

IELTS

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雅思第一人杨凡编著

中国历史上教授雅思时间最长的名师

Until Mount St. Helens began to stir, only Mount Baker and Lassen Peak had shown signs of life during the 20th century. According to geological evidence found by the United States Geological Survey.

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顺序性的细节题、找段落的小标题、无顺序性的细节题、主旨题、特殊题型题一网打尽

石油工业出版社



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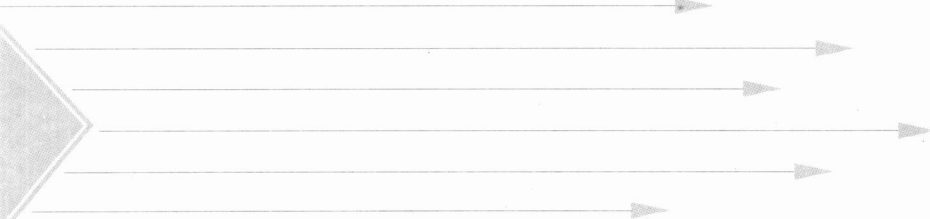
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7 轻松突破
周 雅思阅读 拿**7**分!

第1周 ·

→ 双向式阅读法



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自序 Preface

如何获得雅思阅读高分

雅思阅读涉及五个方面：词汇、句子分析、方法技巧、做题和机经。

一、词汇

词汇是阅读的核心，没有一定的词汇量，阅读免谈。另一方面，没有必要花很多时间去记忆偏、难、怪词。应该集中精力突破雅思阅读基本高频词汇。本书在每篇阅读文章之后都给出了这篇文章的相关词汇。这样记单词，比背词汇书效果更好。

二、句子分析

学会分析句子是提高阅读水平的关键之一。阅读文章难的原因之一在于句子结构的复杂。从近年雅思考试的阅读理解上看，可以看出句子的两个特点：句子较长、句子结构复杂。在本书的第5周，学习完各类题型技巧之后，综合练习之前，作者分十大类总结了雅思阅读难句，给出中文译文，并对句子结构进行了分析。读者朋友们对这些难句进行认真的分析和研究，必定会提高自己分析句子的能力。

三、方法技巧

雅思阅读考试是有很多规律性的。掌握这些规律，是考生能否取得理想成绩的关键。许多考生在备考时盲目的做题，浪费了宝贵的备考时间，也没有取得好的效果。阅读方法和各题型技巧是本书的核心。在这本书的前4周，作者提出了“双向式阅读法”，并按题型给出了“各题型解题技巧”。读者朋友在做题前，应仔细阅读这部分内容，掌握雅思阅读的方法和技巧。

四、做题

读者朋友们都知道做题对雅思阅读的重要性。但在做题时，要注意以下两点：

1. 做与目前雅思考试风格一致的模拟题。

本书选用的例题和模拟题，从文章题材、难易程度、出题思路到解题方法上都与实际的考试真题相吻合。做这些题目，对读者朋友们参加雅思考试是最有帮助的。

2. 做完题后，要仔细的分析研究。

有的同学在做完一套题后，对完答案，就万事大吉了。这种方法是不可取的。重点工作应放在试题分析上。也就是将答案核对后，要看某些题为什么错，为什么没有找到答案。即使是做对的题目，也有必要了解为什么“做对了”。本书给出了每个题目的详细解题过程，使同学们知其然，亦知其所以然。读者朋友们阅读这本书，如同一位有经验的老师在你身边亲自辅导一样。

五、机经

由于雅思考试很频繁，有时一个月就要考三次，研发考题的速度远远跟不上考试的频度，所以，考题是重复出现的。因此，考过同学对考试的回忆，就弥足珍贵。因为，你在考试中遇到的题目可能就是这些同学考过的题目。考过同学的考试回忆，俗称为“机经”。看阅读机经，就像看中文小说一样。花的时间很少，却可以起到锦上添花的作用。对一些基础弱的同学，可能还会起到决定性的作用。本书的附录部分，列出了“最新阅读机经”。

祝广大考生雅思阅读考试取得成功。也欢迎考生朋友们多与我交流、探讨：个人博客：<http://yangfan.ielts.com.cn>；电子邮件：yangyasi2@sina.com



