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步步为赢

Winning Step by Step: IELTS Reading

攻克雅思

阅读关

檀琦◎主编
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高度模拟雅思真题 点拨题型解题方法
详尽总结出题规律 传授高分应试技巧

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雅思四部曲

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序

这套雅思四部曲系列丛书每本书的名字都起得非常好，我这里提到的“好”，并不是说用词华丽动听，而是指找到了一个最恰当的词来形容现今雅思考生学习最需要关注的重点。

雅思口语考查的不是回答的对错，而是考生的语言表达和出口成章的自信。

雅思听力获分要点就在于不断练习大脑听力反应，以达到像听故事一样感到娓娓动听的效果。

雅思写作注重文法流畅，忽略观点对错，考官用西方思维审视考生能否用英语行云流水般地写文章。

雅思阅读的要点则在于速度，步步为赢寓意着节奏非常重要。

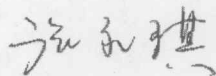
这套书的另一个特点是作者来自全国最大的几个不同考区，他们有机地将不同地域的考试内容进行了巧妙整合。这种特殊的作者组合想必是众多雅思辅导书中最有创意的一种。

这四本书的几位作者，我已经认识多年，他们的雅思教学从业经历可谓是“历史悠久”，在经历了雅思考试 20 年的发展后，他们的教学已经能够兼顾英语理论和考试技巧。在这套书中，他们结合了最新的考题内容，给出了很多新的解题方案。如今雅思考官已经对考生的“老三样”答题方式非常熟悉，考生欲以其打动考官的心从而拿到高分并不容易。而这套书中以新视角剖析的解题方法，也许会成为考官眼中的“亮点”，成为考生迅速提高雅思成绩的“绝招”。

环球雅思创办 13 年，一批批学子带着梦想奔赴向往的名校，雅思已不是他们成功的“绊脚石”。我想一套好书可以帮助更多学子梦想成真，这是环球雅思老师们的夙愿。

环球雅思学校总校长

环球天下教育科技集团总裁



解密分层阅读法，缔造雅思新神话

在读者的热切期待中，上海环球雅思学校杨琳老师倾力编著的《步步为赢 攻克雅思阅读关》终于面世了。

目前图书市场上雅思阅读类的图书种类很多，但考生仍然因为难觅高效的阅读辅导书而烦恼不堪，而本书无疑为广大考生带来了佳音。本书的亮点就是作者根据自己的理念——“分层阅读法”独创了一整套阅读技巧体系，其神奇的效果早已被她数万名弟子所验证。我相信，对于雅思考生而言，只要充分熟悉并掌握文中的经典技巧，势必能够在雅思考试中取得佳绩。

在与杨琳老师结识之初，她机敏、风趣的性格就给我留下了深刻的印象。杨琳老师在环球雅思担任阅读主讲多年，她耐心细致、深入浅出的讲解和一丝不苟的工作作风赢得了环球雅思广大学员的喜爱和肯定。本书可谓是她厚积薄发的力作。

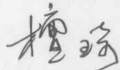
作为本书的主编，我真诚而自信地向各位考生推荐环球雅思学校图书部的高品质教育产品，这也是献给环球雅思创办 13 周年的一份厚礼。衷心希望我们的图书事业在环球雅思创始人、总校长张永琪先生和董事长张晓东女士以及副校长刘海华女士的英明领导下蓬勃发展和壮大，取得更大的成绩。

在本书付梓之际，要特别感谢环球雅思学校教学部总监陆航先生的帮助和支持，天津大学出版社王云石先生和郭婷、路建华女士的鼎力合作，正是大家的精诚协作才保证了本书以卓尔不群的最高品质面世。

“工欲善其事，必先利其器”，欲达到目标，须首先确保工具的锋利，而“考雅”的利器就是高度实用的备考书籍。愿本书能够帮助广大考生扫除“考雅”路上的一切障碍，同时切实地提升考生的英语实际运用能力，为大家未来的海外留学生涯做好坚实的非物质准备。

