

IELTS 7 分班 (25 人) 起跑计划——Day 1 – 10

听力学习目标

每天学习时间 30 分钟，学习 10 天，共计 5 小时

	学习内容	词汇 50% (生活 10%+学术 40%)	例句训练 50%
Day1	场景词汇和例句训练 词汇：8 个 例句：8 个	<ul style="list-style-type: none">● 生活相关场景 1 种● 高频场景词汇 8 个	<ul style="list-style-type: none">● 阅读例句，将例句中的生词查好背熟。● 理解例句含义，积累相关场景知识。● 对例句进行出声朗读，一遍慢速，一遍快速。● 背诵例句2遍。
Day2	场景词汇和例句训练 词汇：8 个 例句：8 个	<ul style="list-style-type: none">● 生活相关场景 1 种● 高频场景词汇 8 个	<ul style="list-style-type: none">● 阅读例句，将例句中的生词查好背熟。● 理解例句含义，积累相关场景知识。● 对例句进行出声朗读，一遍慢速，一遍快速。● 背诵例句2遍。
Day3	场景词汇和例句训练 词汇：8 个 例句：8 个	<ul style="list-style-type: none">● 学术相关场景 1 种● 高频场景词汇 8 个	<ul style="list-style-type: none">● 阅读例句，将例句中的生词查好背熟。● 理解例句含义，积累相关场景知识。● 对例句进行出声朗读，一遍慢速，一遍快速。● 背诵例句2遍。
Day4	场景词汇和例句训练 词汇：8 个 例句：8 个	<ul style="list-style-type: none">● 学术相关场景 1 种● 高频场景词汇 8 个	<ul style="list-style-type: none">● 阅读例句，将例句中的生词查好背熟。● 理解例句含义，积累相关场景知识。● 对例句进行出声朗读，一遍慢速，一遍快速。● 背诵例句2遍。
Day5	场景词汇和例句训练 词汇：8 个 例句：8 个	<ul style="list-style-type: none">● 学术相关场景 1 种● 高频场景词汇 8 个	<ul style="list-style-type: none">● 阅读例句，将例句中的生词查好背熟。● 理解例句含义，积累相关场景知识。● 对例句进行出声朗读，一遍慢速，一遍快速。● 背诵例句2遍。
Day6	场景词汇和例句训练	<ul style="list-style-type: none">● 学术相关场景 1 种	<ul style="list-style-type: none">● 阅读例句，将例句中的生词查

	词汇：8 个 例句：8 个	<ul style="list-style-type: none"> ● 高频场景词汇 8 个 	好背熟。 <ul style="list-style-type: none"> ● 理解例句含义，积累相关场景知识。 ● 对例句进行出声朗读，一遍慢速，一遍快速。 ● 背诵例句2遍。
Day7	场景词汇和例句训练 词汇：8 个 例句：8 个	<ul style="list-style-type: none"> ● 学术相关场景 1 种 ● 高频场景词汇 8 个 	<ul style="list-style-type: none"> ● 阅读例句，将例句中的生词查好背熟。 ● 理解例句含义，积累相关场景知识。 ● 对例句进行出声朗读，一遍慢速，一遍快速。 ● 背诵例句2遍。
Day8	场景词汇和例句训练 词汇：8 个 例句：8 个	<ul style="list-style-type: none"> ● 学术相关场景 1 种 ● 高频场景词汇 8 个 	<ul style="list-style-type: none"> ● 阅读例句，将例句中的生词查好背熟。 ● 理解例句含义，积累相关场景知识。 ● 对例句进行出声朗读，一遍慢速，一遍快速。 ● 背诵例句2遍。
Day9	场景词汇和例句训练 词汇：8 个 例句：8 个	<ul style="list-style-type: none"> ● 学术相关场景 1 种 ● 高频场景词汇 8 个 	<ul style="list-style-type: none"> ● 阅读例句，将例句中的生词查好背熟。 ● 理解例句含义，积累相关场景知识。 ● 对例句进行出声朗读，一遍慢速，一遍快速。 ● 背诵例句2遍。
Day10	场景词汇和例句训练 词汇：8 个 例句：8 个	<ul style="list-style-type: none"> ● 学术相关场景 1 种 ● 高频场景词汇 8 个 	<ul style="list-style-type: none"> ● 阅读例句，将例句中的生词查好背熟。 ● 理解例句含义，积累相关场景知识。 ● 对例句进行出声朗读，一遍慢速，一遍快速。 ● 背诵例句2遍。

口语学习目标

每天学习时间 30 分钟，学习 10 天，共计 5 小时

	学习内容	解题思路 10%	词汇+同义替换 70%	语法 20%
Day1	解题思路 语法 发音	健康生活方式 P1	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用
Day2	解题思路 语法 发音	童年回忆 P1	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用
Day3	解题思路 语法 发音	现代家庭关系 P1	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用
Day4	解题思路 语法 发音	喜欢的季节 P2	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用
Day5	解题思路 语法 发音	一个爱好 P2	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用
Day6	解题思路 语法 发音	传统节日 P2	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用
Day7	解题思路 语法 发音	喜欢去的地方 P2	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用
Day8	解题思路 语法 发音	想学的语言 P2	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用
Day9	解题思路 语法 发音	理想的工作 P2	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用
Day10	解题思路 语法 发音	达成的成就 P2	赏析示例答案，介绍同义替换概念总结同义替换表达，补充高级词汇	赏析高级语法的选择和使用

阅读学习目标

每天学习时间 30 分钟，学习 10 天，共计 5 小时

	学习内容	解题方法 60%	词汇+同义替换 30%	长难句理解 10%
Day1	解题方法 词汇+同义替换 长难句理解	段落填空	介绍同义替换的概念并 总结题文之间的同义替 换；	示例：长难句分析 +翻译
Day2	解题方法 词汇+同义替换 长难句理解	表格填空	总结题文同义替换	示例：长难句分析 +翻译
Day3	解题方法 词汇+同义替换 长难句理解	图形填空	总结题文同义替换	示例：长难句分析 +翻译
Day4	解题方法 词汇+同义替换 长难句理解	简答填空	总结题文同义替换	示例：长难句分析 +翻译
Day5	解题方法 词汇+同义替换 长难句理解	判断题	学员寻找题文同义替换	练习：长难句分析 +翻译
Day6	解题方法 词汇+同义替换 长难句理解	判断题	学员寻找题文同义替换	练习：长难句分析 +翻译
Day7	解题方法 词汇+同义替换 长难句理解	判断题	学员寻找题文同义替换	练习：长难句分析 +翻译
Day8	解题方法 词汇+同义替换 长难句理解	人物信息匹配题	学员寻找题文同义替换	练习：长难句分析 +翻译
Day9	解题方法 词汇+同义替换 长难句理解	类别匹配	学员寻找题文同义替换	练习：长难句分析 +翻译
Day10	解题方法 词汇+同义替换 长难句理解	句首配句尾	学员寻找题文同义替换	练习：长难句分析 +翻译

写作学习目标

每天学习时间 30 分钟，学习 10 天，共计 5 小时

	学习内容	论点补充 40%	仿写练习 60%
Day1	论点补充：10 个 范文仿写练习：1 段	为学生补充【教育】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习
Day2	论点补充：10 个 范文仿写练习：1 段	为学生补充【教育】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习
Day3	论点补充：10 个 范文仿写练习：1 段	为学生补充【政府】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习
Day4	论点补充：10 个 范文仿写练习：1 段	为学生补充【政府】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习
Day5	论点补充：10 个 范文仿写练习：1 段	为学生补充【科技】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习
Day6	论点补充：10 个 范文仿写练习：1 段	为学生补充【媒体】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习
Day7	论点补充：10 个 范文仿写练习：1 段	为学生补充【文化】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习
Day8	论点补充：10 个 范文仿写练习：1 段	为学生补充【环境】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习
Day9	论点补充：10 个 范文仿写练习：1 段	为学生补充【犯罪】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习
Day10	论点补充：10 个 范文仿写练习：1 段	为学生补充【城市规划】类话题的常用论点 10 个，请学生自己写出中文释义	为学生提供一篇范文，请学生欣赏学习，再做汉译英仿写练习

DAY 1

LISTENING

1. major n. 专业 英['meɪdʒə(r)]; 美 ['meɪdʒər]

【例】 I chose economics as my minor major.

2. anthropology n. 人类学 英 [ˌænθrəˈpɒlədʒi]; 美 [ˌænθrəˈpɑːlədʒi]

【例】 I had to resit First Year Anthropology, so I can certainly offer you a sympathetic ear!

3. engineering n. 工程学 英 [ˌendʒɪˈnɪərɪŋ]; 美 [ˌendʒɪˈnɪrɪŋ]

【例】 Actually we got a top research grade of five for engineering, geography and computer sciences.

4. business n. 商科 英 ['bɪznəs]; 美 ['bɪznəs]

【例】 Undergraduate, and I'm in the Business faculty.

5. politics n. 政治学 英 ['pɒlətɪks]; 美 ['pɑːlətɪks]

【例】 A man is supposed to understand politics, economics and finance and is therefore unwilling to accept essential instruction.

6. management n. 管理学 英 ['mænɪdʒmənt]; 美 ['mænɪdʒmənt]

【例】 Management courses are hot choices for Chinese students in many European universities.

7. linguistics n. 语言学 英 [lɪŋˈɡwɪstɪks]; 美 [lɪŋˈɡwɪstɪks]

【例】 Linguistics is the science to study the nature of the language.

8. literature n. 文学 英 ['lɪtrətʃə(r)]; 美 ['lɪtrətʃər]

【例】 I will apply to graduate school in comparative literature, probably in California.

SPEAKING : Keeping fit

➤ 解题思路

Part 1 和 Part 3 在雅思口语考试中都是通过问答的方式来考察学生的英语水平，主要区别在于：Part 1 主要针对于“我”的经历、习惯、喜好等方面进行提问，回答时间较短；Part 3 主要针对于“人们”的认知和“社会”的观念进行提问，回答时间较长。

➤ 回答示例

Part 1

What do you do to keep fit?

I go to the gym **more or less** twice a week. I don't really **enjoy** it, **to be honest**, but it's an easy way to keep fit. I mainly do aerobic exercise, rather than muscle building.

Part 3

What are the best ways to keep fit for most people?

I'd say it's the kind of exercise that raises your heart rate. The heart is a muscle and has to be worked like any other muscle. So, golf, in my opinion, is not the best form of exercise, as it's a **gentle exercise** that doesn't **improve our cardiopulmonary function**. Something like jogging, or swimming, or surfing is much more **beneficial to health**.

➤ 词汇表达

● more or less

表达“大约”，很多时候学生会习惯性的使用 around / about / maybe，除此外还可以使用 more or less / roughly 来进行同义替换

● enjoy /ɪn'dʒɔɪ/

v. 表达“喜欢”，很多时候学生会习惯性的使用 like，除此外还可以使用 enjoy (doing) sth. / be fond of doing sth. (尤其指喜欢时间比较久) / be keen on sth. 来进行同义替换

● to be honest

是口语中常常使用的表达，相当于说 What I really think is ...，用来表达真实想法。这个短语的使用可以使表达的意思更加灵活、地道。

● exercise /'ek.sə.saɪz/ 作为【活动/运动】的正确使用

1. [U] – physical or mental activity that you do to stay healthy or become stronger 不可数名词，(身体或思想的) 活动/锻炼/运动

【例】它是那种提高心率的锻炼。

e.g. It's the kind of exercise that raises your heart rate.

【例】我整天坐办公室很少运动。

e.g. I don't get much exercise sitting in the office all day.

2. [C] – a set of movements or activities that you do to stay healthy or develop a skill 可数名词，(保持健康或培养技能的) 一套动作/训练活动/练习

【例】钢琴练习

e.g. exercises for the piano

【例】每条腿重复做十次这种动作。

e.g. Repeat this exercise ten times on each leg.

➤ 词组搭配

● 和运动相关的常用搭配：

- **aerobic exercise** 有氧运动，e.g. running /swimming，这些运动可以 raise one's heart rate，从而 improve one's cardiopulmonary function (增强心肺功能)

- **anaerobic exercise** 无氧运动，e.g. heavy weight training，这可以帮助我们 build strength and muscle，

从而 promote endurance and power (增强耐力)

- **vigorous exercise** 剧烈的运动

- **gentle exercise** 平和的运动

发音

aerobic /eə'reʊ.bɪk/

cardiopulmonary /ˌkɑː.di.əʊ'pʌl.mə.nər.i/

anaerobic /ˌæn.ə'reʊ.bɪk/

endurance /ɪn'dʒʊərəns/

vigorous /'vɪɡ.ər.əs/

● 和 health 相关的常用搭配

- be beneficial to one's health / improve one's health

【例】做更多锻炼对于健康有好处/可以改善你的健康状况。

e.g. Doing more exercise is beneficial to your health / can improve your health.

- damage one's health

【例】毫无疑问，吸烟会严重损害健康。

e.g. There's no doubt that smoking can seriously damage your health.

- health and well-being 健康和幸福

【例】进行日常锻炼可以提升人们的健康和幸福。

e.g. Having an exercise routine can improve people's health and well-being.

- health benefits 对健康的益处

【例】做瑜伽对健康有很多益处。

e.g. There are many health benefits of doing yoga.

➤ 语法使用

● I do A rather than B.

在口语中，很多时候学生在表达“而不是”的时候习惯于用 instead of，以后可以多多尝试 rather than

【例】我主要做有氧运动，而不是增加肌肉。

e.g. I mainly do aerobic exercise, rather than muscle building.

【例】我想要冷饮，不要咖啡。

e.g. I think I'll have a cold drink rather than coffee.

● I'd say

在 part 3 回答中，如果你需要表达非常强烈的个人观点或者你认为你的观点很主观时，比 I think ... 更好的回答是 I'd (=would) say/imagine/think (that) ... would 在这里 used to give opinions that you are not certain about 提出拿不准的看法

【例】我觉得（它）是那种提高心率的锻炼。

e.g. I'd say it's the kind of exercise that raises your heart rate.

【例】我猜想人力劳动在不远的将来就会被机器人取代。

e.g. I'd imagine human labour will be replaced by robots in the near future.

● It's the kind of thing* that ...

口语中常用的定语从句的句型

【例】它是那种提高心率的锻炼。

e.g. It's the kind of exercise that raises your heart rate.

【例】我喜欢那种味道清淡的香水。

e.g. I like the kind of perfume that has a light smell.

READING: 填空题-段落

➤ 题型特点

1. 考查细节定位

段落填空题，是由几个句子组合而成的一个或若干段落，题目要求为“Complete the summary”，需要考生在空格处填上恰当的单词。Summary 意为“总结，概要，摘要”，因此段落填空题是对原文某一段、某几段或者全文内容的提炼。该题型属于细节题，答案来自于原文某句话，考查考生定位到原文某个出题句（细节）的能力。

2. 原文原词填空+字数限制

段落填空题的题目要求中还会说明“Choose ... WORD(S) from the passage”，因此填写到空格处的单词必须：

- a. 和在原文中找到的单词形式保持一致，不做任何变形，照抄即可；
- b. 满足题目要求中的字数限制，一般为 1-3 个单词，有时还需要填写数字。

3. 基本顺序出题

段落填空题的题号顺序和文章的写作顺序基本一致，比如本题型第一题定位在原文 A 段第一句，那么第二题的定位就在第一题之后，从 A 段第二句找起。

➤ 解题方法

1. 审题

确定字数限制，以及是否给定出题段（比如剑 6 第 29 页段落填空题，题目要求给定出题范围为 C、D 两段）；

2. 确定出题区间

浏览 summary 标题（如果有）以及整组题目，观察是否出现特殊词（大写、数字或特殊符号），根据标题、特殊词以及 summary 首句中的定位词锁定本组题目在原文的定位；

3. 读题划词，猜词性

从 summary 第一题所在句开始，读题、划定位词，并预判空格处答案词性；

4. 找答案

回到原文，通过定位词确定出题句以及答案，并核对同义替换，注意词性的准确以及字数限制。

5. 重复步骤 3-4，完成整组题目。

➤ **题目练习：C4T2P1Q1-4**（意为：剑桥真题 4, Test 2, Reading Passage 1 第 1-4 题，后续题目的命名方式全部如此）

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 Alaskan Native Language Center, in Fairbanks.

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

The change is not always voluntary. Quite often, governments try to kill off a minority language by banning its use in public or discouraging its use in schools, all to promote national unity. The former US policy of running Indian

reservation schools in English, for example, effectively put languages such as Navajo on the danger list. But Salikoko Mufwene, who chairs the Linguistics Department at the University of Chicago, argues that the deadliest weapon is not government policy but economic 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 8,000 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 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.