2010年2月于北京

一、雅思阅读概述

1 考试时间

60分钟

注意：阅读的60分钟包括读文章、做题和把答案写在答题纸上，不像听力那样有另外的10分钟，让你将答案写在答题纸上。

大多数同学会感到时间很紧，很多同学答不完题。

2 试题分类

分为A类（Academic，学术类）和G类（General Training，移民类）两类，两类的阅读试卷有相同之处，也有不同之处。

要去英联邦国家留学的同学要参加A类考试，要去英联邦国家移民的朋友要参加G类考试。两种考试不能相互代替，在报名考试时，必须要确定。

A类、G类都分为三部分。A类是三篇长文章，每篇文章在1000字左右。G类第一部分是2~3篇短文章，第二部分是2篇中等长度的文章，第三部分是一篇长文章。

每次考试，A类、G类文章的内容不同，A类词汇量更大，句型更复杂，难度比G类要难一些，一般至少有一分的差距。比如，你考A类阅读得了6分，那么，如果考G类，应该能拿7分。

但是，A类、G类考试所用的题型是相同的，解题方法和技巧也完全一致。所以，本书的讲解，对A类和G类都适用。

G类的文章主要来自于布告、广告、小册子、证明书、报纸、书籍和杂志。主要涉及考生在英语国家必备的生存技能。

A类的文章主要来自于报纸和杂志，内容涉及文化、历史、家庭、教育、交通、住房、环境、能源等社会方面的问题，也涉及到动植物，地质、海洋、遗传、语言、空间、医学等科技方面的问题。体裁一般以说明文和议论文为主。

3 题目的数目

共40题左右。40题是出现次数最多的，有时会有38、39、41、42题，一般三个部分平均分配，每部分11~15题。

4 评分标准

根据答对题目的数目评定分数。不论难易，各题的分值是一样的。评分标准如下：

正确题数	分数	正确题数	分数
15~19	5	33~34	7.5
20~23	5.5	35~36	8
24~26	6	37~38	8.5
27~29	6.5	39~40	9
30~32	7		

5 试题特点

与其他考试阅读相比，雅思阅读有如下两个难点：

(一) 阅读量

这是同类考试（如四六级、考研、托福）所不能比的，很多考生做不完题。

(二) 题型众多

传统题型四选一只占其中极少的一部分。大大小小题型加起来共十种。不同的题型有不同的解题方法。

但雅思阅读的评分标准并不高，我们可以看到：只要答对20~23个，就能得5.5分；答对24~26个，就能得6分。

总之，雅思阅读是有一定难度的，尤其是A类阅读。但考生只要有一定的基础，掌握正确的方法和技巧，做一定数量的练习，就能取得自己满意的分数。

二、双向式阅读法

IELTS阅读文章大都比较长，信息量大。这样一篇长文章带着10余个题目摆在你面前，你怎么阅读和做题呢？

如果先将文章从头到尾细读一遍，然后做题。这种方法虽然准确率较高，但很浪费时间。使用这种方法，即使你的英语水平很好，通常在考试时间内，也做不完题。

下面，我们详细介绍一下“双向式阅读法”。这种方法的阅读步骤如下：

1 先读一下文章的标题，如果文章中有图或图表，也先看一下，如果文章中有小标题，应将小标题也看一下。

文章的标题肯定是说出文章的主要意思，在做题前，读文章的标题，了解文章的主要内容。

IELTS阅读文章中，很多会包含图及图表，这些都比较直观，也比较好理解。所以，先看一下这些东西，费不了多少时间，但会获取一些有用的信息。

例如：一片题目为“YOUR MOULEX IRON”的文章，IRON有“铁”、“熨斗”的意思，这篇文章中有一个熨斗的图，你一眼就会知道这是一篇关于熨斗的文章。

有的文章中各段落还有一个小标题，小标题是说出该段落的主要意思，所以先将小标题看一下，有助于了解各段落的内容。

2 开始做题，按照各题型技巧依次做题。

边做题，边读文章。随着把题目做完，把文章也逐渐读完。雅思阅读最大的特点是题型众多，题型技巧是雅思阅读的核心。关于各题型的解题技巧，在第一周到第四周中，有详细的讲解。

下面我们通过两篇文章，详细介绍一下双向式阅读法的使用。



Reading Passage

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

Micro – Enterprise Credit for Street Youth

I am from a large, poor family and for many years we have done without breakfast. Ever since I joined the Street Kids International program I have been able to buy my family sugar and buns for breakfast. I have also bought myself decent second-hand clothes and shoes.

Doreen Soko

We've had business experience. Now I'm confident to expand what we've been doing. I've learnt cash management, and the way of keeping money so we save for reinvestment. Now business is a part of our lives. As well, we didn't know each other before—now we've made new friends.

Fan Kaoma

Participants in the Youth Skills Enterprise Initiative Program, Zambia

Introduction

Although small-scale business training and credit programs have become more common throughout the world, relatively little attention has been paid to the need to direct such opportunities to young people. Even less attention has been paid to children living on the street or in difficult circumstances.