最后，感谢杨琳老师在新年期间不辞辛苦、挑灯夜战的付出，相信她的付出会为广大考生迎来一片彩霞满天的美景！

环球雅思总校图书部



2010 年 4 月

作者自序

走上雅思教学这条路不知不觉中已经六个春秋了,期间亲眼看到了无数考生勇攀高峰实现了梦想,也为能在布满荆棘的漫漫旅程中助他们一臂之力而自豪不已。

虽然雅思考题是不断变化的,但其变化还是有规律的,尤其阅读部分。从 2009 年考试题型出现的频率来看,匹配题占据主流题型总量的 26%,是非辨错题占到了 18%,选择题、填空题出现的频率紧随其后,多种题型并举已是众所公认。

我从以下几个方面来展望 2010 年的雅思阅读考试。

首先,从题型上来说,出现新题型的概率不大。雅思考试的阅读部分正在朝着严密、客观、难度均衡稳定的方向发展,题型上也会对 2009 年考试中的一些偏难的题型进行修正。

其次,“春季出新题,更换题库”的传统将得到延续。这一点从 2009 年 1—3 月雅思考试阅读部分的题型上得到了验证。

再次,从考点来看,将仍然是以考核词汇(同义转换)、语法(分析理解句子)、快速阅读、查找细节信息及考生的应考能力为主。

最后,从话题来看,尽管出现了很多新话题,但是也有一些话题重现的现象。

本书集我六年的一线教学经验和近年来多次雅思考试的实战心得以及对专业方法——“分层阅读法”的剖析于一身,可以说是我多年雅思阅读教学沉淀下来的珍贵精髓,希望它对广大考生备考能有所帮助。

由于编者水平有限,书中疏漏在所难免,恳请读者批评指正。

杨琳

2010 年 3 月

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第一章

雅思阅读法通观

在雅思阅读的各种方法中，最为常见的两种方法是传统的平行阅读法和新型的分层阅读法。

一、平行阅读法和分层阅读法

1. 传统的平行阅读法

假设阅读文章后命题数量共 11 题，其中第 1、2、3、4 题为选择题；第 5、6、7、8 题为是非判断题；第 9、10、11 题为填空题。

下面是题目关键词各自出现在文章中的相应顺序：

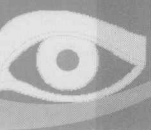
5, 1, 2, 9, 6, 7, 3, 10, 8, 11, 4

5 6 7 8 (是非判断题)

1 2 3 4 (选择题)

9 10 11 (填空题)

传统的平行阅读法是这样的：第一，读文章之前，短时间记住每个题型第一题的关键词，如上图，即为第 5、1、9 三题的关键词；第二，所记题号的每个关键词，在文章中找到定位后，及时确定答案，然后该关键词在脑海当中的位置，由该题型内部后一题目的关键词取代，如上图，记住第 5、1、9 题关键词后，读文章时发现第 5 题关键词先于第 1、9 题出现，随即做出第 5 题答案，脑海中立刻换为第 6、1、9 题的关键词，直至做完所有题目。



2. 新型的分层阅读法（分层五原则）

上图为示范方便，所以假设阅读文章后有三种题型。而真题题型可能多于三种而是四种或五种，开始阅读时需要记住四个甚至五个关键词，更具挑战性的是，考生要在有生词障碍和语法障碍的情况下，在题型内部依次替换关键词，这显然是很困难的。由此，产生了新型的分层阅读法：将题目分为平行层题型和非平行层题型。既带上了题型中第一个题目的关键词开始阅读，又在做题过程中在题型内部按题目顺序依次替换关键词的题型，为平行层题型；阅读时不用带题目当中的关键词的题型或带了该题型第一个题目的关键词，用于在原文寻找考点位置，但没有必要在题型内部按题目顺序依次替换关键词的题型，为非平行层题型。