➤ 题目解析

题号	定位词	出题句	解题思路
1	6800, great variety of language, geographical	第三段第一句： Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people.	根据定位词 6800，以及顺序原则，能够迅速锁定答案在第二段第一句之后；题目问：这种巨大的语言多样性是因为什么，而第二段并没有出现相应信息，继续向后看，第三段首句出现了“as a result”和题目呼应，linguistic diversity 对应题目中的 great variety of languages，该句即为出题句。答案词性为名词，因此 isolation 是答案。
2	today's world, government initiatives, huge decrease	第五段第四句： ... argues that the deadliest weapon is not government policy but economic globalisation.	根据定位词 government 能够锁定答案在第五段，因为第二句便出现 governments，并且有 banning its use in public or discouraging its use in schools 替换题目中的 initiatives，kill off 替换题目中的 decrease；但是空格需要填写名词和 government initiatives 构成并列，因此需要继续向下寻找；后文再次出现 government，并且用 not... but... 替换 and, the deadliest weapon 替换 huge decrease，因此 economic globalisation 是答案。
3	people's increasing appreciation, 'apprentice' schemes	第七段第二句： But a growing interest in cultural identity may prevent the	首先确定本题答案在‘apprentice’前（引号属于特殊符号，方便定位）；另外‘apprentice’

		direst predictions from coming true.	这个词所在的句子以指示代词“this”开头，说明 3、4 两题位置接近，则优先考虑第 3 题定位也在第七段，那么从第七段第一句读起。找到本段第二句 growing interest 替换了题目中的 people's increasing appreciation，因此 cultural identity 是答案。
4	programmes, classes for children, 'apprentice' schemes, medium, instruction	第七段倒数第三句： 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.	根据带引号的定位词'apprentice'能够迅速锁定第七段中的'apprentice' programmes，但是该句并没有体现出“教人们...”，因此继续向下寻找；下一句仍然有'apprentices'，题目中的 teach 对应出题句中的 learn，另外空格前有冠词 a，需要填可数单数名词，因此 traditional skill 是答案。

➤ 重点词汇

题号	单词/短语	音标	词性与释义
1	approximately	[ə'prɒksɪmətli]	adv. 大约
	variety	[və'reɪəti]	n. 多样化
	geographical	[ˌdʒi:ə'græfɪkl]	adj. 地理(学)的
	isolation	[ˌaɪsə'leɪʃn]	n. 隔绝；隔离
	breed	[bri:d]	vt. 产生，导致；繁殖
	be peppered with	['pepəd]	充满，布满

2	initiative	[ɪˈnɪʃətɪv]	n. 计划，措施
	weapon	[ˈwepən]	n. 武器
3	appreciation	[əˌpriːʃiˈeɪʃn]	n. 欣赏
	identity	[aɪˈdentəti]	n. 身份；特征
	dire (出题句中为最高级 direst)	[ˈdaɪə(r)]	adj. 极其严重的
	prediction	[prɪˈdɪkʃn]	n. 预言；预测
4	apprentice	[əˈprentɪs]	n. 学徒
	scheme	[ski:m]	n. 计划；方案
	pair up	——	结对
	tongue	[tʌŋ]	n. 语言
	weave	[wi:v]	vt. 编；织
	exclusively	[ɪkˈskluːsɪvli]	adv. 专有地；独占地

➤ 同义替换

所谓“**同义替换**”，就是题目中使用了和原文不同的单词、短语、句式等，表达和原文相同的含义。

同义替换常见的方式有：

- 同义词、近义词；
- 词性转化；
- 概括总结。

题号	题目：单词/短语	原文：单词/短语
1	great variety of languages	linguistic diversity
	as a result	breed
2	government initiatives	government policy
	and	not... but...
3	die out	disappear (第七段首句)
	increasing appreciation	growing interest
4	'apprentice' schemes	'apprentice' programmes

➤ 长难句分析（针对出题句）

1. Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people.

【结构分析】“Isolation breeds linguistic diversity”为本句主干（主谓宾）；冒号后为解释说明；spoken by only a few people 作为后置定语，修饰 languages。

【语言点】be peppered with... 充满...，布满...

例句：His speech was peppered with amusing stories.

他的演讲穿插了有趣的故事。

【翻译】(地理上的) 隔离导致了语言多样性：因此，世界上充满了只有几个人说的语言。

2. 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.

【结构分析】Salikoko Mufwene(人名) 是句子的主语；who chairs the Linguistics Department at the University of Chicago 为定语从句，修饰 Salikoko Mufwene；句子的谓语动词为 argues；that 引导的是宾语从句，作为全句的宾语。

【语言点】not... but... 不是...而是...

【翻译】 但是芝加哥大学语言学系教授 Salikoko Mufwene 认为，最致命的武器不是政府政策，而是经济全球化。

WRITING

第一部分：论点学习-教育类

	常用论点	中文释义
1	have a wide range of experience	
2	enrich their general knowledge	
3	foster adolescents' cognitive development	
4	benefit teens at their social development	
5	acquire foreign languages	
6	fuel children's desire to learn	
7	improve their logical thinking skill	
8	nurture creativity and imagination for child development	
9	improve their academic performance	
10	problem-solving skill	

第二部分：范文仿写练习

范文英文
<p>The obvious argument in its favour is that young children pick up languages much more easily than teenagers. Their brains are still programmed to acquire their mother tongue, which facilitates learning another language, and unlike adolescents, they are not inhibited by self-consciousness.</p> <p>The greater flexibility of the primary timetable allows for more frequent, shorter sessions and for a play-centred approach, thus maintaining learners' enthusiasm and progress. Their command of the language in later life will benefit from this early exposure, while learning other languages subsequently will be easier for them. They may also gain a better understanding of other cultures.</p>
范文中文
<p>支持该观点的一个显著论点是年幼的孩子相比于青少年来说更容易学会语言。他们的大脑仍然在程序化地学习他们的母语，这一过程对学习另一门语言有促进作用，并且与青少年不同的是，他们不受自我意识约束。</p> <p>更加灵活的早期时间安排使得更加频繁、时间更短以及以寓教于乐为核心的教学方法成为可能，因此保证了学习者的热情和进步。他们在今后生活中对语言的运用能力将会得益于这一早期接触，而之后学习</p>

其他语言会更加容易。他们也会更加了解其他文化。

仿写练习

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DAY 2

LISTENING

1. computer science 计算机科学 英 [kəmˌpjʊ:tə 'saɪəns] ; 美 [kəmˌpjʊ:tər 'saɪəns]

【例】 More male than female students prefer computer science as their major.

2. human resource 人力资源 英 ['hju:mən rɪ'sɔ:s]; 美 ['hju:mən 'ri:sɔ:rs]

【例】 Many international companies are currently searching for graduates of Human Resource.

3. survey n. 调查 英 ['sɜ:veɪ , sə'veɪ]; 美 ['sɜ:rveɪ , sə'r'veɪ]

【例】 I loved traveling, so I decided to join a voluntary organization and was sent to Ecuador to carry out land surveys.

4. draft n. 稿子 ; 底稿 英 [dra:ft]; 美 [dræft]

【例】 When you've got something together the trainer here will look through the draft version for you to see if it's OK.

5. methodology n. 方法论 英 [ˌmeθə'dɒlədʒi] ; 美 [ˌmeθə'dɑ:lədʒi]

【例】 You should also read the article by Jackson, but just look at the part on the research methodology — how they did it.

6. theory n. 理论 英 ['θiəri] ; 美 ['θi:əri]

【例】 For instance, there are considerable archaeological difficulties about the theory that they came from England.

7. subheading n. 副标题 英 [ˌsʌb'hediŋ] ; 美 [ˌsʌb'hediŋ]

【例】 Although your paragraphing and inclusion of subheadings help, it's quite hard to follow your train of thought at times.

8. dissertation n. 专题论文；学位论文 英 [ˌdɪsə'teɪʃn]； 美 [ˌdɪsər'teɪʃn]

【例】Some of you may be interested to know that the library is offering specialized training sessions on writing a dissertation.

SPEAKING : Childhood

➤ 解题思路

Part 1 和 Part 3 在雅思口语考试中都是通过问答的方式来考察学生的英语水平 ,主要区别在于 : Part 1 主要针对于 “我” 的经历、习惯、喜好等方面进行提问 , 回答时间较短 ; Part 3 主要针对于 “人们” 的认知和 “社会” 的观念进行提问 , 回答时间较长。

➤ 回答示例

Part 1

What is your most vivid childhood memory?

Without a doubt it's getting my two pet tortoises for my sixth birthday. It was **such** a surprise and I was so **pleased** because none of my friends had **such** unusual pets. They were **tiny** - they could both sit in the palm of my hand - and I really enjoyed looking after them.

Part 3

Do you think people often idealise their childhoods?

Certainly they do. The older we get, the more nostalgic we get about the past. It's only normal. And why should we dwell on the negatives? I don't think it **does any harm to** idealise a bit if it makes us happy to remember things **in a more positive light**. The only danger is that it may make us unhappy with what we have at present and might even make us believe that everything was so much better back then.

➤ 词汇表达

● pleased /pli:zd/

adj. 表达 “开心的” , 很多时候学生会习惯性的使用 happy, 除此外还可以使用 pleased / glad 来进行同义替换 ; 表达 very happy 还可以使用 delighted / thrilled / overjoyed 来进行同义替换

● tiny /'tai.ni/

adj. 表达 “小” , 很多时候学生会习惯性的使用 small, 在搭配不同的名词时可以使用不同的形容词来替换 small, 例如 a cramped apartment / a minor mistake / a slight problem ; 表达 very small 还可以使用 tiny / teeny 来进行同义替换

● **such /sʌtʃ/**

pron. 在口语中可以用来强调程度，意为“这么/非常”，例如

【例】这对我来说是个很大的意外。

e.g. It was such a surprise for me. = It was a very big surprise for me.

【例】天气多么好哇！

e.g. It's such a beautiful day. = It's a very beautiful day.

● **nostalgic /nɒs'tæl.dʒɪk/**

adj. nostalgic 意为 feeling happy and sometimes slightly sad at the same time as you think about things that happened in the past 怀旧的（回忆过去时高兴或伤感的情绪）

- sb. get nostalgic about sth.:

【例】老年人对于他们的光辉岁月会有怀旧之情。

e.g. Old people can get very nostalgic about their glory days.

*someone's glory days 是指 a period of time when they were very successful 辉煌岁月

- sth. makes me feel nostalgic:

【例】看着这些照片，我不禁产生了怀旧之情。

e.g. Seeing those photos has made me feel quite nostalgic.

● **dwell /dwel/**

v. dwell on/upon sth. 意为 to think or talk a lot about sth., especially sth. I would be better to forget 老是想
着，唠叨（尤指最好应忘记的事）

【例】为什么我们老是会想着负面的东西？

e.g. Why should we dwell on the negatives?

【例】不必老是念叨过去。

e.g. There's no need to dwell on the past.

● **in a ... light**

If you see sth. or put sth. in a good, bad, etc. light, it seems good, bad, etc.

从好（或坏等）的角度

【例】从更积极的角度记住事情可以让我们开心。

e.g. It makes us happy to remember things in a more positive light.

【例】我们不应从负面的角度来看待所发生的事。

e.g. We shouldn't view what happened in a negative light.

➤ 词组搭配

harm 相关的常见搭配

- 有些时候学生在表达“有害于”时习惯性使用 be bad for，可以尝试多使用 do harm to。

【例】对环境产生最少危害的产品

e.g. products that do the least harm to the environment

- 有些时候学生在表达“弊大于利”时习惯性使用 have more disadvantages than advantages，可以尝试多使用 do more harm than good。

【例】他认为这种治疗方法弊大于利。

e.g. He thinks this treatment may do more harm than good. (=be more harmful than helpful)

- 口语中还有两个 harm 的常见用法，表达做某事是个好主意（或没有坏处）/不妨：

It wouldn't do sb. any harm to do sth.:

【例】你不妨先积累一些经验。

e.g. It wouldn't do you any harm to get some experience first.

There's no harm in doing sth.:

【例】他可能拒绝，但问一问也无妨。

e.g. He may say no, but there's no harm in asking.

➤ 语法使用

● **Without a doubt it's ... / Certainly it's**

学生在表达肯定时没有直接使用 it's ...，而是附加了强烈的肯定程度。without a doubt / certainly 表

达对肯定的强调（毫无疑问/当然）

【例】毫无疑问，是我 6 岁生日时收到的两只宠物乌龟。

e.g. Without a doubt it's getting my two pet tortoises for my sixth birthday.

【例】毫无疑问，幼年对儿童的发展至关重要。

e.g. Certainly, the early years are crucial to a child's development.

● The more ..., the more/less ...

学生在表达条件时，常常用类似于 If ..., people will ...的句型，以后可以多多尝试 The more ..., the more/less ... 句型，该句型 used to say that when an action or event continues, there will be a particular result “越...越...”

【例】我们越老越怀旧。

e.g. The older we get, the more nostalgic we get about the past.

【例】他越是坚持自己是无辜的，他们似乎就越不相信他。

e.g. The more he insisted he was innocent, the less they seemed to believe him.

● Why should sb. do ...?

学生在表达 I don't think sb. should do ... 时，如果想加强表达惊讶的语气，可以考虑使用 Why should sb. do ...? 该句型 used to express surprise that something has happened or that someone has asked you a particular question 怎么会/为什么会...?（用于表示惊讶）

【例】为什么我们会老是想负面的东西？

e.g. why should we dwell on the negatives?

【例】怎么竟然会有人愿意嫁给托尼？

e.g. Why should anyone want to marry Tony?

READING：填空题-表格

➤ 题型特点

1. 考查细节定位

表格由行和列共同组成，要求考生根据原文在空格处填写相应内容。同段落填空题，表格题型的答案仍然来自于原文某句话，考查考生的细节定位能力。

2. 原文原词填空+字数限制

同段落填空，表格填空的答案词必须和原文保持一致，并注意字数限制。

3. 基本顺序出题

同段落填空，表格填空的题号顺序和文章的写作顺序基本一致。

4. 出题范围集中

表格内同一行的信息通常集中出现在一段，甚至是相邻 1-3 句话，因此有可能会出现局部乱序。

➤ 解题方法

1. 审题

确定字数限制；

2. 确定出题区间

浏览表格标题（如果有）以及整组题目，观察是否出现特殊词（大写、数字或特殊符号），根据标题以及特殊词锁定本组题目在原文的定位；

3. 读题划词，猜词性

对于每一行信息，读题、划定位词，并预判空格处答案词性；

4. 找答案

回到原文，通过定位词确定出题句以及答案，并核对同义替换，注意词性的准确以及字数限制。

5. 重复步骤 3-4，完成整组题目。

➤ 题目练习：C12T6P3Q27-31

The Benefits of Being Bilingual

- A** According to the latest figures, the majority of the world's population is now bilingual or multilingual, having grown up speaking two or more languages. In the past, such children were considered to be at a disadvantage compared with their monolingual peers. Over the past few decades, however, technological advances have allowed researchers to look more deeply at how bilingualism interacts with and changes the cognitive and neurological systems, thereby identifying several clear benefits of being bilingual.
- B** Research shows that when a bilingual person uses one language, the other is active at the same time. When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be. If you hear 'can', you will likely activate words like 'candy' and 'candle' as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words regardless of the language to which they belong. Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements. A Russian-English bilingual asked to 'pick up a marker' from a set of objects would look more at a stamp than someone who doesn't know Russian, because the Russian word for 'stamp', *marka*, sounds like the English word he or she heard, 'marker'. In cases like this, language co-activation occurs because what the listener hears could map onto words in either language.
- C** Having to deal with this persistent linguistic competition can result in difficulties, however. For instance, knowing more than one language can cause speakers to name pictures more slowly, and can increase 'tip-of-the-tongue states', when you can almost, but not quite, bring a word to mind. As a result, the constant juggling of two languages creates a need to control how much a person accesses a language at any given time. For this reason, bilingual people often perform better on tasks that require conflict management. In the classic Stroop Task, people see a word and are asked to name the colour of the word's font. When the colour and the word match (i.e., the word 'red' printed in red), people correctly name the colour more quickly than when the colour and the word don't match (i.e., the word 'red' printed in blue). This occurs because the word itself ('red') and

its font colour (blue) conflict. Bilingual people often excel at tasks such as this, which tap into the ability to ignore competing perceptual information and focus on the relevant aspects of the input. Bilinguals are also better at switching between two tasks; for example, when bilinguals have to switch from categorizing objects by colour (red or green) to categorizing them by shape (circle or triangle), they do so more quickly than monolingual people, reflecting better cognitive control when having to make rapid changes of strategy.

