’s trash output continues to rise as it has done in the past, and even if the American. population doubles by 2100, all the rubbish America produces through the entire 21st century will still take up only one-12,000th of the area of the entire United States.  正确答案：B |

多项选择题

解题法则:

1. 一般对应文章中部1-3段
2. 注意并列连接词 and / or
3. 注意罗列连接词 one / another / the other /next /
4. 去掉过于绝对的选项
5. 同义词替换也很重要
6. 如果实在搞不定,留到所有题目做完再做

示范例题：

**Johnson’s Dictionary**

　　For the century before Johnson’s Dictionary was published in 1775, there had been concern about the state of the English language. There was no standard way of speaking or writing and no agreement as to the best way of bringing some order to the chaos of English spelling. Dr Johnson provided the solution.

　　There had, of course, been dictionaries in the past, the first of these being a little book of some 120 pages, compiled by a certain Robert Cawdray, published in 1604 under the title A Table 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 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.

题目解析:

**Questions 1—3**

　　●题型：Multiple Choice

　　●题目解析：本题属于选择题中的多选题，一般都会指定要选几个答案。

|  |  |  |
| --- | --- | --- |
| 题号 | 翻译 | 题解 |
| A | 约翰逊的字典避开了所有学术词汇。 | all太绝对，所以不选 |
| B | 约翰逊的字典是惟一一本被广泛使用了二百年的字典。 | only太绝对，不会入选 |
| C | 约翰逊的字典之所以出名是因为参与编纂的人员众多。 | 第四段：  Johnson decided he did not need an academy to settle arguments…一句证明约翰逊并未招聘很多人员 |
| D | 约翰逊字典主要集中于当代文本中的语言。 | 第六段：  …and illustrated their many meanings with some 1 14,000 quotations drawn from the Elizabethans to his own time. |

|  |  |  |
| --- | --- | --- |
| 题号 | 翻译 | 题解 |
| E | 字典完工有时限。 | 第六段：  Working to a deadline… |
| F | 约翰逊字典忽略了以前字典编纂者的工作。 | 第六段：  …he had to draw on the best ofall previous dictionaries.  与原文矛盾，故不选 |
| G | 第六段：约翰逊字典讲述了词义的细微差别。 | Unlike his predecessors, Johnson treated English very practically, as a living language, with many different shades of meaning. |
| H | 第六段：约翰逊字典的解释以原创性著称。 | He did not expect to achieve complete originality.  与原文矛盾，故不选 |

**The Nature of Genius**

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

　　The concept of genius and of gifts has become part of our folk culture, and attitudes are ambivalent towards them. We envy the gifted and mistrust them. In the mythology of giftedness, it is popularly believed that if people are talented in one area, they must be defective in another, that intellectuals are impractical, that prodigies burn too brightly too soon and burn out, that gifted people are eccentric, that they are physical weaklings, that there's a thin line between genius and madness, that genius runs in families, that the gifted are so clever they don't need special help, that giftedness is the same as having a high IQ, that some races are more intelligent or musical or mathematical than others, that genius goes unrecognised and unrewarded, that adversity makes men wise or that people with gifts have a responsibility to use them. Language has been enriched with such terms as 'highbrow', 'egghead', 'blue-stocking', 'wiseacre', 'know-all', 'boffin' and, for many, 'intellectual' is a term of denigration.

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

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

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

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

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

　　Questions 14-18

　　Choose FIVE letters, A-K.

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

　　NB Your answers may be given in any order.

　　Below are listed some popular beliefs about genius and giftedness.

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

　　A Truly gifted people are talented in all areas.

　　B The talents of geniuses are soon exhausted.

　　C Gifted people should use their gifts.

　　D A genius appears once in every generation.

　　E Genius can be easily destroyed by discouragement.

　　F Genius is inherited.

　　G Gifted people are very hard to live with.

　　H People never appreciate true genius.

　　I Geniuses are natural leaders.

　　J Gifted people develop their greatness through difficulties.

　　K Genius will always reveal itself.