1) 是非辨误永平行。是非辨错题即判断题。看到该题型时，应按题目顺序带关键词去阅读文章，直到该题型题目结束为止。（平行层）

2) 主题一步一停歇。主题题所给出的选项，虽然有关键词可以用，但关键词没有顺序，在读完每一段之后，应在该题型当中选出正确的答案，直到最后一个主题题命题段落。因而称为“一步（一段）一停歇”。（非平行层）

3) 狭义匹配“做蹲点”，段意匹配“两步歇”。如果题型内部题目关键词没有顺序，开始阅读时不带关键词，狭义匹配题和段意匹配题就是这种情况。狭义匹配“做蹲点”指遇到表示时间、地点等意思的狭义关键词也就是原文的绝对考点地段时精读。段意匹配题内部题目关键词也是没有顺序的，只能采取与匹配主题题相似的方法，读完原文之后，回到题干当中，判断段意和题干意思之间的吻合程度。其理想停顿时间为两段话一回首，称为“两步歇”。（非平行层）

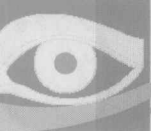
4) 原词、“沾边”作概括，情景一致是突破。概括题（填空题）分为自选式（自己在原文中选词）和备选式（题干中给出备选词）两种。前者要求所填的正确答案必须为原文中的原词，后者有时为原文原词、相似词或者相关词，有时词性变化，总归“沾边”就算对。两种情况比较而言，自选式在出题情景上要求更加严格，原文出题地段要与题干所在句子讲同样一件事情，这称为“情景一致”。

5) 填空选择收尾做，跳读通读要选择。如果填空或选择题答案出现在文章靠后的位置，开始阅读时不带关键词。否则，要在一开始读文章时就把它作为平行层处理了。此外，如果没有段意匹配题，一般可以采用跳读法（带着关键词查找出题的准确定位）；如果有该题型，则要全文通读。

二、雅思阅读真题指导实例

Nature or Nurture?

- A** A few years ago, in one of the most fascinating and disturbing experiments in behavioral psychology, Stanley Milgram of Yale University (Q10) 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 (Q2) and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils’ ability to learn. (Q7)
- B** Milgram’s experimental set-up involved placing the teacher-subject before a panel of thirty switches with labels ranging from “15 volts of electricity (slight shock)” to “450 volts (danger-severe shock)” in steps of 15 volts each. The teacher-subject was told that whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each successive wrong answer. The supposed “pupil” (Q3) was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans and screams 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. (Q8)
- C** As the experiment unfolded, the pupil would deliberately give the wrong answers to questions posed by the teacher, thereby bringing on various electrical punishments, even up to the danger level of 300 volts and beyond. Many of the teacher-subjects balked at administering the higher levels of punishment, and turned to Milgram with questioning looks and / or complaints about continuing the experiment. In these situations, Milgram calmly explained that the teacher-subject was to ignore the



pupil's cries for mercy and carry on with the experiment. If the subject was still reluctant to proceed, Milgram said that it was important for the sake of the experiment that the procedure be followed through to the end. His final argument was, "You have no other choice. You must go on." (Q6) What Milgram was trying to discover was the number of teacher-subjects who would be willing to administer the highest levels of shock, even in the face of strong personal and moral revulsion against the rules and conditions of the experiment.

- D** Prior to carrying out the experiment (Q9), 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 experiment. The psychiatrists felt that "most subjects would not go beyond 150 volts" and they further anticipated that only four percent 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. (Q4)
- E** What were the actual results? Well, over 60 percent 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 percent in one country. How can we possibly account for this vast discrepancy between what calm, rational, knowledgeable people predict in the comfort of their study and what pressured, flustered, but cooperative "teachers" actually do in the laboratory of real life?
- F** One's first inclination might be to argue that there must be some sort of built-in animal aggression instinct (Q1) that was activated by the experiment, and that Milgram's teacher-subjects were just following a genetic need to discharge this pent-up prime 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 (Q11), having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.
- G** An alternative to this notion of genetic programming is to see the teacher-subjects'

actions as a result of the social environment under which the experiment was carried out. As Milgram himself pointed out, most subjects in the experiment see their 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 the setting.

H Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, **surrendering individual properties like loyalty, self-sacrifice, and discipline to the service of malevolent systems of authority.** (Q12)

I Here we have two radically different explanations for why so many teacher-subjects were willing to forget their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort out of the two polar explanations is more plausible. **This, in essence, is the problem (Q13) of modern sociology—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. (Q5)



Questions 1–6

Which paragraph contains the following information? Write the correct letter A–I in boxes 1 to 6 on your answer sheet.

1. a **biological explanation** of the teacher-subjects' behavior (F)
2. the **explanation** Milgram gave the teacher-subjects **for the experiment** (A)
3. the identity of the **pupil** (B)
4. the **expected statistical outcomes** (D)
5. the general aim of **sociobiological study** (I)
6. the way Milgram **persuaded** the teacher-subjects to continue (C)



Questions 7-9

Choose the correct letter **A, B, C or D**. Write your answer in boxes 7 to 9 on your answer sheet.

7. The teacher-subjects were told that they were testing whether (B).
 - A. a 450-volt shock was dangerous
 - B. punishment helps learning
 - C. the pupils were honest
 - D. they were suited to teaching
8. The teacher-subjects were instructed to (D).
 - A. stop when a pupil asked them to
 - B. denounce pupils who made mistakes
 - C. reduce the shock level after a correct answer
 - D. give punishment according to a rule
9. Before the experiment took place the psychiatrists (C).
 - A. believed that a shock of 150 volts was too dangerous
 - B. failed to agree on how the teacher-subjects would respond to instructions
 - C. underestimated the teacher-subjects' willingness to comply with experimental procedure
 - D. thought that many of the teacher-subjects would administer a shock of 450 volts



Questions 10-13

Do the following statements agree with the information given in **Nature or Nurture**? In boxes 10 to 13 on your answer sheet, write **True**, if the statement agrees with the information; write **False**, if the statement contradicts the information; Write **Not Given**, if there is no information on this.

10. Several of the subjects were psychology students at Yale University. (Not Given)
11. Some people may believe that the teacher-subjects' behavior could be explained as a positive survival mechanism. (True)

12. In a sociological explanation, personal values are more powerful than authority. (True)

13. Milgram's experiment solved an important question in sociobiology. (False)



解析

1. 做题顺序

1) 读标题, 了解文章内容。当标题很抽象, 无法确定关键词时, 应注意文章首句, 尽量将文章内容定位在一个或一组名词短语上。文章在前几行出现关键词 teacher-subject, 可以预料文章会以该组人为对象展开内容。

2) 明确题型组合为段意匹配题+单项选择题+是非辨错题; 划关键词, 见各题目题干彩色字。(注意: 划单项选择题关键词时, 只划题干, 选项不划。)

3) 分层原则指导: 段意匹配两步歇(参考分层五原则第三点); 非收尾选择应作为平行层(参考分层五原则第五点); 是非辨误永平行(参考分层五原则第一点)。这样看来, 平行层题型是选择题和是非辨错题, 非平行层题型是段意匹配题。读文章前, 选择在脑海中记忆第7题和第10题的关键词, 去文章当中找。

结论: 带着第7题和第10题两题关键词开始读文章, 同时, 为了照顾段意匹配题, 在高频考点密集区停留, 及时准确地抓住段意考点。

补充: 高频考点密集区 (绝对重要区)

不管通读还是跳读, 高频考点密集区都应该是精读的位置。

1) 否定地段:

否定词本身, 如 no, not, less, without, few, never;

某些词的反义词, 如 unpredictable, impossible, unprecedented, unparalleled;

否定短语, 如 rather than, regardless of, instead of, less than;

转折连词, 如 but, yet, however, nevertheless.