- D** It also seems that the neurological roots of the bilingual advantage extend to brain areas more traditionally associated with sensory processing. When monolingual and bilingual adolescents listen to simple speech sounds without any intervening background noise, they show highly similar brain stem responses. When researchers play the same sound to both groups in the presence of background noise, however, the bilingual listeners' neural response is considerably larger, reflecting better encoding of the sound's fundamental frequency, a feature of sound closely related to pitch perception.
- E** Such improvements in cognitive and sensory processing may help a bilingual person to process information in the environment, and help explain why bilingual adults acquire a third language better than monolingual adults master a second language. This advantage may be rooted in the skill of focusing on information about the new language while reducing interference from the languages they already know.
- F** Research also indicates that bilingual experience may help to keep the cognitive mechanisms sharp by recruiting alternate brain networks to compensate for those that become damaged during aging. Older bilinguals enjoy improved memory relative to monolingual people, which can lead to real-world health benefits. In a study of over 200 patients with Alzheimer's disease, a degenerative brain disease, bilingual patients reported showing initial symptoms of the disease an average of five years later than monolingual patients. In a follow-up study, researchers compared the brains of bilingual and monolingual patients matched on the severity of Alzheimer's symptoms. Surprisingly, the bilinguals' brains had more physical signs of disease than their monolingual counterparts, even though their outward behaviour and abilities were the same. If the brain is an engine, bilingualism may help it to go farther on the same amount of fuel.
- G** Furthermore, the benefits associated with bilingual experience seem to start very early. In one study, researchers taught seven-month-old babies growing up in monolingual or bilingual homes that when they heard a tinkling sound, a puppet appeared on one side of a screen. Halfway through the study, the puppet began appearing on the opposite side of the screen. In order to get a reward, the infants had to adjust the rule they'd learned; only the bilingual babies were able to successfully learn the new rule. This suggests that for very young children, as well as for older people, navigating a multilingual environment imparts advantages that transfer far beyond language.

Questions 27-31 Complete the table below.

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

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

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

➤ 题目解析

题号	定位词	出题句	解题思路
27	Russian-English bilingual people, certain objects	<p>B 段倒数第三句：</p> <p>Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements.</p>	<p>根据定位词 Russian-English Bilingual People 能够迅速锁定 B 段倒数第 2 句：A Russian-English bilingual asked to 'pick up a marker' from a set of objects would look more at a stamp..., 同时确定句中的 marker 就是题目中的 certain objects, 因此答案就在附近；题目问“观察俄英双语使用者的...”，在这句话找不到相应信息，那么继续向后来 B 段最后一句，还是没有提到；考虑到表格填空“出题集中”的特点，则回到定位词的前一句（B 段倒数第三句）继续寻找，发现 studying 替换了 observing, 因此答案为 eye movements。</p>

28	both languages, simultaneously, mechanism	<p>B 段倒数第三句：</p> <p>Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements.</p> <p>或者 B 段最后一句：</p> <p>In cases like this, language co-activation occurs because what the listener hears could map onto words in either language.</p>	<p>依据顺序原则以及出题集中的特点，本题答案应该在 B 段最后两句；空格处应该填一种机制的名字，这两句中只有 language co-activation 符合条件；simultaneously 意为“同时地”，对应答案词中的“co-”（该前缀表示“共同，一起”）。另外可以注意到 language co-activation 在倒数第三句（27 出题句）也有出现，并且有 called 替换题目中的 known as，同样可以确定答案为 language co-activation。</p>
29	test, colours	<p>C 段第五句：</p> <p>In the classic Stroop Task, people see a word and are asked to name the colour of the word's font.</p>	<p>利用顺序原则以及定位词 colours，能够找到 C 段第五句；空格需要填写一项测试的名字，那么本句中的 Stroop Task 即为答案。</p>
30	more able, tasks, skill	<p>C 段第四句：</p> <p>For this reason, bilingual people often perform better on tasks that require conflict management.</p>	<p>依据定位词 tasks 以及顺序原则，可以找到 C 段倒数第二句：Bilingual people often excel at tasks such as this, which tap into the ability to ignore competing perceptual information and focus on the relevant aspects of the input. 然而这句话没有体现出“more able”，也没有出现一项技能的名称，说明这并不是出题句；然而这句出现了指示代词 this，另外如果继续看下一句，则出现了 31 题中的 switching between</p>

			tasks, 这些线索都说明应该向第八句之前寻找一项技能的名字。一直向前, 读到第四句, 出现了原词 tasks, perform better 替换题目中的 more able, require 后即为技能的名称, 也就是本题答案: conflict management。
31	switching between tasks, strategies	<p>C 段最后一句:</p> <p>Bilinguals are also better at switching between two tasks; for example, when bilinguals have to switch from categorizing objects by colour (red or green) to categorizing them by shape (circle or triangle), they do so more quickly than monolingual people, reflecting better cognitive control when having to make rapid changes of strategy.</p>	<p>根据定位词 switching between tasks 能够定位至 C 段最后一句, changes of strategy 替换了题目中的 changing strategies, better 替换了题目中的 superior, 因此 cognitive control 即为答案。</p>

➤ 重点词汇

题号	单词/短语	音标	词性与释义
27	observe	[əb'zɜ:v]	vt. 观察
	bilingual	[ˌbɑːlɪŋɡwəl]	adj. 双语的; 用两种语言的
	compelling	[kəm'pelɪŋ]	adj. 有说服力的, 令人信服的
	phenomenon	[fə'nɒmɪnən]	n. 现象
28	simultaneously	[ˌsɪməl'teɪniəsli]	adv. 同时地
	mechanism	[ˈmekənɪzəm]	n. 方法; 机制
	map... onto...	——	把...与...相联系

29	font	[fɒnt]	n. 字体
30	handle	['hændl]	vt. 处理；应付
	conflict	['kɒnflikt]	n. 冲突
	excel	[ɪk'sel]	vi. 擅长
	tap into	——	利用；开发
	competing	[kəm'pi:tɪŋ]	adj. 相互冲突的；相互矛盾的
	perceptual	[pə'septʃuəl]	adj. 感知的
	aspect	['æspekt]	n. 方面
31	switch	[swɪtʃ]	vi./vt. 转换
	strategy	['strætədʒi]	n. 策略
	superior	[su:'piəriə(r)]	adj. 更好的；更胜一筹
	categorize	['kætəgəraɪz]	vt. 将...分类
	monolingual	[ˌmɒnə'liŋgwəl]	adj. 单语的；只用一种语言的
	reflect	[rɪ'flekt]	vt. 反应；表现
	cognitive	['kɒgnətɪv]	adj. 认知的；感知的
	rapid	['ræpɪd]	adj. 迅速的

➤ 同义替换

题号	题目：单词/短语	原文：单词/短语
27	observing	studying
	select	pick up
28	known as	called
30	more able to handle tasks	perform better on tasks
31	changing strategies	changes of strategy

	superior	better
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➤ 长难句分析

1. A Russian-English bilingual asked to ‘pick up a marker’ from a set of objects would look more at a stamp than someone who doesn't know Russian, because the Russian word for ‘stamp’ , *marka*, sounds like the English word he or she heard, ‘marker’.

【结构分析】A Russian-English bilingual 是全句主语，asked to ‘pick up a marker’ from a set of objects 作为后置定语修饰主语；would look 是全句的谓语。*Marka* 作为同位语，对‘stamp’进行解释说明；同理，‘marker’是 the English word he or she heard 的同位语。另外需要注意到 he or she heard 之前省略了引导词 that/which，该定语从句修饰 the English word。

【语言点】后置定语经常会对句子理解造成影响，因为不太符合中国人的语言习惯。后置定语共有五种类型：

- 1) 定语从句；
- 2) 现在分词 doing；
- 3) 过去分词 done；
- 4) 不定式 to do；
- 5) 介宾短语。

其中 3) 过去分词 done 最具迷惑性，因为一些动词的过去式和过去分词形式相同，很容易误以为是动词过去式，导致句子的谓语动词判断失误。那么就需要考生读句子时理清这个动词和前面名词的关系：

- 1) 如果是主动关系，则为谓语动词；
- 2) 如果是被动关系，则为过去分词做后置定语。

【翻译】一位俄英双语使用者被要求从一系列物品中“拿起 marker” ,与不懂俄语的人相比 , 他会在邮票上看更久 , 因为 “邮票” 的俄语单词是 *marka* , 听起来像是他/她听到的英文单词 “marker”。

2. Bilingual people often excel at tasks such as this, which tap into the ability to ignore competing perceptual information and focus on the relevant aspects of the input.

【结构分析】“tasks such as this” 指的就是第五句中的 “see a word and are asked to name the colour of the word's font” , which 引导的非限定性定语从句修饰 tasks; 定语从句中的 and 连接的是 ignore competing perceptual information 以及 focus on the relevant aspects of the input。

【语言点】excel at... 擅长...

例句：Mary excelled at outdoor sports.

Mary 擅长户外运动。

【翻译】双语使用者通常精通这样的任务 , 他们能够忽略相互冲突的感知信息 , 并专注于输入信息中的相关方面。

WRITING :

第一部分：论点学习-教育类

	常用论点	中文释义
1	have bright employment prospect	
2	have a sense of responsibility	
3	discover one's talents	
4	increase one's independence	
5	have higher socioeconomic status	
6	lay a solid academic/theoretical knowledge for future	
7	zero in on academic study	
8	damage one's self-confidence	
9	international students	
10	shape/mould one's character	

第二部分：范文仿写练习

范文英文
<p>In order to be a good member of any society the individual must respect and obey the rules of their community and share their values. Educating children to understand the need to obey rules and respect others always begins in the home and is widely thought to be the responsibility of parents. They will certainly be the first to help children learn what is important in life, how they are expected to behave and what role they will play in their world.</p> <p>However, learning to understand and share the value system of a whole society cannot be achieved just in the home. Once a child goes to school, they are entering a wider community where teachers and peers will have just as much influence as their parents do at home. At school, children will experience working and living with people from a whole variety of backgrounds from the wider society. This experience should teach them how to co-operate with each other and how to contribute to the life of their community.</p>
范文中文
<p>为了成为一个好的社会成员，个人必须尊重和遵守社会规则并且发挥他们的价值。教育孩子明白遵守社会规则的需要和尊重他人通常始于家庭，并且被很大程度上地认为是父母的责任。他们毫无疑问地成为第一个帮助孩子学习什么是人生中重要的、如何表现、以及他们在社会中将会承担的角色。</p> <p>然而，学会理解和共享整个社会价值系统仅仅在家中是无法实现的。一旦孩子上学了，他们就进入到一</p>

个更大的团体，在这个团体中老师和同龄人有着和家中父母同样的影响。在学校，孩子们将体会到与他人学习和生活，这些人有着完全不同的来自于广阔社会的背景。这一经历可以教会他们如何与他人合作以及如何给社区生活做贡献。

仿写练习

DAY 3

LISTENING :

1. bibliography n. 参考文献 英 [ˌbɪbli'ɒɡrəfi] ; 美 [ˌbɪbli'ɑːgrəfi]

【例】 Much attention should be paid on the proper using of reference and bibliography, otherwise you might get into plagiarism.

2. abstract n. 摘要 英 ['æbstrækt , æb'strækt] ; 美 ['æbstrækt , æb'strækt]

【例】 Before reading through the whole paper, you can always refer to the abstract to see whether or not it is worth reading.

3. bullet point 项目符号 英 ['bʊlɪt pɔɪnt]; 美 ['bʊlɪt pɔɪnt]

【例】 Proper adoption of bullet points could help you a lot in organizing the content.

4. formatting n. 格式 英 ['fɔːmətɪŋ] ; 美 ['fɔːrmætɪŋ]

【例】 When writing your dissertation, please care about both your writing and formatting.

5. session n. 学期; 一段时间 英 ['seʃn] ; 美 ['seʃn]

【例】 I'd like to use this tutorial as a feedback session, where you reflect on the experience of doing the project.

6. lecture n. 讲座 英 ['lektʃə(r)]; 美 ['lektʃər]

【例】 There's also advice on how to get the most from your lectures and practice in giving confident presentations, as well as how to prepare for exams.

7. fundamental adj. 基本的 ; 基础的 英 [ˌfʌndə'mentl] ; 美 [ˌfʌndə'mentl]

【例】 Now, though these days people might question a lot of the assumptions contained in those statements, recent research does suggest that there are some quite fundamental differences between men and women in their

attitudes to economic matters.

8. tutorial n. 个别指导 英 [tjuːˈtɔːriəl] ; 美 [tuːˈtɔːriəl]

【例】 Fine, and I've been working hard on the various action points we agreed on our last tutorial.

SPEAKING : Modern families

➤ 解题思路

Part 1 和 Part 3 在雅思口语考试中都是通过问答的方式来考察学生的英语水平，一个重要的区别在于对复合时态的考察：part 1 的部分问题是一般现在时；而 part 3 的很多问题开始较多出现对于复合时态的考察，例如通过对于变化趋势的提问来考察学生现在完成时的掌握情况。

➤ 回答示例

Part 1

Tell me something about your family.

Although I live abroad now, my mum's family is from Paris and my dad's family is from Toulouse. So I'm from a very French family. I'd say I come from quite a small family, really, **as** I just have one older sister, **but** it's true that my **extended family** is **fairly** big, **since** I have four cousins.

Part 2

In what ways have families changed in the last hundred years?

In Western countries, I'd say families have become more **widely dispersed** and less close. People travel more, and then **end up** living far from their families. I think this is a shame **because** it means there is a breakdown of communities. I also think that because families are spread over a wider geographical area, elderly people **tend to** be forgotten and usually live on their own.

➤ 词汇表达

● although / but

conj. 表达转折关系时，学生很多时候习惯性的使用 but，可以多多尝试使用 though / although，但要注意使用方法：

【例】连接“我来自于一个小家庭”和“我的大家庭很大”之间的转折关系

e.g. I come from quite a small family, but my extended family is fairly big.

e.g. Although I come from quite a small family, my extended family is fairly big.

【例】连接“雨下很大”和“我们假期很愉快”之间的转折关系

e.g. Although it rained a lot, we've still enjoyed our holiday.

e.g. It rained a lot, but we've still enjoyed our holiday.

● **since / as**

conj. 表达因果关系时，学生很多时候习惯性的使用 because，可以多多尝试使用 since / as，但要注意

使用方法: because 强调原因; since / as 更强调结果 (since / as 后面所接的原因是既定事实)。

【例】强调原因的句子 VS 强调结果的句子

e.g. She spoke quietly, because she didn't want Catherine to hear.

e.g. I come from quite a small family, as I just have one older sister.

● **extended /ɪk'sten.dɪd/**

adj. (only before noun) long or longer than usual or expected

(仅用于名词前) 延长了的/扩展了的

【例】大家庭 (包含爷爷奶奶/叔叔婶婶/姨姨姨夫等)

e.g. an extended family

【例】延长了的午餐时间

e.g. an extended lunch hour

● **fairly /'feə.li/**

adv. 表达“非常”时，学生很多时候习惯性的使用 very，可以多多尝试使用不同的词来表达不同的程度，

按照程度由低到高分别是：a little bit → fairly / quite → very

● **disperse /dɪ'spɜ:s/**

adj. to move apart and go away in different direction (使) 分散/散开

【例】家庭变得越来越分散、越来越不亲密。

e.g. Families have become more widely dispersed and less close.

【例】雾开始散了。

e.g. The fog began to disperse.

➤ 词组搭配

● end up doing sth.

to find yourself in a place or situation that you did not intend or expect to be in

最终成为/最后处于

【例】人们旅行更多，最终远离家人。

e.g. People travel more, and then end up living far from their families.

【例】结果所有的活儿都是我一个人干了。

e.g. I ended up doing all the work myself.

● tend to

If sth. tends to happen, it happens often and is likely to happen again.

易于做某事/往往会发生某事

【例】老年人往往会被遗忘并且通常自己生活。

e.g. Elderly people tend to be forgotten and usually live on their own.

【例】随着年龄的增长，人需要的睡眠通常会减少。

e.g. People tend to need less sleep as they get older.