试题解析：

|  |  |  |
| --- | --- | --- |
| **题目** | **题目翻译** | **试题解析** |
| A | 真正的天才在各个领域都有才华。 | 与…it is popularly believed that if people are talented in one area，they must be defective in another…相矛盾。 |
| B | 天才的才能会很快耗尽。 | 与…prodigies burn too brightly too soon and burn out这句话一致；burn out是“耗尽”的意思，等同于exhausted。故选项B正确。 |
| C | 天才应该应用他们的天赋。 | 对应文中…people with gifts have a responsibility to use them。故选项C 正确。 |
| D | 每代人中出一个天才。 | 文中提到…that genius runs in families，指出天赋是遗传的，但是并没有精确到每一代人就出一个天才。题目属于过度推断。 |
| E | 天才会被挫折轻易摧毁。 | 其实这一点在文章中没有提到，如果非要加以联系的话，可能…that  　　adversity makes men wise，逆境出英才这句话会产生误导作用，但并不等同于英才为挫折所毁。 |
| F | 天赋是遗传的。 | 文中说…genius runs in ramifies，指天才是遗传的。看到这个选项，就更能体会选项D的错误所在了。故选项F正确。 |
| G | 天才很难相处。 | 有的考生对文中eccentric这个词比较敏感，这个词是指人行为“古怪的”，但是并不等同于难相处。显然，这道题在混淆概念。词汇量大但又记得不够精准的同学可能会在这里吃亏。 |
| H | 人们从不欣赏真正的天才。 | 对应文中的…genius goes unrecognised and unrewarded，即天才不受认同也得不到相应的回报，故选项H正确。 |
| I | 天才是天生的领导者。 | 文中没有提到有关“领导者”的内容。 |
| J | 天才于困境中实现卓越。 | 对应文中的…adversity makes men wise，故选项J正确。 |
| K | 天赋总能显现出来。 | 完全没有提到。 |

Lecture Nine

True/False/Not Given题

解题方法：

**1. 浏览该题型大题数量及每大题中小题数量**

**3—10题**

**2. 读题目,翻译,找出题中两点**

**第一点：定位词**

**\*特殊词:数字时间百分比**

**\*表示*职业属性身份*的名词**

**第二点：关键字**

**名词/形容词**

**3.用*定位词*回文章中定位**

**牢记法则:**

**一段0-3个题目按顺序**

**每题对应一或两句话，最多一段话**

**4.读清楚文中语句,翻译,比照关键字**

**若是同义词关系，答案选True**

**若是反义词关系，答案选False**

**若暂时无法判断，则暂定为Not Given**

**5.判断答案,一般一道题目要经过两次判断才能决定答案；若两次判断后仍然无法决定的，则应该先完成下一题。**

示范练习：

Para 1 The need for a satisfactory education is more important than ever before. Nowadays, without a qualification from a reputable school or university, the odds of landing that plum job advertised in the paper are considerably shortened. Moreover, one's present level of education could fall well short of future career requirements.

Para 2 It is no secret that competition is the driving force behind the need to obtain increasingly higher qualifications. In the majority of cases, the urge to upgrade is no longer the result of an insatiable thirst for knowledge. The pressure is coming from within the workplace to compete with ever more qualified job applicants, and in many occupations one must now battle with colleagues in the reshuffle for the position one already holds.

Para 3 Striving to become better educated is hardly a new concept. Wealthy parents have always been willing to spend the vast amounts of extra money necessary to send their children to schools with a perceived educational edge. Working adults have long attended night schools and refresher courses. Competition for employment has been around since the curse of working for a living began. Is the present situation so very different to that of the past?

Para 4 The difference now is that the push is universal and from without as well as within. A student at secondary school receiving low grades is no longer as easily accepted by his or her peers as was once the case. Similarly, in the workplace, unless employees are engaged in part-time study, they may be frowned upon by their employers and peers and have difficulty even standing still. In fact, in these cases, the expectation is for careers to go backwards and earning capacity to take an appreciable nosedive.