Over the past nine years, Street Kids International (S.K.I.) has been working with partner organisations in Africa, Latin America and India to support the economic lives of street children. The purpose of this paper is to share some of the lessons S.K.I. and our partners have learned.

Background

Typically, children do not end up on the streets due to a single cause, but to a combination of factors: a dearth of adequately funded schools, the demand for income at home, family breakdown and violence. The street may be attractive to children as a place to find adventurous play and money. However, it is also a place where some children are exposed, with little or no protection, to exploitative employment, urban crime, and abuse.

Children who work on the streets are generally involved in unskilled, labour-intensive tasks which require long hours, such as shining shoes, carrying goods, guarding or washing cars, and informal trading. Some may also earn income through begging, or through theft and other illegal activities. At the same time, there are street children who take pride in supporting themselves and their families and who often enjoy their work. Many children may choose entrepreneurship because it allows them a degree of independence, is less exploitative than many forms of paid employment, and is flexible enough to allow them to participate in other activities such as education and domestic tasks.

Street Business Partnerships

S.K.I. has worked with partner organisations in Latin America, Africa and India to develop innovative opportunities for street children to earn income.

- The S.K.I. Bicycle Courier Service first started in the Sudan. Participants in this enterprise were supplied with bicycles, which they used to deliver parcels and messages, and which they were required to pay for gradually from their wages. A similar program was taken up in Bangalore, India.
- Another successful project, The Shoe Shine Collective, was a partnership program with the Y.W.C.A. in the Dominican Republic. In this project, participants were lent money to purchase shoe shine boxes. They were also given a safe place to store their equipment, and facilities for individual savings plans.
- The Youth Skills Enterprise Initiative in Zambia is a joint program with the Red Cross Society and the Y.W.C.A. Street youths are supported to start their own small business through business training, life skills training and access to credit.

Lessons learned

The following lessons have emerged from the programs that S.K.I. and partner organisations have created.

- Being an entrepreneur is not for everyone, not for every street child. Ideally, potential participants will have been involved in the organisation's programs for at least six months, and trust and relationship-building will have already been established.
- The involvement of the participants has been essential to the development of relevant programs. When children have had a major role in determining procedures, they are more likely to abide by and enforce them.
- It is critical for all loans to be linked to training programs that include the development of basic business and life skills.
- There are tremendous advantages to involving parents or guardians in the program, where such relationships exist. Home visits allow staff the opportunity to know where the participants live, and to understand more about each individual's situation.
- Small loans are provided initially for purchasing fixed assets such as bicycles, shoe shine kits and basic building materials for a market stall. As the entrepreneurs gain experience, the enterprises can be gradually expanded and consideration can be given to increasing loan amounts. The loan amounts in S.K.I. programs have generally ranged from US\$30-\$100.

Conclusion

There is a need to recognise the importance of access to credit for impoverished young people seeking to fulfil economic needs. The provision of small loans to support the entrepreneurial dreams and ambitions of youth can be an effective means to help them change their lives. However, we believe that credit must be extended in association with other types of support that help participants develop critical life skills as well as productive businesses.

◆ Question 1-4

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

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

- The quotations in the box at the beginning of the article
 - exemplify the effects of S.K.I.
 - explain why S.K.I. was set up.
 - outline the problems of street children
 - highlight the benefits to society of S.K.I.
- The main purpose of S.K.I. is to

- A draw the attention of governments to the problem of street children.
 B provide schools and social support for street children.
 C encourage the public to give money to street children.
 D give business training and loans to street children.
3. Which of the following is mentioned by the writer as a reason why children end up living on the streets?
 A unemployment B war C poverty D crime
4. In order to become more independent, street children may
 A reject paid employment. B leave their families.
 C set up their own businesses. D employ other children.

◆ Question 5-8

Complete the table below.

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

Write your answers in boxes 5-8 on your answer sheet.

Country	Organizations Involved	Type of Project	Support Provided
5 and	S.K.I.	courier service	provision of 6
Dominican Republic	S.K.I. Y.W.C.A.	7	Loans storage facilities savings plans
Zambia	S.K.I. The Red Cross Y.W.C.A.	setting up small businesses	business training 8 training access to credit

◆ Question 9-12

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

In boxes 9-12 on your answer sheet write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

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

9. Any street child can set up their own small business if given enough support.
 10. In some cases, the families of street children may need financial support from S.K.I.

11. Only one fixed loan should be given to each child.
 12. The children have to pay back slightly more money than they borrowed.