➤ 语法使用

● I'd say (该句型在 Day 1 也出现过)

在 part 3 回答中，如果你需要表达非常强烈的个人观点或者你认为你的观点很主观时，比 I think ... 更

好的回答是 I'd(=would) say/imagine/think (that) ... would 在这里 used to give opinions that you are not

certain about 提出拿不准的看法

【例】我觉得家庭变得越来越分散、越来越不亲密。

e.g. I'd say families have become more widely dispersed and less close.

【例】“你觉得...?”“我是这样觉得。”/“我不这样觉得。”

e.g. ‘Would you say...?’ ‘Yes, I’d say so.’ / ‘No, I wouldn’t say so.’

● It’s a shame that ...

表达遗憾时，学生经常使用 pity，其实还可以使用 shame 来替换，意为 sth. is a cause for feeling sad or disappointed 令人惋惜的事/让人遗憾的事。

It’s a shame 后接 that 引导的同位语从句，用来对前面的抽象名词进行解释说明。同位语从句的使用可以丰富我们语法使用的多样性。

【例】他们不能来，太遗憾了。

e.g. It’s a shame that they couldn’t come.

【例】音乐会被迫取消，真是（很）遗憾。

e.g. It’s a great shame that the concert had to be cancelled.

READING：填空题-图形

➤ 题型特点

1. 考查细节定位

雅思阅读中的图形题 (Diagram), 描述的通常是零部件的名称特点或者事物的发展过程, 同 DAY1-2 中讲到的两种填空题, 图形填空题仍然属于细节题型, 考生在原文中找到相应答案并填写到空格处即可。

2. 原文原词填空+字数限制

同段落填空, 图形填空的答案词必须和原文保持一致, 并注意字数限制。

3. 基本顺序出题

同段落填空, 图形填空的题号顺序和文章的写作顺序基本一致。

4. 出题范围集中

因为图形题针对的通常是零部件、事物发展或者生物生命周期的描述, 出题范围仍然通常集中于一段, 甚至相邻 1-3 句话的范围内。

➤ 解题方法

1. 审题

确定字数限制;

2. 确定出题区间

浏览标题 (如果有) 以及整组题目, 观察是否出现特殊词 (大写、数字或特殊符号), 根据标题以及特殊词锁定本组题目在原文的定位;

3. 读题划词, 猜词性

读图（文字信息，箭头指向，物体形状，固液气态，空间位置等）划定位词，并预判空格处答案词性；

4. 找答案

回到原文，通过定位词确定出题句以及答案，并核对同义替换，注意词性的准确以及字数限制。

5. 重复步骤 3-4，完成整组题目

➤ 题目练习：C6T3P3Q38-40

The Search for the Anti-aging Pill

In government laboratories and elsewhere, scientists are seeking a drug able to prolong life and youthful vigor. Studies of caloric restriction are showing the way

As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging - the build-up of molecular and cellular damage that increases vulnerability to infirmity as we grow older. But one intervention, consumption of a low-calorie* yet nutritionally balanced diet, works incredibly well in a broad range of animals, increasing longevity and prolonging good health. Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.

Unfortunately, for maximum benefit, people would probably have to reduce their caloric intake by roughly thirty per cent, equivalent to dropping from 2,500 calories a day to 1,750. Few mortals could stick to that harsh a regimen, especially for years on end. But what if someone could create a pill that mimicked the physiological effects of eating less without actually forcing people to eat less? Could such a 'caloric-restriction mimetic', as we call it, enable people to stay healthy longer, postponing age-related disorders (such as diabetes, arteriosclerosis, heart disease and cancer) until very late in life? Scientists first posed this question in the mid-1990s, after researchers came upon a chemical agent that in rodents seemed to reproduce many of caloric restriction's benefits. No compound that would safely achieve the same feat in people has been found yet, but the search has been informative and has fanned hope that caloric-restriction (CR)mimetics can indeed be developed eventually.

The benefits of caloric restriction

The hunt for CR mimetics grew out of a desire to better understand caloric restriction's many effects on the body. Scientists first recognized the value of the practice more than 60 years ago, when they found that rats fed a low-calorie diet lived longer on average than free-feeding rats and also had a reduced incidence of conditions that become increasingly common in old age. What is more, some of the treated animals survived longer than the oldest-living animals in the control group, which means that the maximum lifespan (the oldest attainable age), not merely the normal lifespan, increased. Various interventions, such as infection-fighting drugs, can increase a population's average survival time, but only approaches that slow the body's rate of aging will increase the maximum lifespan.

The rat findings have been replicated many times and extended to creatures ranging from yeast

to fruit flies, worms, fish, spiders, mice and hamsters. Until fairly recently, the studies were limited to short-lived creatures genetically distant from humans. But caloric-restriction projects underway in two species more closely related to humans - rhesus and squirrel monkeys - have made scientists optimistic that CR mimetics could help people.

The monkey projects demonstrate that, compared with control animals that eat normally, caloric-restricted monkeys have lower body temperatures and levels of the pancreatic hormone insulin, and they retain more youthful levels of certain hormones that tend to fall with age.

The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreased likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetes, which is marked by unusually high blood glucose levels). Further, it has recently been shown that rhesus monkeys kept on caloric-restricted diets for an extended time (nearly 15 years) have less chronic disease. They and the other monkeys must be followed still longer, however, to know whether low-calorie intake can increase both average and maximum lifespans in monkeys. Unlike the multitude of elixirs being touted as the latest anti-aging cure, CR mimetics would alter fundamental processes that underlie aging. We aim to develop compounds that fool cells into activating maintenance and repair.

How a prototype caloric-restriction mimetic works

The best-studied candidate for a caloric-restriction mimetic, 2DG (2-deoxy-D-glucose), works by interfering with the way cells process glucose. It has proved toxic at some doses in animals and so cannot be used in humans. But it has demonstrated that chemicals can replicate the effects of caloric restriction; the trick is finding the right one.

Cells use the glucose from food to generate ATP (adenosine triphosphate), the molecule that powers many activities in the body. By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation. When 2DG is administered to animals that eat normally, glucose reaches cells in abundance but the drug prevents most of it from being processed and thus reduces ATP synthesis. Researchers have proposed several explanations for why interruption of glucose processing and ATP production might retard aging. One possibility relates to the ATP-making machinery's emission of free radicals, which are thought to contribute to aging and to such age-related diseases as cancer by damaging cells. Reduced operation of the machinery should limit their production and thereby constrain the damage. Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such 'luxuries' as growth and reproduction.

* calorie: a measure of the energy value of food

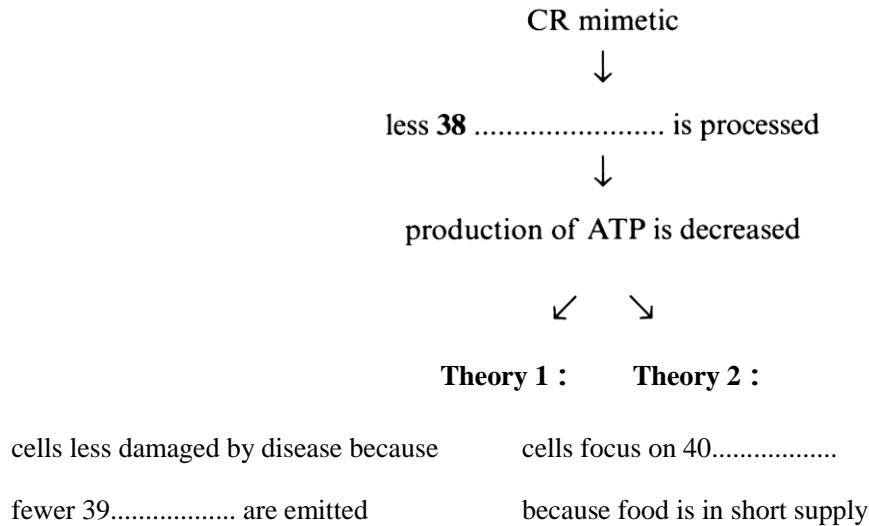
Questions 38-40

Complete the flow-chart below.

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

Write your answers in boxes 38-40 on your answer sheet.

How a caloric-restriction mimetic works



➤ 题目解析

题号	定位词	出题句	解题思路
38	caloric-restriction mimetic, CR mimetic, ATP	<p>最后一段第二句：</p> <p>By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation.</p>	<p>根据定位词能够确定答案在最后一个 section(小标题为 How a prototype caloric-restriction mimetic works，与本组题目标题基本一致)，另外 caloric-restriction mimetic 即为 CR mimetic。这一段多次出现 ATP，但是流程图的第三行说“ATP 减少”，而最后一段第二句同样提及这一点，因此优先考虑答案在本句的 ATP 之前；流程图第一行为 CR mimetic，本句有 caloric restriction，则优先考虑答案在这两个定</p>

			<p>位词之间。空格前出现 less, 空格后出现 is, 说明答案词为不可数名词, 而且是“更少的”; 最后一段第二句 caloric restriction 和 ATP 之间唯一的不可数名词就是 glucose, 并且用 minimize 与 less 为同义替换, 因此 glucose 是答案。</p>
39	Theory 1, cells, disease	<p>最后一段第五句:</p> <p>One possibility relates to the ATP-making machinery's emission of free radicals, which are thought to contribute to aging and to such age-related diseases as cancer by damaging cells.</p>	<p>利用顺序原则以及三个定位词能够锁定出题句, 其中 cells 和 disease 原词重现, Theory 1 被 One possibility 替换。空格前的 fewer 以及空格后的 are 说明答案词为可数名词复数, 而且是“更少的”, 出题句中的 radicals 满足条件; 另外, 出题句用 emitted 替换了题目中的 emission, 再结合“不超过两词”的字数限制, 填 free radicals 最准确。注意:对于填空题, 在满足字数限制的前提下, 要补全修饰成分。</p>
40	Theory 2, cells, food, short supply	<p>最后一段最后一句:</p> <p>Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of</p>	<p>利用顺序原则以及重现的定位词 cells, food 能够锁定最后一句; Theory 2 被 Another hypothesis 替换, short supply 被 scarce 替换。题目问“细胞专注于...”, 因此答案为名词复数或者不可数, 并且优</p>

		the organism over such 'luxuries' as growth and reproduction.	先考虑答案在 cells 之后出现。本句中 emphasizes 替换了题目中的 focus on, 因此 preservation 是答案。
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➤ 重点词汇

题号	单词/短语	音标	词性与释义
38	process	[prə'ses]	vt. 处理
	production	[prə'dʌkʃn]	n. 产生；形成
	intake	['inteɪk]	n. 摄入量
	restriction	[rɪ'strɪkʃn]	n. 限制
	minimize	['mɪnɪmaɪz]	vt. 使减少到最低程度
	cell	[sel]	n. 细胞
	generation	[ˌdʒenə'reɪʃn]	n. 产生
39	emit	[i'mɪt]	vt. 发出；散发
	machinery	[mə'ʃɪnəri]	n. 机制
	emission	[i'mɪʃn]	n. 发出；散发
40	hypothesis	[haɪ'pəθəsis]	n. 假说
	suggest	[sə'dʒest]	vt. 表明；暗示
	indicate	['ɪndɪkeɪt]	vi. 暗示；示意
	scarce	[skeəs]	adj. 不足的；缺少的
	induce	[ɪn'dju:s]	vt. 诱使；导致
	mode	[məʊd]	n. 模式

	emphasize	['emfəsaɪz]	vt. 强调；重视
	preservation	[ˌprezə'veɪʃn]	n. 保护
	organism	['ɔ:gənɪzəm]	n. 有机体；生物
	luxury	['lʌkʃəri]	n. 奢侈品
	reproduction	[ˌri:prə'dʌkʃn]	n. 生殖；繁殖

➤ 同义替换

题号	题目：单词/短语	原文：单词/短语
38	less	minimizes
	production	generation
39	Theory 1	One possibility
	emitted	emission
40	Theory 2	Another hypothesis
	focus on	emphasizes
	in short supply	scarce

➤ 长难句分析

1. By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation.

【结构分析】and 连接的是 caloric restriction minimizes the amount of glucose entering cells 以及 decreases ATP generation 两个简单句（and 后省略了主语 caloric restriction）；entering cells 作为后置定语修饰 glucose。

【语言点 1】the amount of...意为“...的量”，后接不可数名词；而 an amount of...意为“大量的...”，后同样接不可数名词。

【拓展】the number of...意为 "...的数量"，后接可数名词复数；而 a number of...意为 "大量的..."，后同样接可数名词复数。

【语言点 2】and 作为并列连词，连接的两部分词性必须相同。先看 and 后单词的词性和形式，再向前寻找相同词性和形式的词。比如本句，and 后的 decreases 为动词三单，那么和 decreases 并列的也要是动词三单。向前寻找即可确定 minimizes。

【翻译】通过限制食物摄取，热量限制（模拟药物）使进入细胞的葡萄糖量降至最低，并减少了 ATP 的产生。

2. Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such 'luxuries' as growth and reproduction.

【结构分析】Another hypothesis（主语） suggests（谓语动词）是整句主干，that 引导的是宾语从句；句中第一个 and 连接的是 indicate to cells 以及 induce them..., them 指代 cells; that emphasizes preservation ...作为定语从句修饰 anti-aging mode，该定语从句中的 and 连接的是 growth 以及 reproduction 两个名词。

【翻译】另一种假说表明，葡萄糖代谢的降低能够暗示细胞食物不足（即使实际并非如此）并使细胞切换到抗衰老模式，这种模式强调对有机体的保护而非诸如生长和繁殖一类的“奢侈活动”。

WRITING :

第一部分：论点学习-政府类

	常用论点	中文释义
1	approval rating	
2	national defense spending	
3	taxpayers' money	
4	lower the tax burden	
5	turn to private patrons	
6	save for retirement	
7	mobilize and centralize resources	
8	maintain the infrastructure	
9	the lack of government funding	
10	allocate money for...	

第二部分：范文仿写练习

范文英文
However, traffic congestion will not be solved by changing the type of private vehicle people can use. To do this, we need to improve the choice of public transport services available to travellers. For example, if sufficient sky trains and underground train systems were built and effectively maintained in our major cities, then traffic on the roads would be dramatically reduced. Long-distance train and coach services should be made attractive and affordable alternatives to driving your own car for long journeys.
范文中文
然而，交通拥堵问题无法通过改变人们使用的私家车类型而被解决。为了解决问题，我们需要增加可供出行者选择的公共交通服务。例如，如果在大城市，足够的空中列车和地铁系统被建设以及被有效地维护的话，地面交通将会被大幅减少。长途火车和大巴服务应该更具吸引力，以及成为除了开自己的车长途出行之外可负担得起的备用选择。
仿写练习

DAY 4

LISTENING :

1. article n. 文章 ; 论文 英 ['ɑ:tɪkl]; 美 ['ɑ:rtɪkl]

【例】 The article by Anderson and Hawker is really worth reading.

2. newsletter n. 时事通讯 英 ['nju:zletə(r)]; 美 ['nu:zletər]

【例】 If you have any information that may be useful, please let David know so that it can be included in these newsletters.

3. journal n. 期刊 英 ['dʒɜ:nl]; 美 ['dʒɜ:rnəl]

【例】 Now most of you will need to refer to journal articles in your work and you'll find you can also access these online and we encourage you to do so.

4. brochure n. 小册子 英 ['brəʊʃə(r)]; 美 [broʊ'ʃʊr]

【例】 Travel brochures are available at the information desk.

5. guidebook n. 旅行指南 英 ['gaɪdbʊk]; 美 ['gaɪdbʊk]

【例】 You need a special guidebook to help you choose one of the hundreds of excellent restaurants.

6. handbook n. 手册 英 ['hændbʊk]; 美 ['hændbʊk]

【例】 Please go through the handbook before the coming semester, and do not hesitate to contact us if you have any problem concerning it.

7. approach n. 方法 英 [ə'prəʊtʃ]; 美 [ə'praʊtʃ]

【例】 In short, our goal is to get G.M.back on its feet, take a hands-off approach and get out quickly.

8. encode v. 进行编码 英 [ɪn'keʊd] 美 [ɪn'koʊd]

【例】Memories of encoded information are strengthened.

SPEAKING : Your favourite season

Describe your favourite season.

You should say:

- what the season is and when it occurs
- what the weather is like during this season
- what your typical activities are during this season

and explain why it is your favourite season.

➤ 解题思路

Part 2 的得分点在于自然而有逻辑的长时间描述，所以需要每一问都有适当展开。

➤ 回答示例

My favourite season is most certainly the summer, which is officially from June to September. I say ‘officially’ because the reality is that we generally get a very short summer, **in that** the weather is only really ‘summery’ for a few weeks a year. The rest of the season **merges with** the others, being rather cold and rainy.