Para 5 At first glance, the situation would seem to be laudable; a positive response to the exhortation by a former Prime Minister, Bob Hawke, for Australia to become the `clever country'. Yet there are serious ramifications according to at least one educational psychologist. Dr Brendan Gatsby has caused some controversy in academic circles by suggesting that a bias towards what he terms ‘paper’ excellence might cause more problems than it is supposed to solve. Gatsby raises a number of issues that affect the individual as well as society in general.

Para 6 Firstly, he believes the extra workload involved is resulting in abnormally high stress levels in both students at secondary school and adults studying after working hours. Secondly, skills which might be more relevant to the undertaking of a sought-after job are being overlooked by employers interviewing candidates without qualifications on paper. These two areas of concern for the individual are causing physical and emotional stress respectively.

Para 7 Gatsby also argues that there are attitudinal changes within society to the exalted role education now plays in determining how the spoils of working life are distributed. Individuals of all ages are being driven by social pressures to achieve academic success solely for monetary considerations instead of for the joy of enlightenment. There is the danger that some universities are becoming degree factories with an attendant drop in standards. Furthermore, our education system may be rewarding doggedness above creativity; the very thing Australians have been encouraged to avoid. But the most undesirable effect of this academic paper chase, Gatsby says, is the disadvantage that ‘user pays’ higher education confers on the poor, who invariably lose out to the more financially favoured.

Para 8 Naturally, although there is agreement that learning can cause stress, Gatsby's comments regarding university standards have been roundly criticised as alarmist by most educationists who point out that, by any standard of measurement, Australia's education system overall, at both secondary and tertiary levels, is equal to that of any in the world.

**TRUE／FALSE／NOT／GIVEN**

a. It is impossible these days to get a good job without a qualification T F NG

from a respected institution.

b. Most people who upgrade their qualifications do so for the joy T F NG

of learning.

c. In some jobs, the position you hold must be reapplied for. T F NG

d. Some parents spend extra on their children's education because T F NG

of the prestige attached to certain schools.

e. According to the text, students who performed badly at school T F NG

used to be accepted by their classmates.

f. Employees who do not undertake extra study may find their T F NG

salary decreased by employers.

g. Australians appear to have responded to the call by a former T F NG

Prime Minister to become better qualified.

h. Australia's education system is equal to any in the world in the opinion of most educationists. T F NG

何为TRUE:

1. 同义词直接替换:

题目:

In some jobs, the position you hold must be reapplied for.

文章:

The pressure is coming from within the workplace to compete with ever more qualified job applicants, and in many occupations one must now battle with colleagues in the reshuffle for the position one already holds.

Reapply = reshuffle

1. 文中打比方,题中直接说

root cause 根本原因🡪 fundamental reason

题目:

Australians appear to have responded to the call by a former Prime Minister to become better qualified.

文中:

At first glance, the situation would seem to be laudable; a positive response to the exhortation by a former Prime Minister, Bob Hawke, for Australia to become the `clever country'.

1. 文中举例子, 题中推结论

题中:

According to the text, students who performed badly at school used to be accepted by their classmates.

文章:

A student at secondary school receiving low grades is no longer as easily accepted by his or her peers as was once the case.

Cam4t2p2 第19题

题目:

In the past, Australians had a higher opinion of doctors than they do today.

文中:

‘A better educated and less accepting public has become disillusioned with the experts in general, and increasingly sceptical about science and empirically based knowledge,’ they said. ‘The high standing of professionals, including doctors, has been eroded as a consequence.’

何为FALSE:

1. 反义词直接抵触:

题目:

Sydney is a quiet and graceful city.

文中:

Set amidst the graceful splendour of Sydney Harbour, presiding like a queen over the bustle and brashness of a modern city striving to forge a financial reputation in a tough commercial world, it is a reminder to all Australians of their deep and abiding love of all things cultural.

1. 文中打比方,题中直接说

题目:

Most people who upgrade their qualifications do so for the joy of learning.

文中:

In the majority of cases, the urge to upgrade is no longer the result of an insatiable thirst for knowledge.

1. 文中举例子,题中推知相反结论

题目:

It is impossible these days to get a good job without a qualification from a respected institution.

文中:

Nowadays, without a qualification from a reputable school or university, the odds of landing that plum job advertised in the paper are considerably shortened.