◆ Question 13

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

Write your answer in box 13 on your answer sheet.

The writers conclude that money should only be lent to street children

- A as part of a wider program of aid.
 B for programs that are not too ambitious.
 C when programs are supported by local businesses.
 D if the projects planned are realistic and useful.



解题技巧

下面，我们使用“双向阅读法”做这篇文章。

先读文章的标题：给街头青年小企业的信贷。再读各个小标题：介绍，背景，街头商业伙伴关系，取得的经验，结论。

然后，开始依次做题。

【解析 Question 1-4 题型：选择题（四选一）】

1. A

先读题目，对应到原文开始处的引语。阅读两段引语，确定答案为A。此题容易误选D，选项D不正确的原因是：D说的是S.K.I. 对society的好处，而原文说的是S.K.I. 对他们个人的好处。

确定此题答案后，不再读文章了，看第2题。

2. D

先读题目，然后在原文第1题的答案之后，继续阅读，确定本题的答案。答案对应原文的Introduction部分的第一句话：

Although small-scale business training and credit programs have become more common throughout the world, relatively little attention has been paid to the need to direct such opportunities to young people.

虽然小规模商业培训和信贷项目在全球越来越普遍，但相对而言，把这样的机会

给予年轻人几乎没有引起人们的关注。

理解这句话的意思，应该能确定答案为D。

确定此题答案后，不再读文章了，看第3题。

3. C

先读题目，然后在原文第2题的答案之后，继续阅读，确定本题的答案。答案对应原文的Background部分第一段的第一句话：

Typically, children do not end up on the streets due to a single cause, but to a combination of factors: a dearth of adequately funded schools, the demand for income at home, family breakdown and violence.

原文中的the demand for income at home对应于选项中的poverty，确定答案为C。

确定此题答案后，不再读文章了，看第4题。

4. C

先读题目，然后在原文第3题的答案之后，继续阅读，确定本题的答案。对应原文的Background部分的第二段：

Many children may choose entrepreneurship because it allows them a degree of independence, is less exploitative than many forms of paid employment, and is flexible enough to allow them to participate in other activities such as education and domestic tasks.

原文中的choose entrepreneurship对应于选项中的C。

确定此题答案后，不再读文章了，看第5-8题。

注意：选择题的注意事项详见“第二周 有顺序性的细节题”中的讲解。

【解析 Question 5-8 题型：填图填表】

5. Sudan, India

6. Bicycles

第5题和第6题可以一起做。

先读题目，然后在原文第4题的答案之后，继续阅读，确定本题的答案。对应原文Street Business Partnerships部分的第一段。

确定此题答案后，不再读文章了，看第7题。

7. Shoe Shine Collective

先读题目，然后在原文第6题的答案之后，继续阅读，确定本题的答案。对应原文Street Business Partnerships部分的第二段。

确定此题答案后，不再读文章了，看第8题。

8. life skills

先读题目，然后在原文第7题的答案之后，继续阅读，确定本题的答案。对应原文 Street Business Partnerships 部分的第三段。

确定此题答案后，不再读文章了，看第9-12题。

题 型：填图填表题

频度系数：★★

难度系数：★

这说明，此题型一般比较简单。

① 注意看表头和题目中的例子。

表头是指图表第一行的内容，它指定了每一列所填的内容。如，上面的5-8题，表头分别是“国家”、“涉及的组织”、“项目类型”和“提供的支持”。说明第一列填的是国家，所以，第5题，如果你填的不是国家，那就肯定错了。

题目中已经填好的内容会提示你空格中填的内容。如，上面的5-8题，题目中第一列已经填好的“Dominican Republic”和“Zambia”也会提示你，第5题应该填的是国家。

② 绝大部分的答案来自原文原词。

大部分的答案来自原文原词。

③ 注意字数限制。

绝大部分的题目要求中有字数限制，这时必须满足要求。即使题目要求中没有字数限制，答案字数也不会很长，一般不会超过四个字。

【解析 Question 9-12 题 型：T/F/NG】

9. NO

先读题目，然后在原文第8题的答案之后，继续阅读，确定本题的答案。对应原文的 Lessons learned 部分的第一段：

Being an entrepreneur is not for everyone, not for every street child.

确定此题答案后，不再读文章了，看第10题。

② 注意：题目中包含 any 一词，答案为 NO 的概率最高，详见下面总结的“题型：T/F/NG 注意事项”。

10. NOT GIVEN

先读题目，然后在原文第9题的答案之后，继续阅读，确定本题的答案。原文只提到了 S.K.I. 给 street children financial support。