The highest the temperature gets is about 30°C, and when it gets that high, people start complaining because they’re not used to such heat. This **irritates** me, to be honest, because my view is that we so rarely have hot weather that we should just appreciate it and enjoy it when we do. In this country, and especially in my region, you can't rely on good weather in the summer. I've been to many outdoor events, like weddings, concerts, barbecues and so on, where the organisers were optimistic about the weather, but where it rained non-stop. Of course, you can't blame them - if you can't organise an outdoor event in August, when can you?

In the summer, I typically go abroad on holiday to places where **scorching sunshine** is practically guaranteed. This is because I am **a sun worshipper** and like to **get a good tan**. Having sun on my skin makes me feel healthy, though I am fully aware of all the dangers associated with too much exposure to the sun. When I am at home, I like to **have friends over for barbecues**, and we stay out in the garden all evening until it **gets too chilly** or until it's time for them to go home.

The reason summer is my favourite season is that sunshine makes me happy. It's a scientific fact that it **releases endorphins**. In fact, during the winter many people in my country use light boxes, which recreate the light of the sun. You have to sit and stare into the light and it is intended to lift your mood. In the summer, though, you don't need such **gadgets**; you can just go outside, **sit in the sun** and **get a natural energy boost**. It's wonderful.

➤ 词汇表达

- **merge** /mɜːdʒ/

v. to combine or make two or more things combine to form a single thing (使) 合并/并入

用法: merge with sth.

【例】他的部门将和我的(部门)合并。

e.g. His department will merge with mine.

● irritate /'ɪr.ɪ.teɪt/

v. irritate sb. -- to annoy, especially by sth. you continuously do or by sth. that continuously happens 使烦恼
(尤指不断重复的事情)

【例】她故意操着那种口音的样子实在令我恼火。

e.g. The way she puts on that accent really irritates me.

● gadget /'gædʒ.ɪt/

n. a small device or machine with a particular purpose 小器具/小装置/小玩意儿

【例】厨房器具

e.g. kitchen gadgets

➤ 词组搭配

和 summer 相关的不常见词组表达 (less common words)

——形容天气温度

✧ scorching sunshine 极热的阳光

scorching /'skɔ:.tʃɪŋ/

adj. very hot

【例】炎热的夏日

e.g. a scorching summer day

✧ get chilly (天气) 变凉

chilly /'tʃɪl.i/

adj. (of weather, conditions in a room, or parts of the body) cold

(天气/房间/人体) 寒冷的/凉飕飕的

【例】我觉得有点冷，所以就穿了件夹克衫。

e.g. I felt a bit chilly so I put on a jacket.

——夏天可做的活动

have friends over for barbecues 邀请朋友野餐烧烤

sit in the sun 坐在太阳下 (晒太阳)

sit in the shade of trees 坐在树荫下

——晒太阳的好处

✧ a sun worshipper 爱晒太阳的人

【例】躺在海滩上晒太阳的人们

e.g. sun worshippers lying on the beach

✧ get a good tan 晒成小麦色

tan /tæn/

n.(c.) the brown colour that sb. with pale skin goes when they have been in the sun

晒成棕褐肤色 (欧美人喜欢小麦肤色，认为是健康的颜色)

【例】晒黑

e.g. to get a tan

✧ releases endorphins 释放内啡肽 (使人开心)

endorphin /en'dɔːfɪn/

n. a chemical produced by your body that reduces pain and can make you feel happier

内啡肽 (一种体内生成的化学成分，能止痛并让人产生快感)

get a natural energy boost 从自然中获得能量

➤ 语法使用

● ... so ... that ...

意为 in such a way that 如此...以至...，该句型较正式，避免在 part 1 使用

【例】我们很少有热天所以应该在拥有时就感激并享受。

e.g. We so rarely have hot weather that we should just appreciate it and enjoy it when we do.

● It's time for sb. to do sth.. / It's + adj.+ for sb. + to do sth..

这是口语中非常高频的句型：it 做形式主语，to do sth. 是真正的主语

【例】该回家了。

e.g. It's time for them to go home.

【例】我解数学题很难。

e.g. It's difficult for me to solve a math problem.

表达原因时，学生很多时候习惯使用 because，可以多多使用 for the reason that / in that / The reason

(that) ... is that ...来替换：

● in that

注意，该表达较正式，避免在 part 1 使用。

【例】她很幸运，因为有朋友帮助她。

e.g. She was fortunate, in that she had friends to help her.

● The reason ... is that ...

【例】我最喜欢夏天，因为阳光使我开心。

e.g. The reason summer is my favourite season is that sunshine makes me happy.

READING：填空题-简答

➤ 题型特点

1. 考查细节定位

每道简答题都是一个特殊疑问句，考生需要依据特殊疑问词（what/when/where/why/how...），从文章中挑选单词（短语）作答。与其他填空题类型类似，简答也属于细节题。

2. 原文原词填空+字数限制

同段落填空，填写的答案词必须和原文保持一致，并注意字数限制。

3. 基本顺序出题

同段落填空，简答题的题号顺序和文章的写作顺序基本一致。

➤ 解题方法

1. 审题

确定字数限制；

2. 观察整组题目，确定是否有涵盖特殊定位词的题目，有则优先处理。

3. 读题划词，猜词性

读题，划定位词，并预判答案词性；

4. 找答案

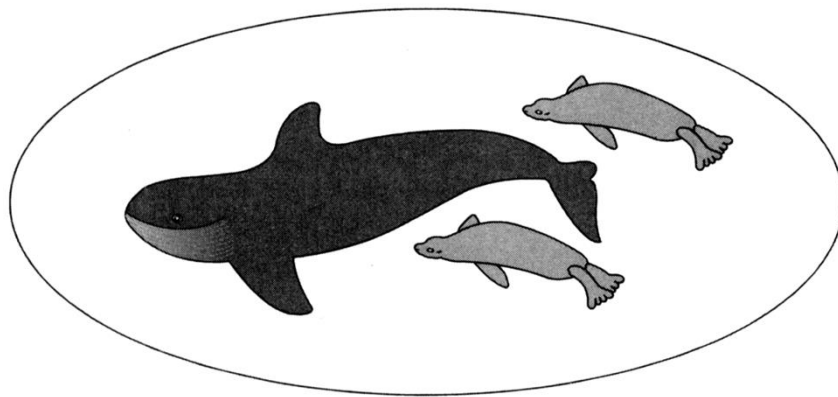
回到原文，通过定位词确定出题句以及答案，并核对同义替换，注意词性的准确以及字数限制。

5. 重复步骤 3-4，完成整组题目。

➤ **题目练习：C4T1P2Q22-26**

What Do Whales Feel?

An examination of the functioning of the senses in cetaceans, the group of mammals comprising whales, dolphins and porpoises



Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell. Baleen species, on the other hand, appear to have some related brain structures but it is not known whether these are functional. It has been speculated that, as the blowholes evolved and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary.

The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and free-ranging cetacean individuals of all species (particularly adults and calves, or members of the same subgroup) appear to make frequent contact. This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species. The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there.

The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater - specifically a grey whale calf in captivity for a year, and free-ranging right whales and humpback whales studied and filmed off Argentina and Hawaii - have obviously tracked objects with vision underwater, and they can apparently see moderately well both in water and in air. However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision.

On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air-water interface as well. And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer's hand provides anecdotal evidence to the contrary.

Such variation can no doubt be explained with reference to the habitats in which individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains. The South American boto and Chinese beiji, for instance, appear to have very limited vision, and the Indian musk deer are blind, their eyes reduced to slits that probably allow them to sense only the direction and intensity of light.

Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although they vary in the range of sounds they produce, and many forage for food using echolocation¹. Large baleen whales primarily use the lower frequencies and are often limited in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales. Toothed species in general employ more of the frequency spectrum, and produce a wider variety of sounds, than baleen species (though the sperm whale apparently produces a monotonous series of high-energy clicks and little else). Some of the more complicated sounds are clearly communicative, although what role they may play in the social life and 'culture' of cetaceans has been more the subject of wild speculation than of solid science.

1. echolocation: the perception of objects by means of sound wave echoes.

Questions 22-26

Answer the questions below using **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 22-26 on your answer sheet.

- 22 Which of the senses is described here as being involved in mating?
- 23 Which species swims upside down while eating?
- 24 What can bottlenose dolphins follow from under the water?
- 25 Which type of habitat is related to good visual ability?
- 26 Which of the senses is best developed in cetaceans?

➤ 题目解析

题号	定位词	出题句	解题思路
22	sense, mating	<p>第二段倒数第二句： ..., and stroking or touching are part of the courtship ritual in most species.</p> <p>以及第二段第一句： The sense of touch has sometimes been described as weak too, ...</p>	<p>题目问 Which of the senses , 因此答案为某一种感官；mating 在文中的同义替换为 courtship , 该段讲到的是 The sense of touch , 因此 touch 或者 sense of touch 为答案。如果此题定位困难，可以先完成 23-26</p>

			题，再利用 23 题的定位向前推导出题位置。
23	upside down, eating	<p>第四段第二句：</p> <p>Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward.</p>	<p>定位词 upside down 重现，eating 被 feeding 替换，因此第四段第二句即为出题句。题目问 Which species，那么答案应该填鲸鱼的一个物种，因此 freshwater dolphins 是答案。</p>
24	bottlenose dolphins, under the water	<p>第四段第四句：</p> <p>Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air-water interface as well.</p>	<p>根据定位词以及顺序原则，可以找到第四段第三句，其中 bottlenose dolphins 原词重现，in water 与 under the water 同义替换。本句并没有提及 bottlenose dolphins 跟着什么，因此继续看下一句；下一句以 it 开始，说明与前一句紧密相连，并且有 tracks 替换 follow，因此 airborne flying fish 为答案。</p>
25	habitat, good visual ability	<p>第五段第二句：</p> <p>For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains.</p>	<p>habitats 在本段第一句重现，good visual ability 相当于第二句中的 vision is more useful，第二句中的 inhabiting 也在替换定位词 habitat。题目问栖息地的类型，那么 clear open waters 即为答案。</p>

26	best developed, cetaceans	<p>最后一段第一句：</p> <p>such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense.</p>	<p>cetaceans 原词重现，本句中的 well-developed 即为题目中的 best developed，题目问的是一种感官，因此 acoustic sense 即为答案。</p>
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➤ 重点词汇

题号	单词/短语	音标	词性与释义
22	mating	['meɪtɪŋ]	n. 交配
	order	['ɔ:də(r)]	n. 秩序
	stroke	[strəʊk]	n. 轻抚；抚摩
	courtship	['kɔ:tʃɪp]	n. 求爱；求偶
	ritual	['rɪtʃuəl]	n. 仪式
23	feeding	['fi:dɪŋ]	n. 喂食
	vision	['vɪʒn]	n. 视力
	stereoscopic	[,steriə'skɒpɪk]	adj. 有立体视觉的；有立体效果的
24	keen	[ki:n]	adj. 灵敏的；敏锐的
	track	[træk]	vt. 跟踪；追踪
	apparently	[ə'pærəntli]	adv. 显然
	interface	['ɪntəfeɪs]	n. 界面
25	habitat	['hæbɪtæt]	n. 栖息地
	inhabit	[ɪn'hæbɪt]	vt. 居住；栖居

	turbid	['tɜːbɪd]	adj. 浑浊的
	flood	['flʌd]	vt. (使)灌满水, 淹没
	plain	[pleɪn]	n. 平原
26	deteriorate	[dɪ'tɪəriəreɪt]	vt. 退化
	compensate	['kɒmpenseɪt]	vi. 补偿; 弥补
	acoustic	[ə'kuːstɪk]	adj. 听觉的; 声音的

➤ 同义替换

题号	题目: 单词/短语	原文: 单词/短语
22	mating	courtship
23	eating	feeding
24	follow from	tracks
	under the water	in water
25	habitat	inhabiting
	good vision ability	vision is more useful
26	best developed	well-developed

➤ 长难句分析

1. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward.

【结构分析】 Eye position 为主语; which often swim on their side or upside down while feeding 为非限定性定语从句, 修饰 freshwater dolphins; suggests 为谓语动词, 其后的 that 引导的是宾语从句。宾语从句中, 从句 what vision they have 做这个宾语从句中的主语。

【语言点】寻找句子谓语动词时可以结合主谓一致进行。比如本句, 能够确定 Eye position

为主语，其谓语动词应该为动词三单（一般现在时中）；如果 swim 作为动词原形显然不满足要求，另外 swim 前还有引导词 that，说明 swim 是从句谓语动词，那么还需要继续向后寻找，即可确定 suggests。

【翻译】淡水海豚经常侧游，或者在进食时肚皮朝上；眼睛的位置表明它们拥有向前和向上的立体视觉。

2. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air-water interface as well.

【结构分析】 it 为本句主语，指代上一句提到的 bottlenose dolphin；can see 为谓语动词。

Judging from the way it watches and tracks airborne flying fish 为状语，起修饰作用。

【语言点】句子的谓语动词，不能是 doing、done 或者 to do 形式。

【翻译】从它观察并追踪空中飞鱼的方式来看，它显然也能在空气-水交界面看得异常清楚。

3. Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense.

【结构分析】such weaknesses（主语）are（系动词）more than compensated for（表语）为本句主干。such weaknesses... 前的部分为 although 引导的让步状语从句。

【语言点 1】although 和 but 不连用。强调的重点为主句（不带 although 的分句）。

【语言点 2】compensate for sth. 补偿..., 弥补...

例句：The firm will compensate workers for their loss of earnings.

公司将补偿工人的收入损失。

【翻译】虽然（鲸鱼的）味觉和嗅觉似乎已经退化，在水中的视力也似乎是不确定的，但是这些不足完全可以被它们高度发达的听力所弥补。

WRITING :

第一部分：论点学习-政府类

	常用论点	中文释义
1	place the government under considerable financial pressure	
2	reduce the expenditure on other things	
3	cultivate the government's positive public image	
4	hinder the development of ...	
5	whether ...is unhealthy / dangerous is debatable since it depends on ...	
6	stable and sufficient financial support	
7	draw no attention to whether the scientific research is profitable	
8	give priority to improving people's life materially	
9	the rise in the number of ...	
10	heavily fund medical care	

第二部分：范文仿写练习

范文英文
While it is undeniable that private car use is one of the main causes of the increasing traffic and pollution, higher fuel costs are unlikely to limit the number of drivers for long. As this policy would also affect the cost of public transport, it would be very unpopular with everyone who needs to travel on the roads. But there are various other measures that could be implemented that would have a huge effect on these problems.
范文中文
虽然不可否认的是私家车的使用是造成交通和环境污染的一个主要原因，但是长期来看增加燃油成本不会限制司机的数量。因为这个政策也会影响公共交通的成本，所以对于任何一个需要出行的人来说它不受欢迎。但是有其他的对于这些问题有很大效果的措施可以被实施。
仿写练习

DAY 5

LISTENING :

1. interview v. 采访 英 ['intəvju:] ; 美 ['intərvju:]

【例】 Interviewing only part of the people in this area could not evidentially prove the problem.

2. questionnaire n. 问卷 英 [ˌkwɛstʃəˈneə(r)] ; 美 [ˌkwɛstʃəˈner]

【例】 The design of questionnaire will partly determine how accurate the result will come out in the end.

3. statistics n. 数据 英 [stəˈtɪstɪks] ; 美 [stəˈtɪstɪks]

【例】 All statistics should be carefully and scientifically analyzed in order to be made good use of.

4. schedule n. 计划 英 ['ʃedju:l] ; 美 ['skedʒu:l]

【例】 Preparing the writing of thesis should start from a well-planned schedule.

5. category n. 分类 英 ['kætəgəri] ; 美 ['kætəgɔ:ri]

【例】 Wind speeds in a category two hurricane can reach close to one hundred eighty kilometers an hour.

6. presentation n. 陈述 ; 展示 英 [ˌprezn'teɪʃn] ; 美 [ˌpri:zen'teɪʃn]

【例】 This presentation is essentially a summary and discussion of the key points of this report.

7. outline n. 提纲 英 ['aʊtlain] ; 美 ['aʊtlain]

【例】 A well-organized outline will lead you to a successful draft.

8. supervisor n. 导师 英 ['su:pəvaɪzə(r)] ; 美 ['su:pəvaɪzər]

【例】 As your Training Supervisor, I just oversee your induction and will not be around after this initial week.

SPEAKING : A hobby

Describe a hobby you enjoy.