2) 同级比较: 原文提到必是考点, 题干提到必是关键词。例如:

the same as, as...as, similar to, compare, like

3) “五朵金花”: 原文提到必是考点, 题干提到必是关键词。例如:

time, culture, new+名词, modern+名词, international+名词

4) 单词: every, all, only 所在的句子命题概率极大, 考点往往在含有这三个



单词的句子当中。

5) 举例之前的概述: 看似例子当中的题目, 答案其实应该在例子之前的概述里找, 通常为概述的重现或者改写。

6) 并列或者排比地段。例如:

The four-year pilot study included 380 families who were about to have their first child and who represented a cross-section of socio-economic status, age and family configuration. They included single-parent and two-parent families, families in which both parents worked, and families with either the mother or father at home.

2. 做题方法

1) 段意匹配题: 关键词分为总结类和细节类。第 4 题是总结类, 总结表达原文当中的并列或是排比, 由于位置明显而相对简单。第 3 题为细节类, 考点在 B 段彩色单词处, 由于位置隐蔽, 经常被考生忽视或者无故跳读。不仅如此, 有时像第 6 题的 **persuade**, 原文可能给出同义词, 也可能只是种相关对应, 使得只找原词的做题方法在此处不能奏效。

2) 单项选择题: 题目数量大概在 2~6 个, 但其中需要推理 (见例 1 和例 2) 的可能只有 1 个, 其他的是替换 (见例 3), 有时甚至全都是替换。在第 7 题当中, B 选项的表达与 A 段的彩色字相吻合, **have a positive effect on** 相当于 **help**; 同理, 在第 8 题当中, 正确答案与原文 B 段彩色字句意相同。但第 9 题是根据 D 和 E 两段话的共同推理得出正确答案的。

例 1

原文: "There was undue optimism in the early 1980s," says David Leake, a researcher at Indiana University. Then when people realized these were hard problems, there was retrenchment. By the late 1980s, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning and so on.

题干: According to researchers, in the late 1980s there was a feeling that ().

- A. a general theory of AI would never be developed
- B. original expectations of AI may not have been justified
- C. a wide range of applications was close to fruition
- D. more powerful computers were the key to further progress

解说：作为正确答案的 B 选项，不管是核心词 expectation 还是 justify，在原文当中都找不到绝对的出处，只能理解为原文彩色字推理出来的结论。

例 2

原文：A biomechanic films an athlete in action and then digitizes her performance, recording the motion of every joint and limb in three dimensions. By applying Newton's laws to these motions, "we can say that this athlete's run is not fast enough; that one is not using his arms strongly enough during take-off," says Dapena, who uses these methods to help these high jumpers.

题干：Biomechanics films are proving particularly useful because they enable trainers to ().

- A. highlight areas for improvement in athletes
- B. assess the fitness levels of athletes
- C. select top athletes
- D. predict the success of athletes

解说：答案 A 选项中的动词 highlight 和名词 improvement 原文只字未提，在推理过程中发现，除了 B 选项以外，其他三个选项都能讲得通。但在这三个选项当中，如果按照事件发生的先后顺序进行排序，运动员应该 improve→top athlete→success。

例 3

原文："If it works, it can not be AI," as Dr Leake characterizes it. The effect of repeatedly moving the goal-posts in this way was that AI came to refer to "blue-sky" research that was still years away from commercialization.

题干：In Dr Leake's opinion, the reputation of AI suffered as a result of ().

- A. changing perceptions
- B. premature implementation
- C. poorly planned projects
- D. commercial pressures

解说：moving 与 changing 是同义词关系，goal-posts 和 perceptions 是相关关系，所以是替换，答案为 A 选项。

3) 是非辨错题。对照原文中划出的关键词，可知 10~13 题的正确答案分别是 Not Given, True, True 和 False。