**技巧型解题方法**

**题目出现下列词，一定选对应答案**

|  |  |
| --- | --- |
| **答案** | **金词** |
| **False** | **Impossible / immediate**  **Only / single**  **Invariably**  **Already**  **Fact**  **Ignore**  **Best** |
| **True** | **Possible**  **Probable**  **Seem to / appear to**  **Not always**  **Not all**  **Not necessarily** |
| **Not Given** | **Better**  **More…than…**  **除了best以外的最高级** |

补充练习:

剑桥雅思题八 T1P2

**AIR TRAFFIC CONTROL IN THE USA**

　　A An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.

　　B Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.

　　C In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes, reducing pilots' margin of error and practically demanding some set of rules to keep everyone well separated and operating safely in the air.

　　D Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realised that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.

　　E To meet this challenge, the following elements were put into effect. First, ATC extends over virtually the entire United States. In general, from 365m above the ground and higher, the entire country is blanketed by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA regulations apply. Elsewhere, in uncontrolled airspace, pilots are bound by fewer regulations. In this way, the recreational pilot who simply wishes to go flying for a while without all the restrictions imposed by the FAA has only to stay in uncontrolled airspace, below 365m, while the pilot who does want the protection afforded by ATC can easily enter the controlled airspace.

　　F The FAA then recognised two types of operating environments. In good meteorological conditions, flying would be permitted under Visual Flight Rules (VFR), which suggests a strong reliance on visual cues to maintain an acceptable level of safety. Poor visibility necessitated a set of Instrumental Flight Rules (IFR), under which the pilot relied on altitude and navigational information provided by the plane's instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace. However, a pilot can only choose to fly IFR if they possess an instrument rating which is above and beyond the basic pilot's license that must also be held.

　　G Controlled airspace is divided into several different types, designated by letters of the alphabet. Uncontrolled airspace is designated Class F, while controlled airspace below 5, 490m above sea level and not in the vicinity of an airport is Class E. All airspace above 5, 490m is designated Class A. The reason for the division of Class E and Class A airspace stems from the type of planes operating in them. Generally, Class E airspace is where one finds general aviation aircraft (few of which can climb above 5, 490m anyway), and commercial turboprop aircraft. Above 5, 490m is the realm of the heavy jets, since jet engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are IFR, and pilots must be instrument-rated, that is, skilled and licensed in aircraft instrumentation. This is because ATC control of the entire space is essential. Three other types of airspace, Classes D, C and B, govern the vicinity of airports. These correspond roughly to small municipal, medium-sized metropolitan and major metropolitan airports respectively, and encompass an increasingly rigorous set of regulations. For example, all a VFR pilot has to do to enter Class C airspace is establish two-way radio contact with ATC. No explicit permission from ATC to enter is needed, although the pilot must continue to obey all regulations governing VFR flight. To enter Class B airspace, such as on approach to a major metropolitan airport, an explicit ATC clearance is required. The private pilot who cruises without permission into this airspace risks losing their license.

Questions 20-26

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

　　In boxes 20-26 on your answer sheet, write

TRUE if the statement agrees with the information

　　FALSE if the statement contradicts the information

　　NOT GIVEN if there is no information on this

　　20 The FAA was created as a result of the introduction of the jet engine.

　　21 Air Traffic Control started after the Grand Canyon crash in 1956.

　　22 Beacons and flashing lights are still used by ATC today.

　　23 Some improvements were made in radio communication during World War II.

　　24 Class F airspace is airspace which is below 365m and not near airports.

　　25 All aircraft in Class E airspace must use IFR.

　　26 A pilot entering Class C airspace is flying over an average-sized city.

试题解析:

**Questions 20-26**

　　·题日类型：TRUE/FALSE/NOT GIVEN

　　·题目解析：

　　20. The FAA was created as a result of the introduction of the jet engine.

|  |  |
| --- | --- |
| 参考译文 | FAA是随着喷气式发动机的产生而产生的。 |
| 定位词 | FAA |
| 解题关键词 | as a result of |
| 文中对应点 | A段首句：An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration(FAA)…  通过定位词可以迅速定位至第一段首句，由该句内容可知，FAA建立(establishment)原因为1956年的accident，与题干原因(jet engine)不一致。故此题答案为FALSE。 |