You should say:

how long you have been doing it

how often you do it

what benefits you get from it

and explain why you enjoy it.

➤ 解题思路

Part 2 的得分点在于自然而有逻辑的长时间描述，所以需要每一问都有适当展开。在展开回答问题时，不一定每一问都需要展开一样的长度，可以详略得当。最重要的是要说清楚、有细节，不要泛泛而谈。

➤ 回答示例

One of my favourite hobbies is going shopping. I've always loved it. I think I get it from my mum who used to take me to the nearest town every weekend to visit shops and **boutiques**. She taught me about buying a few **quality** items that you may pay a **premium** for but that last a long time so are **a good investment**. She also taught me about how to check for the quality of a **garment** by looking at the way it's sewn together and also creasing the fabric to see if it stays creased or not. If it stays creased, then it's a poor **quality** fabric. Another thing I learnt from her is how to find a **bargain**. You need to shop around and not be afraid of trying the smaller boutiques where you're more likely to find a shop owner who's happy to offer a discount.

I've been shopping on my own since I was a student. Then, I could not afford to buy many things, but I **stuck to** what my mum taught me and kept my eyes open for a **quality bargain**. The rest of the time, I would window shop. Nowadays I can afford designer clothes, but I still love the sales, when I **hunt for a bargain** and the **odd** top-designer item. One thing I hate, however, is trying things on because there are always long queues and it means you have less time for shopping. It's not a problem, not trying things on, because if something is not the right size, I can take it back to the shop as long as I've kept the receipt.

I go shopping every week. I find it therapeutic. It always makes you feel good to get your hands on a nice **quality** piece **at a bargain price**, and if I'm feeling a bit down, there's nothing like a bit of retail therapy. I find shopping exciting as well. You spend time in the **poshest** part of town where you can mix with fashionable people. There's a **buzz** and it's busy and noisy and colourful. Shopping lets you keep up to speed with the latest trends. So, all in all, I think it has a lot of benefits and I love it.

➤ 词汇表达

● boutique /bu:'ti:k/

表达“商店”，很多学生总使用 shop/store，可以尝试使用更精确的词汇来同义替换 shop

- boutique: a small shop that sells fashionable clothes or other objects 精品店
- superstore: a very large shop, especially one that is built outside the centre of a city 大型商场
- department store: a very large shop that is divided into several big parts, each of which sells one type of thing, such as clothes, furniture, or kitchen equipment. 百货商店
- shopping mall: a large area where there are a lot of shops, especially a large building. 购物中心
- supermarket / grocery store: a very large shop that sells food, drinks, and things that people need regularly in their homes. 超市

● quality /'kwɒl.ə.ti/

- adj. of a high standard 优质的/高级的

【例】质优价廉的服务

e.g. quality service at a competitive price

- n. how good or bad sth. is 质量/品级

【例】这种食品质量很差。

e.g. The food was of such poor/low quality.

● premium /'pri:.mi.əm/

- n. an amount which is more than usual 奖金/津贴/加价/附加费

【例】为了得到最好的地段，我们愿意多支付些钱。

e.g. We're willing to pay a premium for the best location.

【例】由于地段好，这些办公室租金更高。

e.g. Because of their location, these offices attract a premium.

● **investment** /ɪn'vest.mənt/

n.(c.) a thing that is worth buying because it will be useful or helpful 值得买的东西/有用的投资物

【例】微波炉值得买。

A microwave is a good investment.

● **garment** /'gɑ:.mənt/

n.(c.) [formal] a piece of clothing [正式] (一件)衣服

【例】冬装

e.g. winter garments

● **bargain** /'bɑ:.ɡɪn/

n.(c.) a thing bought for less than the usual price 减价品/便宜货

a bargain price 廉价

a bargain hunter 想淘便宜货的人

● **odd** /ɒd/

adj. strange or unusual 奇怪的/怪异的/反常的

【例】那个人有点怪。

e.g. There's something odd about that man.

● **therapeutic** /,θer.ə'pju:.tɪk/

adj. (usually before noun) helping you to relax 有助于放松精神的

注意，不能使用 I feel therapeutic.

【例】绘画可以使人放松。

e.g. Painting can be very therapeutic.

● **posh** /pɒʃ/

adj. elegant and expensive 优雅豪华的/富丽堂皇的

【例】豪华宾馆

e.g. a posh hotel

【例】你穿上新套装显得雍容华贵。

e.g. You look very posh in your new suit.

● buzz /bʌz/

n.(c.) the sound of people talking, especially in an excited way 叽叽喳喳的谈话声

【例】她一踏进屋子里，热烈的谈话便戛然而止。

e.g. The buzz of conversation suddenly stopped when she came into the room.

➤ 词组搭配

stick to

to do or keep doing what you said you would do or what you believe in, even when it is difficult 遵守/信守/坚持

【例】你是否在坚持节食？

e.g. Have you been sticking to your diet?

【例】米格尔决心坚持自己的决定。

e.g. Miguel was determined to stick to his decision.

➤ 语法使用

● One thing is ... / Another things is ...

在原有陈述的基础上加入新的内容点并表达强调时，学生可以使用该句型来引入。

【例】我讨厌的是试衣服。

e.g. One thing I hate is trying the clothes on.

【例】另一件我从她身上学习的事是怎么淘到便宜货。

e.g. Another thing I learnt from her is how to find a bargain.

● **I find sth. + adj.**

find 在这里的用法不是“找到”，而是表达观点时常用的 I find ... 句型，用来替换 I think

【例】我觉得买衣服很治愈我的心情。

I find shopping very therapeutic.

I find it therapeutic to shop for clothes.

【例】你可能觉得难以接受自己患病。

You may find your illness hard to accept.

You may find it hard to accept your illness.

READING：判断题

➤ 题型特点

1. 考查细节定位

每道题都是一个陈述句，考生需要判断这句话和文章内容是否一致，因此仍然需要考生定位到具体出题句（细节）再作答。

2. 基本顺序出题

题号顺序和文章的行文顺序基本一致。

3. 判断原则

- a) TRUE/YES: 题目表达的含义与原文一致，只不过进行了同义替换或者句式调整；
- b) FALSE/NO: 题目表达的含义与原文不一致，有明显的矛盾点；
- c) NOT GIVEN: 题目中出现了原文没有的信息，根据文章内容，无法判断正误。

➤ 解题方法

1. 审题

阅读题目要求，明确答案该写 TRUE/FALSE 还是 YES/NO。

2. 读题目，划定位词

优先选择特殊定位词（大写、数字、特殊符号），没有则选择名词。划三个左右。

3. 定位

回到原文，一次性找两道题的定位词。因为答案有判断为 NOT GIVEN 的可能性，所以需要通过所划的第二道题的定位词位置确定上一道题的寻找范围。

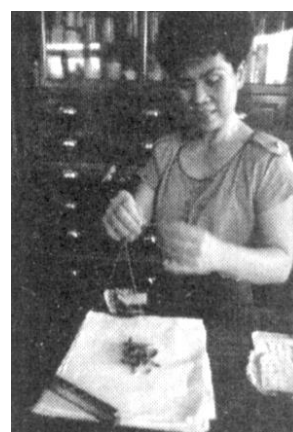
4. 确定答案

结合判断原则进行判断。注意书写答案的规范性，建议按照题目要求写成全部大写的形式。

➤ 题目练习：C4T2P2Q16-23

ALTERNATIVE MEDICINE IN AUSTRALIA

The first students to study alternative medicine at university level in Australia began their four-year, full-time course at the University of Technology, Sydney, in early 1994. Their course covered, among other therapies, acupuncture. The theory they learnt is based on the traditional Chinese explanation of this ancient healing art: that it can regulate the flow of 'Qi' or energy through pathways in the body. This course reflects how far some alternative therapies have come in their struggle for acceptance by the medical establishment.



Australia
has been
unusual in
the
Western
world in
having a
very

conservative attitude to natural or
alternative therapies, according to Dr

Paul Laver, a lecturer in Public Health at the University of Sydney. 'We've had a tradition of doctors being fairly powerful and I guess they are pretty loath to allow any pretenders to their position to come into it.' In many other industrialised countries, orthodox and alternative medicine have worked 'hand in glove' for years. In Europe, only orthodox doctors can prescribe herbal medicine. In Germany, plant remedies account for 10% of the national turnover of pharmaceuticals. Americans made more visits to alternative therapists than to orthodox doctors in 1990, and each year they spend about \$US1 2 billion on therapies that have not been scientifically tested.

Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years. In a 1983 national health survey, 1.9% of people said they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. By 1990, this figure had risen to 2.6% of the population. The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel covered by the survey, according to Dr Laver and colleagues writing in the Australian Journal of Public Health in 1993. 'A better educated and less accepting public has become disillusioned with the experts in general, and increasingly sceptical about science and empirically based knowledge,' they said. 'The high standing of professionals, including doctors, has been eroded as a consequence.'

Rather than resisting or criticising this trend, increasing numbers of Australian doctors, particularly younger ones, are forming group practices with alternative therapists or taking courses themselves, particularly in acupuncture and herbalism. Part of the incentive was financial, Dr Laver said. 'The bottom line is that most general practitioners are business people. If they see potential clientele going elsewhere, they might want to be able to offer a similar service.'

In 1993, Dr Laver and his colleagues published a survey of 289 Sydney people who attended eight alternative

therapists' practices in Sydney. These practices offered a wide range of alternative therapies from 25 therapists. Those surveyed had experienced chronic illnesses, for which orthodox medicine had been able to provide little relief. They commented that they liked the holistic approach of their alternative therapists and the friendly, concerned and detailed attention they had received. The cold, impersonal manner of orthodox doctors featured in the survey. An increasing exodus from their clinics, coupled with this and a number of other relevant surveys carried out in Australia, all pointing to orthodox doctors' inadequacies, have led mainstream doctors themselves to begin to admit they could learn from the personal style of alternative therapists. Dr Patrick Store, President of the Royal College of General Practitioners, concurs that orthodox doctors could learn a lot about bedside manner and advising patients on preventative health from alternative therapists.

According to the Australian Journal of Public Health, 18% of patients visiting alternative therapists do so because they suffer from musculo-skeletal complaints; 12% suffer from digestive problems, which is only 1% more than those suffering from emotional problems. Those suffering from respiratory complaints represent 7% of their patients, and candida sufferers represent an equal percentage. Headache sufferers and those complaining of general ill health represent 6% and 5% of patients respectively, and a further 4% see therapists for general health maintenance.

The survey suggested that complementary medicine is probably a better term than alternative medicine. Alternative medicine appears to be an adjunct, sought in times of disenchantment when conventional medicine seems not to offer the answer.

Questions 16-23

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

In boxes 16-23 on your answer sheet write

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

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

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

- 16 Australians have been turning to alternative therapies in increasing numbers over the past 20 years.
- 17 Between 1983 and 1990 the numbers of patients visiting alternative therapists rose to include a further 8% of the population.
- 18 The 1990 survey related to 550,000 consultations with alternative therapists.
- 19 In the past, Australians had a higher opinion of doctors than they do today.
- 20 Some Australian doctors are retraining in alternative therapies.
- 21 Alternative therapists earn higher salaries than doctors.
- 22 The 1993 Sydney survey involved 289 patients who visited alternative therapists for acupuncture treatment.
- 23 All the patients in the 1993 Sydney survey had long-term medical complaints.

➤ 题目解析

题号	定位词	出题句	解题思路
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16	increasing numbers, past 20 years	<p>第二段第一句：</p> <p>Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years.</p>	<p>根据定位词 past 20 years 能够迅速找到该出题句。本句中的 climb steadily 与题目中的 increasing numbers 为同义替换，题目与原文表达含义一致，都是在说在过去的 20 年里求助于替代疗法的澳大利亚人的数目增长，因此判断为 YES。</p>
17	1983, 1990, numbers of patients, 8%	<p>第二段第二、三句：</p> <p>In a 1983 national health survey, 1.9% of people said they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. By 1990, this figure had risen to 2.6% of the population.</p>	<p>根据定位词 1983 和 1990 能够顺利锁定出题句。出题句说 1983 年 1.9% 的人寻求替代疗法，到 1990 年增长到 2.6%，和题目中的 8% 不吻合，因此判断为 NO。</p>
18	1990 survey, 550,000 consultations	<p>第二段第四句：</p> <p>The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel covered by the survey, ...</p>	<p>定位词 1990 survey 以及 550,000 consultations 在本句重现，题目和原文都在说 1990 年的调查中涉及 550,000 次替代疗法咨询，表达含义一致，因此判断为 YES。</p>
19	past, higher opinion of doctors, today	<p>第二段倒数第二句：</p> <p>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.</p>	<p>题目说：和现在相比，医生在过去受到更高的评价；出题句说人们对专家不再抱有幻想且更怀疑科学和基于经验的知识，表达含义相同；句中的 experts 即为题目中的 doctors。因此答案为 YES。</p>

20	doctors, retraining	<p>第三段第一句：</p> <p>..., increasing numbers of Australian doctors, particularly younger ones, are forming group practices with alternative therapists or taking courses themselves, ...</p>	<p>Australian doctors 原词重现； retraining 中的前缀 “re-” 表示 “再次，重新”，train 作为动词时意为 “培训，训练”，合在一起就是 “再培训”，与出题句中的 taking courses 同义替换，表达含义一致，因此答案为 YES。</p>
21	higher salaries	无	<p>根据顺序原则，本题定位在 20 题和 22 题之间，因此要在第三段 2-3 句中寻找，然而文章中并没有提到替代疗法理疗师和医生的收入，更无从比较。答案为 NOT GIVEN。</p>
22	1993 Sydney survey, 289 patients, acupuncture treatment	<p>第四段第一、二句：</p> <p>In 1993, Dr Laver and his colleagues published a survey of 289 Sydney people who attended eight alternative therapists' practices in Sydney. These practices offered a wide range of alternative therapies from 25 therapists.</p>	<p>根据定位词能够锁定出题句。文中说有 289 名患者到访 8 家替代疗法诊所，这些诊所提供各种各样的替代疗法。也就是说，这 289 名患者所使用的替代疗法是各种各样的，并非只有针灸（acupuncture treatment）。因此答案为 NO。</p>
23	1993 Sydney survey, long-term medical complaints	<p>第四段第三句：</p> <p>Those surveyed had experienced chronic illnesses, for which orthodox medicine had been able to provide little relief.</p>	<p>本题有着和 22 题相同的定位词 1993 Sydney survey，因此出题位置接近。第四段第三句中的 Those surveyed 即为题目中的 patients in the 1993 Sydney survey；chronic illnesses 与题目中的 long-term medical</p>

			complaints 同义替换。注意此处 complaint 意为“疾病”而非“抱怨，投诉”。题目和原文表达含义一致，判断为 YES。
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➤ 重点词汇

题号	单词/短语	音标	词性与释义
16	alternative	[ɔ:l'tɜ:nətɪv]	adj. 可替代的；非传统的； 另类的
	therapy	['θerəpi]	n. 治疗；疗法
	turn to	——	求助于
	disenchantment	[,dɪsm'tʃɑ:ntmənt]	n. 幻想破灭；醒悟
	orthodox	['ɔ:θədɒks]	adj. 正统的
	steadily	['stedɪli]	adv. 稳定地
17	therapist	['θerəpɪst]	n. （某治疗法的）治疗专家
	contact	['kɒntækt]	vt. 联络；接触
	<u>prior</u> to...	['praɪə(r)]	在...前
	figure	['fɪɡə(r)]	n. 数字；人物；图，表；体形
18	consultation	[,kɒnsəl'teɪʃn]	n. 咨询；就诊
	represent	[,reprɪ'zent]	vt. 相当于；展现；代表
	qualified	['kwɒlɪfaɪd]	adj. 具备...的知识(或技能)； 有资格的
	personnel	[,pɜ:sə'nel]	n. (组织或军队中的)全体人员

	colleague	['kɒli:g]	n. 同事
19	have a high opinion of...	——	对...评价很高
	disillusioned	[ˌdɪsɪ'lu:ʒnd]	adj. 大失所望的； 不再抱有幻想的
	sceptical	['skeptɪkl]	adj. 怀疑的
	empirically	[ɪm'pɪrɪkli]	adv. 以实验（或经验）为依据 地；经验主义地
20	retrain	[ˌri:'treɪn]	vt. 再教育；再培训
	rather than	——	而不是
	resist	[rɪ'zɪst]	vt. 抵制；反抗
	criticise	['krɪtɪsaɪz]	vt. 批评；批判
	trend	[trend]	n. 趋势
	practice	['præktɪs]	n. （医生、律师的）业务活动， 动作地点；实践；练习；习惯 vt. 练习；（医生、律师等）执 业
21	salary	['sæləri]	n. 薪水
22	treatment	['tri:tmənt]	n. 治疗；对待
23	complaint	[kəm'pleɪnt]	n. （尤指不严重、常影响身体某 部位的）疾病；抱怨；投诉
	experience	[ɪk'spiəriəns]	vt. 经历 n. 经历；经验

	chronic	['krɒnɪk]	adj. 长期的；慢性的
	relief	[rɪ'li:f]	n. 缓和；宽慰

➤ 同义替换

题号	题目：单词/短语	原文：单词/短语
16	in increasing numbers	
17	number	
20	retrain	
23	long-term medical complaints	

➤ 长难句分析

1. The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel covered by the survey, according to Dr Laver and colleagues writing in the Australian Journal of Public Health in 1993.
【结构分析】
【翻译】
2. Those surveyed had experienced chronic illnesses, for which orthodox medicine had been able to provide little relief.
【结构分析】
【翻译】

WRITING :

第一部分：论点学习-科技类

	常用论点	中文释义
1	spare time	
2	at ease	
3	cost-effective	
4	become sedentary	
5	be addicted to	
6	fail to catch every nuance of expression	
7	boost economy	
8	unemployment	
9	aggravate environmental degradation	
10	the overuse of fossil fuel	

第二部分：范文仿写练习

范文英文

I think to tackle the problem of pollution, cleaner fuels need to be developed. The technology is already available to produce electric cars that would be both quieter and cleaner to use. Persuading manufacturers and travellers to adopt this new technology would be a more effective strategy for improving air quality, especially in cities.

范文中文

我认为要想解决污染问题，需要开发清洁能源。已经有科技可以应用于生产噪音小和更清洁的电动汽车。

说服制造商和出行者采用新科技将会是提高空气质量（特别是城市中的）更加有效的方式。

仿写练习

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DAY 6

LISTENING :

1. whale n. 鲸 英 [weɪl] ; 美 [weɪl]

【例】 I have to say though that the whale sighting is only one of the many things offered.

2. species n. 物种 ; 种类 英 ['spi:ʃi:z]; 美 ['spi:ʃi:z]

【例】 There's also evidence of pigs, but it is possible that these could have been descended from the native wild species.

3. insect n. 昆虫 英 ['ɪnsekt] ; 美 ['ɪnsekt]

【例】 In today's seminar, Grant Freeman, a biologist who specializes in identifying insects, and who works for the Australian Quarantine Service, has come to talk to us about his current research work.

4. shark n. 鲨鱼 英 [ʃɑ:k] ; 美 [ʃɑ:rk]

【例】 Sharks are rather large fish, often growing to ten meters and the longest sharks caught in Australia have reached sixteen meters.

5. wildlife n. 野生动植物 英 ['waɪldlaɪf] ; 美 ['waɪldlaɪf]

【例】 And I'd like to see something about the local wildlife, and vegetation too.

6. crop n. 农作物 英 [krɒp] ; 美 [krɑ:p]

【例】 It's estimated that native bees' pollination of flower and vegetable crops is worth 1.2 billion dollars a year.

7. vegetation n. 植物 ; 植被 英 [ˌvedʒə'teɪʃn] ; 美 [ˌvedʒə'teɪʃn]

【例】 Even today, Aborigines see the Rainbow Serpent as a symbol of creation, which is understandable given

the increase in vegetation and the new life forms that featured when the image first appeared.

8. booklet n. 小册子 英 ['brəʊʃə(r)]; 美 [broo'ʃʊr]

【例】 We'll give you a booklet with all the details when you join.

SPEAKING : Language & culture

Describe a festival that you enjoy.

You should say:

when the festival occurs;

where it occurs;

what happens during it;

and explain why you enjoy the festival.

➤ 解题思路

Part 2 的得分点在于自然而有逻辑的长时间描述，所以需要每一问都需要有适当展开。另外该题在题目要求中没有时态等要求，有高分需求的学员在备考时就要考虑如何自己带上一些体现自己语言能力的表达或语法。

➤ 回答示例

I love Guy Fawkes Night. It's a British celebration held on 5th November every year. The origins of it are really fascinating, a story of **intrigue** and **deception**. In 1605, Guy Fawkes planted some gunpowder under the Houses of Parliament. He wanted to **blow up** the government and the King, but he was caught. He was tortured and executed for **treason**. People lit bonfires to celebrate the fact that King James had survived, and the government made the day a national day of Thanksgiving. People still light bonfires to this day, and for this reason, the festival is sometimes called Bonfire Night. A cloth 'Guy' is put on top of the bonfire and burned. People also **set off** fireworks in their back gardens or they attend public firework displays. When I was younger, my dad would set off fireworks in our garden and I would be terrified. They were so loud that they made me jump! But I had to try and hide it because he had gone to a lot of trouble to prepare and light the fireworks for us. Our cat hated Bonfire Night and would hide behind the sofa for hours **on end**! I love this festival for many reasons. Firstly, it brings some color and excitement to an otherwise very dark time of a year. Then, I love the story behind it. It's so much more fascinating than the stories behind other festivals. Last but not least, I love the fact that it's a major celebration that is particular to the British. I don't think the British are too good at national celebrations, probably a result of our Puritan past. But the 5th of November is a valued exception. It also amuses me that while the French celebrate Bastille Day, the anniversary of when revolutionaries stormed the Bastille Prison representing royal authority, we celebrate Guy Fawkes Night, the anniversary of when a plan to kill the King failed and the status quo was upheld. It says quite a lot about the differences between our cultures.

➤ 词汇表达

● **intrigue** / in'tri:g/ [v.]/ [n.]

名词表示“诡计”，动词表示“让某人感到有趣或者是密谋某事”，是一个不常用的用法（因为大部分同学最多会使用它的形容词形式 intriguing）可以记住 it intrigues somebody that...句型，指...让某人感到有趣。

【例】它的起源非常有趣，是一个关于诡计和欺骗的故事。

e.g. The origins of it are really fascinating, a story of intrigue and deception.

【例】让我觉得有趣的是之前没人这么想。

e.g. It intrigues me that no one has thought of this before.

● **deception** / di'sepʃn/ [n.] 欺骗

【例】它的起源非常有趣，是一个关于诡计和欺骗的故事。

e.g. The origins of it are really fascinating, a story of intrigue and deception.

【例】他被指控欺骗占有他人财产。

e.g. He was accused of obtaining property by deception.

● **treason** / 'tri:zn/ [n.] 叛国罪，不忠

【例】他因为叛国被折磨并处死。

e.g. He was tortured and executed for treason.

➤ 词组搭配

● **blow up**

动词短语，表示“炸掉”。

【例】他想要炸掉政府和国王。

e.g. He wanted to blow up the government and the King.

【例】他的车炸掉时他被杀了。

e.g. He was killed when his car blew up.

- **set off**

动词短语，表示“引爆，触发”

【例】人们也会在他们的后花园里点燃烟花。

e.g. People also set off fireworks in their back gardens.

【例】有人打开了灭火器。

e.g. Someone set off a fire extinguisher.

- **on end**

表示“连续地”

【例】我家猫痛恨篝火之夜，它会持续几个小时躲在沙发后面。

e.g. Our cat hated Bonfire Night and would hide behind the sofa for hours on end.

【例】我一连几天待在这个工作室里。

e.g. I spent days on end in this studio.

➤ 语法使用

- **It brings some color and excitement to ...**

表示给...带来了一丝色彩和激动人心的地方。只要想表达让某事某物变得 interesting，就可以考虑替换成这个。

- **It also amuses me that...**

主语从句。但这里更主要想提醒大家 amuse 作为动词的用法，大家自己使用 amusing 情况更多，这里可以多注意下。

READING：判断题

➤ 题型特点

1. 考察细节定位

搜寻和题目相关的信息即可，不需要准确理解全文主旨大意

2. 基本顺序出题

题目的设置顺序和文章的行文顺序基本一致

3. 判断规则

T/Y：在原文的基础上，题目成立

F/N：题目与原文存在明显的矛盾点

NG：题目与原文既不一致，也不矛盾，根据原文内容无法判定题目对错

➤ 解题方法

1. 审题

注意答案书写形式：

TRUE/FALSE/NOT GIVEN：考察事实

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

YES/NO/NOT GIVEN：考察观点

YES	if the statement agrees with the writer's claims
NO	if the statement contradicts the writer's claims
NOT GIVEN	if it is impossible to say what the writer thinks about this

2. 读题干，划定位词

定位词：专有名词、数字、特殊符号（“ - ） 名词，划三个左右

3. 回文定位

一次定位两道题（防止上一题是 NOT GIVEN，无法找到定位词）

4. 依据判断规则，比较题文内容

5. 标准书写答案

建议不要缩写，全大写

➤ 题目练习：C4T4P1Q1-6

How much higher? How much faster?

— *Limits to human sporting performance are not yet in sight* —



Since the early years of the twentieth century, when the International Athletic Federation began keeping records, there has been a steady improvement in how fast athletes run, how high they jump and how far they are able to hurl massive objects, them-selves included, through space. For the so-called power events - that require a relatively brief, explosive release of energy, like the 100-metre sprint and the long jump - times and distances have improved ten to twenty per cent. In the endurance events the results have been more dramatic. At the 1908 Olympics, John Hayes of the U.S. team ran a marathon in a time of 2:55:18. In 1999, Morocco's Khalid Khannouchi set a new world record of 2:05:42, almost thirty per cent faster.

No one theory can explain improvements in performance, but the most important factor has been genetics. ‘The athlete must choose his parents carefully,’ says Jesus Dapena, a sports scientist at Indiana University, invoking an oft-cited adage. Over the past century, the composition of the human gene pool has not changed appreciably, but with increasing global participation in athletics - and greater rewards to tempt athletes - it is more likely that individuals possessing the unique complement of genes for athletic performance can be identified early. ‘Was there someone like [sprinter] Michael Johnson in the 1920s?’ Dapena asks. ‘I’m sure there was, but his talent was probably never realised.’

Identifying genetically talented individuals is only the first step. Michael Yessis, an emeritus

professor of Sports Science at California State University at Fullerton, maintains that 'genetics only determines about one third of what an athlete can do. But with the right training we can go much further with that one third than we've been going.' Yessis believes that U.S. runners, despite their impressive achievements, are 'running on their genetics'. By applying more scientific methods, 'they're going to go much faster'. These methods include strength training that duplicates what they are doing in their running events as well as plyometrics, a technique pioneered in the former Soviet Union.

Whereas most exercises are designed to build up strength or endurance, plyometrics focuses on increasing power - the rate at which an athlete can expend energy. When a sprinter runs, Yessis explains, her foot stays in contact with the ground for just under a tenth of a second, half of which is devoted to landing and the other half to pushing off. Plyometric exercises help athletes make the best use of this brief interval.

Nutrition is another area that sports trainers have failed to address adequately. 'Many athletes are not getting the best nutrition, even through supplements,' Yessis insists. Each activity has its own nutritional needs. Few coaches, for instance, understand how deficiencies in trace minerals can lead to injuries.

Focused training will also play a role in enabling records to be broken. 'If we applied the Russian training model to some of the outstanding runners we have in this country,' Yessis asserts, 'they would be breaking records left and right.' He will not predict by how much, however: 'Exactly what the limits are it's hard to say, but there will be increases even if only by hundredths of a second, as long as our training continues to improve.'

One of the most important new methodologies is biomechanics, the study of the body in motion. A biomechanic films an athlete in action and then digitizes her performance, recording the motion of every joint and limb in three dimensions. By applying Newton's laws to these motions, 'we can say that this athlete's run is not fast enough; that this one is not using his arms strongly enough during take-off,' says Dapena, who uses these methods to help high jumpers. To date, however, biomechanics has made only a small difference to athletic performance.

Revolutionary ideas still come from the athletes themselves. For example, during the 1968 Olympics in Mexico City, a relatively unknown high jumper named Dick Fosbury won the gold by going over the bar backwards, in complete contradiction of all the received high-jumping wisdom, a move instantly dubbed the Fosbury flop. Fosbury himself did not know what he was doing. That understanding took the later analysis of biomechanics specialists, who put their minds to comprehending something that was too complex and unorthodox ever to have been invented through their own mathematical simulations. Fosbury also required another element that lies behind many improvements in athletic performance: an innovation in athletic equipment. In Fosbury's case, it was the cushions that jumpers land on. Traditionally, high jumpers would land in pits filled with sawdust. But by Fosbury's time, sawdust pits had been replaced by soft foam cushions, ideal for flopping.

In the end, most people who examine human performance are humbled by the resourcefulness of athletes and the powers of the human body. 'Once you study athletics, you learn that it's a vexingly complex issue,' says John S. Raglin, a sports psychologist at Indiana University. 'Core performance is not a simple or mundane thing of higher, faster, longer. So many variables enter into the equation, and our understanding in many cases is fundamental. We've got a long way to go.' For the foreseeable future, records will be made to be broken.

Questions 1-6

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

In boxes 1-6 on your answer sheet write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1 Modern official athletic records date from about 1900.

2 There was little improvement in athletic performance before the twentieth century.

3 Performance has improved most greatly in events requiring an intensive burst of energy.

4 Improvements in athletic performance can be fully explained by genetics.

5 The parents of top athletes have often been successful athletes themselves.

6 The growing international importance of athletics means that gifted athletes can be recognised at a younger age.

➤ 题目解析

题号	定位词	出题句	解题思路
1	Modern official athletic records, 1900	<p>第一段第一句：</p> <p>Since the early years of the twentieth century, when the International Athletic Federation began keeping records, there has been a steady improvement in how fast athletes run, how high they jump and how far they are able to hurl massive objects, them-selves included, through space.</p>	<p>题目：现代官方的运动记录始于大概 1900 年。</p> <p>原文：自从二十世纪初期国际体育联盟开始做记录以来，运动员奔跑的速度，跳的高度，投掷重物 and 跳远的距离稳步提升。</p> <p>Modern official athletic records 对应 the International Athletic Federation began keeping records ; date from about 1900</p> <p>对应 Since the early years of the twentieth century.</p> <p>题目与原文一致，答案为 TRUE。</p>
2	improvement in athletic performance, before the twentieth century	无	<p>题目：20 世纪之前，运动员的表现几乎没有什么提高。</p>

			原文未提及 20 世纪前的事情 , 答案为 NOT GIVEN。
3	Performance, events, intensive burst of energy	<p>第一段第二-五句 :</p> <p>For the so-called power events - that require a relatively brief, explosive release of energy, like the 100-metre sprint and the long jump - times and distances have improved ten to twenty per cent. In the endurance events the results have been more dramatic. At the 1908 Olympics, John Hayes of the U.S. team ran a marathon in a time of 2:55:18. In 1999, Morocco's Khalid Khannouchi set a new world record of 2:05:42, almost thirty per cent faster.</p>	<p>题目 : 在需要能量集中爆发的项目上 , 体育表现提升得最大。</p> <p>原文 : 爆发力项目提升了 10-20% , 耐力项目提升了近 30%。</p> <p>requiring an intensive burst of energy 对应 require a relatively brief, explosive release of energy.</p> <p>耐力项目比爆发力项目提升的更多 , 所以爆发力项目肯定不是提升最大的项目 , 题文矛盾点明确 , 答案为 FALSE。</p>
4	Improvements in athletic performance, genetics	<p>第二段第一句 :</p> <p>No one theory can explain improvements in performance, but the most important factor has been genetics.</p>	<p>题目 : 运动员表现的进步可以由遗传充分解释。</p> <p>原文 : 没有理论可以解释运动员表现上的进步 , 但遗传是最重要的因素。</p> <p>可见遗传也不是能 “完全解释” 的因素 , 题文矛盾点明确 , 答案为 FALSE。</p>
5	The parents of top athletes, successful athletes	<p>第二段第二句 :</p> <p>‘The athlete must choose his parents carefully,’ says Jesus Dapena, a sports scientist at Indiana University, invoking an</p>	<p>题目 : 顶级运动员的父母自己通常也是成功的运动员。</p> <p>原文未提及题目中的 the parents of top</p>

		oft-cited adage.	athletes、successful athletes 等信息，答案为 NOT GIVEN。
6	The growing international importance of athletics, gifted athletes, at a younger age	<p>第二段第三句：</p> <p>Over the past century, the composition of the human gene pool has not changed appreciably, but with increasing global participation in athletics - and greater rewards to tempt athletes - it is more likely that individuals possessing the unique complement of genes for athletic performance can be identified early.</p>	<p>题目：运动不断提升的国际重要性意味着有天赋的运动员可能发现的更早。</p> <p>原文：在过去的一个世纪里，人类基因库的组成成分并没有什么显著的变化，但是随着全球范围内人们在体育领域不断增加的参与度—以及更多的回报以吸引运动者们—那些拥有决定着体育高表现的独特基因片段的个人更有可能早早就被发现了。</p> <p>The growing international importance of athletics 对应 increasing global participation in athletics - and greater rewards to tempt athletes ; gifted athletes 对应 individuals possessing the unique complement of genes for athletic performance ; can be recognised at a younger age 对应 can be identified early.</p> <p>题目与原文一致，答案为 TRUE。</p>