　　21. Air Traffic Control started after the Grand Canyon crash in 1956.

|  |  |
| --- | --- |
| 参考译文 | 航空交通管制是在1956年的大峡谷空难后开始的。 |
| 定位词 | AirTraffic Control，Grand Canyon |
| 解题关键词 | after |
| 文中对应点 | B段首句：Rudimentary air traffic control(ATC)existed well before the Grand Canyon disaster. 此题定位没有难度。定位句中的before与解题关键词after明显自相矛盾。故此题答案为FALSE。 |

　　22. Beacons and flashing lights are still used by ATC today.

|  |  |
| --- | --- |
| 参考译文 | 灯标和闪光灯至今仍被ATC使用。 |
| 定位词 | beacons and flashing lights |
| 解题关键词 | still used，today |
| 文中对应点 | B段：…while beacons and flashing lights were placed along cross-country routes to establish the earliest airways.  此题的定位词在文中原词出现，按照顺序原则可以迅速定位。文中定位处仅指出beacons 和flashing lights当时的使用情况，对于题干中所指的如今的使用状况只字未提。故此题答案为NOT GIVEN。 |

23. Some improvements were made in radio communication during World War lI.

|  |  |
| --- | --- |
| 参考译文 | 在，二战期间无线电通讯技术取得了一些进展。 |
| 定位词 | improvements，radio communication，World WarⅡ |
| 解题关键词 | during |
| 文中对应点 | C段：  …improved radio communication brought about by the Second World War. . .  此题定位很简单，定位句含义为“第二次世界大战催生出的……改进后的无线电通讯技术”，与题干含义无异。故此题答案为TRUE。 |

　　24. Class F airspace is airspace which is below 365m and not near airPorts.

|  |  |
| --- | --- |
| 参考译文 | F级空域为365米以下的区间且离飞机场不近。 |
| 定位词 | Class F. 365m |
| 解题关键词 | below 365m，not neat airports |
| 文中对应点 | G段：  Uncontrolled airspace is designated Class F…  通过定位词Glass F可快速定位至此处，但是只能确定Class F为uncontrolled airspace，通过该短语及365m可继续定位于E段。E段：In general，from 365m above the ground and higher，the entire country is blanketed by controlled airspace. In certain areas，mainly nearairpons，controlled airspace extends down to 215m above the ground…  此句说明从365米往上的区间为controlled airspace，且在大部分near airporions的区域，215米以上的区间都是controlled airspace，因此可以逆推出uncontrolled airspace的情况。故此题答案为TRUE。 |

　　25. All aircraft in Class E airspace must use IFR.

|  |  |
| --- | --- |
| 参考译文 | E级空域的所有飞机必须使用仪表飞行规则。 |
| 定位词 | Class E. IFR |
| 解题关键词 | all. must |
| 文中对应点 | G段：  The difference between Class E and A airspace is that in Class A，all operations are IFR，…  此题通过定位词能够迅速定位。定位句的含义为“E级和A级之间的区别在于A级领空中所有的操作都遵循仪表飞行规则”。显然题干信息与定位句内容矛盾。此题还可以按照绝对化词汇all和must来快速判定答案。故此题答案为FALSE。 |

　　26. A pilot entering Class C airspace is flying over an average-sized city.

|  |  |
| --- | --- |
| 参考译文 | 进入C级空域的飞行员主要飞越中等规模的城市。 |
| 定位词 | Class C |
| 解题关键词 | average-sized |
| 文中对应点 | G段：  Three other types of airspace，Classes D，c and B，govern the vicinity of airports. These correspond roughly to small municipal，medium-sized metropolitan and major metropolitan airports respectively…  译文：其他三个等级：D级、C级和B级用于管理机场附近的区域。这三个级别大致分别适用于小型城市、中等城市和大型城市的机场……此题通过定位词能够迅速定位。定位句中的medium-sized与题干中的average-sized属于同义转述。故此题答案为TRUE。 |