➤ 重点词汇

题号	单词/短语	音标	词性与释义
1	official	[ə'fɪʃl]	adj. 官方的；正式的
	athletic	[æθ'letɪk]	adj. 运动的；运动员的
	record	['rekɔ:d]/[rɪ'kɔ:d]	n./v. 记录
	date from	——	追溯到
	federation	[,fedə'reɪʃn]	n. 联盟；同盟
	steady	['stedɪ]	adj. 稳定的
	be able to do	——	能够做某事
	hurl	[hɜ:l]	vt. 猛扔
	massive	['mæsɪv]	adj. 厚重的；结实的
2	performance	[pə'fɔ:məns]	n. 表演；表现
3	greatly	['greɪtli]	adv. 极大地；非常地
	event	[ɪ'vent]	n. 事件；比赛项目
	intensive	[ɪn'tensɪv]	adj. 集中的
	burst	[bɜ:st]	n./vi./vt. 爆发；爆裂
	so-called	[,səʊ 'kɔ:ld]	adj. 所谓的
	relatively	['relatɪvli]	adv. 相对地
	brief	[bri:f]	adj. 简短的
	explosive	[ɪk'spləʊsɪv]	adj. 爆炸的；激烈的
	release	[rɪ'li:s]	n./vt. 释放
	sprint	[sprɪnt]	n. 短跑

	endurance	[ɪn'dʒʊərəns]	n. 忍耐
	dramatic	[drə'mætɪk]	adj. 戏剧的；激动人心的
	set a new world record	——	创造新的世界纪录
4	genetics	[dʒə'netɪks]	n. 遗传；遗传学
5	athlete	['æθli:t]	n. 运动员
	invoke	[ɪn'vəʊk]	vt. 援引；唤起
	cite	[saɪt]	vt. 引用；例举
	oft-cited	——	adj. 经常引用的
	adage	['ædɪdʒ]	n. 格言
6	growing	['grəʊɪŋ]	adj. 增大的；生长的
	gifted	['ɡɪftɪd]	adj. 有天赋的
	recognise	['rekəɡnaɪz]	vt. 识别；认出；承认
	composition	[,kɒmpə'zɪʃn]	n. 构成；创作
	gene	[dʒi:n]	n. 基因
	appreciably	[ə'pri:ʃəbli]	adv. 明显地
	participation	[pɑ:ˌtɪsɪ'peɪʃn]	n. 参与
	tempt	[tempt]	vt. 引诱
	likely	['laɪkli]	adj. 可能的
	be likely to do	——	可能做某事
	individual	[,ɪndɪ'vɪdʒuəl]	n. 个人 adj. 单独的；个人的
	possess	[pə'zes]	vt. 拥有

	unique	[ju'ni:k]	adj. 独特的
	complement	['kɒmplɪm(ə)nt]	n./vt. 补充
	identify	[aɪ'dentɪfaɪ]	vt. 辨认；认出

➤ 同义替换

题号	题目：单词/短语	原文：单词/短语
1	Modern official athletic records	
	date from about 1900	
3	requiring an intensive burst of energy	
6	The growing international importance of athletics	
	gifted athletes	
	can be recognised at a younger age	

➤ 长难句分析

1. Performance has improved most greatly in events requiring an intensive burst of energy.
【结构分析】
【翻译】

2. For the so-called power events - that require a relatively brief, explosive release of energy, like the 100-metre sprint and the long jump - times and distances have improved ten to twenty per cent.
【结构分析】
【翻译】

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3. It is more likely that individuals possessing the unique complement of genes for athletic performance can be identified early.

【结构分析】

【翻译】

WRITING :

第一部分：论点学习-媒体类

	常用论点	中文释义
1	affect the public thoughts and views	
2	spread rumor	
3	cause social unrest	
4	unite the audiences	
5	controlled by the government	
6	new media versus old ones	
7	used for education	
8	too much entertainment on media	
9	used as tools for political competition	
10	a platform for the public or private purpose	

第二部分：范文仿写练习

范文英文
On the television screen, a product may look gorgeous and good quality. As a result of it, people often buy goods without enough consideration. Consumers may not actually need them, but they buy goods impulsively soon after they watch the advertising. Furthermore, as many customers buy a particular product due to its advertising campaign, the other people may be affected by the trend, even if the product is not of the real needs of the society.
范文中文
在电视屏幕上，一个产品可能看起来很好看或者质量好。结果，人们通常在缺少足够考虑的情况下购买产品。消费者或许实际上并不需要它们，但是他们在看完广告后冲动地购买。此外，当许多消费者受广告影响购买某一个产品，其他人也会受这个趋势的影响，即使这一产品并不符合社会的真正需求。
仿写练习

DAY 7

LISTENING :

1. grain n. 粮食；谷物 英 [greɪn]；美 [greɪn]

【例】 The grain itself was destroyed by the firing, but it left an impression on the pot which could be studied and identified by botanists.

2. amphibian n. 两栖动物 英 [æm'fɪbiən]；美 [æm'fɪbiən]

【例】 The researchers suggest that the amphibian trade may mimic the situation with global fisheries.

3. reptile n. 爬行动物 英 ['reptail]；美 ['reptail]

【例】 The title character of that 2008 animated flop was also some sort of humanoid reptile.

4. prey v. 捕食 英 [preɪ]；美 [preɪ]

【例】 Cats prey on birds and mice.

5. inhabitant n. 居民 英 [ɪn'hæbɪtənt]；美 [ɪn'hæbɪtənt]

【例】 Inhabitants lived in conditions of great poverty with very poor sanitation.

6. ostrich n. 鸵鸟 英 ['ɒstrɪtʃ]；美 ['ɑːstrɪtʃ]

【例】 Ostrich is now one of the most popular dishes on our menu.

7. carbon n. 碳 英 ['kɑːbən]；美 ['kɑːrbən]

【例】 The agreed targets for the UK mean that by 2008 we must reduce our carbon dioxide emissions by 12.5%, compared with 1990.

8. organic adj. 有机的 英 [ɔː'ɡænɪk]；美 [ɔːr'ɡænɪk]

【例】 There is a wide selection of books on wildlife, some of them written by local authors, and the history of farming, including organic farming, something which the park will be diversifying into in the coming months.

SPEAKING : Place

Describe a place that you enjoy visiting.

You should say:

where the place is;

what you can see and do there;

how it has changed since you first visited it;

and explain why you enjoy visiting this place.

➤ 解题思路

Part 2 的得分点在于自然而有逻辑的长时间描述，所以需要每一问都需要有适当展开。另外该题在题目要求中没有时态等要求，有高分需求的学员在备考时就要考虑如何自己带上一些体现自己语言能力的表达或语法。

➤ 回答示例

A place that I enjoy visiting is Graz. It's the second-largest city in Austria, with a population of around 300,000. It lies in the south-east of the country, in the state of Styria, which is a green, lush part of Austria. There is lots to do in Graz. It has several universities, so **first and foremost** it's a fantastic place to be a student. It's **buzzing**, with a good nightlife, good restaurants and lively cultural life. In fact, it's a UNESCO World Heritage Site and Europe's capital of culture a few years back. If you climb up to the hill **overlooking** the old town, you have an amazing view of the city. What **strikes** me most when I go up there is all the traditional, pale buildings with their red roofs, and then right in the middle of it all, a remarkable piece of contemporary architecture, the museum of modern art. It looks like a huge sea cucumber, completely **out of keeping with** all the architecture around it, but of course totally **in keeping with** what it **houses**- modern art. I always think how brave it was of the Austrians to put it there, in the heart of the city, and how unlikely it was that that sort of thing would ever be allowed where I live! I really admire them for it and I think the building has its own kind of beauty. How has it changed since I first visited it? Well, I would say it has undoubtedly become more trendy. Like I say, they have built a stunning new museum. They have also built an island in the river, which is actually a floating platform holding a cafe and a playground. To go with the sea-cucumber theme, this one is shaped like a sea shell. It has received quite a bit of recognition in recent times, which has really placed Graz well and truly on the cultural map. In fact, that is something else I enjoy about going there: the local people are friendly and helpful.

➤ 词汇表达

● **buzzing** / 'bʌzɪŋ/ [v.]

buzz 的现在分词，表示“让某地充满谈话声”，是一个不常用词

【例】整个城市都很热闹，有着很棒的夜生活、餐厅和有活力的文化生活。

e.g. It's buzzing, with a good nightlife, good restaurants and lively cultural life.

【例】大家在吃午饭，排练室里很嘈杂。

e.g. The rehearsal studio is buzzing with lunchtime activity.

● **overlooking** / ,əʊvə'lu:kɪŋ/ [v.]

overlook 的现在分词，表示“俯视，监督”

【例】如果您能爬上山顶俯瞰老镇，你会有一个绝佳的视野来看这个城市。

e.g. If you climb up to the hill overlooking the old town, you have an amazing view of the city.

【例】漂亮舒适的房间俯视着花团锦簇的花园。

e.g. Pretty and comfortable rooms overlook a flower-filled garden.

● **strike** / 'tri:zn/ [v.]

表示“留下某种印象，让某人觉得”

【例】当我爬上去时给我留下最深刻印象的是...

e.g. What strikes me most when I go up there is...

【例】他让我感觉他是一个十分严肃但友好的人。

e.g. He struck me as a very serious but friendly person.

● **house** / haʊs/ [v.]

表示“给...提供住房，收藏”。不常用词，可以刻意注意一下，因为大家一般喜欢用它的名词形式。

【例】这个建筑看起来像一个巨大的海参，完完全全和它周围的建筑不协调，但是又完全和它收藏的东西很协调——现代艺术。

e.g. It looks like a huge sea cucumber, completely out of keeping with all the architecture around it, but of course totally in keeping with what it houses- modern art.

【例】他们的别墅里现在住着军官。

e.g. Their villas housed army officers now.

➤ 词组搭配

● first and foremost

固定搭配，表示“首先最重要的是”

【例】格拉兹有很多大学，所以首先最重要的是作为学生这个地方非常棒。

e.g. It has several universities, so first and foremost it's a fantastic place to be a student.

● out of keeping with

固定搭配，表示“与...不协调，不一致”

【例】这个建筑看起来像一个巨大的海参，完完全全和它周围的建筑不协调，但是又完全和它收藏的东西很协调——现代艺术。

e.g. It looks like a huge sea cucumber, completely out of keeping with all the architecture around it, but of course totally in keeping with what it houses- modern art.

● in keeping with

固定搭配，表示“与...协调，一致”

【例】同上。

➤ 语法使用

● It's buzzing, with a good nightlife, good restaurants and lively cultural life.

这个句子不光用词很特别，还使用 with 表示了伴随。同学们一般习惯于用定语从句引导，一无法体现句型的多样，二容易出现主谓一致失误，将来可以使用这种用法。

● What strikes me most when I go up there is...

复合从句且是很万能的句型希望大家背下来。用词也很地道。

● It has received quite a bit of recognition in recent times...

表示最近几年收到了很多嘉奖和认可。这里大家可以注意下 recognition 的用法和时态的选择。

READING：判断题

➤ 题型特点

1. 考察细节定位

搜寻和题目相关的信息即可，不需要准确理解全文主旨大意

2. 基本顺序出题

题目的设置顺序和文章的行文顺序基本一致

3. 判断规则

T/Y：在原文的基础上，题目成立

F/N：题目与原文存在明显的矛盾点

NG：题目与原文既不一致，也不矛盾，根据原文内容无法判定题目对错

➤ 解题方法

1. 审题

注意答案书写形式：

TRUE/FALSE/NOT GIVEN：考察事实

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

YES/NO/NOT GIVEN：考察观点

YES	if the statement agrees with the writer's claims
NO	if the statement contradicts the writer's claims
NOT GIVEN	if it is impossible to say what the writer thinks about this

2. 读题干，划定位词

定位词：专有名词、数字、特殊符号（“ - ） 名词，划三个左右

3. 回文定位

一次定位两道题（防止上一题是 NOT GIVEN，无法找到定位词）

4. 依据判断规则，比较题文内容

5. 标准书写答案

建议不要缩写，全大写

➤ 题目练习： C5T2P2Q14-20

What's so funny?

John McCrone reviews recent research on humour

The joke comes over the headphones: 'Which side of a dog has the most hair? The left.' No, not funny. Try again. 'Which side of a dog has the most hair? The outside.' Hah! The punchline is silly yet fitting, tempting a smile, even a laugh. Laughter has always struck people as deeply mysterious, perhaps pointless. The writer Arthur Koestler dubbed it the luxury reflex: 'unique in that it serves no apparent biological purpose'.

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

Graeme Ritchie, a computational linguist in Edinburgh, studies the linguistic structure of jokes in order to understand not only humour but language understanding and reasoning in machines. He says that while there is no single format for jokes, many revolve around a sudden and surprising conceptual shift. A comedian will present a situation followed by an unexpected interpretation that is also apt.

So even if a punchline sounds silly, the listener can see there is a clever semantic fit and that sudden mental 'Aha!' is the buzz that makes us laugh. Viewed from this angle, humour is just a form of creative insight, a sudden leap to a new perspective.

However, there is another type of laughter, the laughter of social appeasement and it is important to understand this too. Play is a crucial part of development in most young mammals. Rats produce ultrasonic squeaks to prevent their scuffles turning nasty. Chimpanzees have a 'play-face' - a gaping expression accompanied by a panting 'ah, ah' noise. In humans, these signals have mutated into smiles and laughs. Researchers believe social situations, rather than cognitive events such as jokes, trigger these instinctual markers of play or appeasement. People laugh on fairground rides or when tickled to flag a play situation, whether they feel amused or not.

Both social and cognitive types of laughter tap into the same expressive machinery in our brains, the emotion and motor circuits that produce smiles and excited vocalisations. However, if cognitive laughter is the product of more general thought processes, it should result from more expansive brain activity.

Psychologist Vinod Goel investigated humour using the new technique of 'single event' functional magnetic resonance imaging (fMRI). An MRI scanner uses magnetic fields and radio waves to track the changes in oxygenated blood that accompany mental activity. Until recently, MRI scanners needed several minutes of activity and so could not be used to track rapid thought processes such as comprehending a joke. New developments now allow half-second 'snapshots' of all sorts of reasoning and problem-solving activities.

Although Goel felt being inside a brain scanner was hardly the ideal place for appreciating a joke, he found evidence that understanding a joke involves a widespread mental shift. His scans showed that at the beginning of a joke the listener's prefrontal cortex lit up, particularly the right prefrontal believed to be critical for problem solving. But there was also activity in the temporal lobes at the side of the head (consistent with attempts to rouse stored knowledge) and in many other brain areas. Then when the punchline arrived, a new area sprang to life - the orbital prefrontal cortex. This patch of brain tucked behind the orbits of the eyes is associated with evaluating information.

Making a rapid emotional assessment of the events of the moment is an extremely demanding job for the brain, animal or human. Energy and arousal levels may need to be retuned in the blink of an eye. These abrupt changes will produce either positive or negative feelings. The orbital cortex, the region that becomes active in Goel's experiment, seems the best candidate for the site that feeds such feelings into higher-level thought processes, with its close connections to the brain's sub-cortical arousal apparatus and centres of metabolic control.

All warm-blooded animals make constant tiny adjustments in arousal in response to external events, but humans, who have developed a much more complicated internal life as a result of language, respond emotionally not only to their surroundings, but to their own thoughts. Whenever a sought-for answer snaps into place, there is a shudder of pleased recognition. Creative discovery being pleasurable, humans have learned to find ways of milking this natural response. The fact that jokes tap into our general evaluative machinery explains why the line between funny and disgusting, or funny and frightening, can be so fine. Whether a joke gives pleasure or pain depends on a person's outlook.

Humour may be a luxury, but the mechanism behind it is no evolutionary accident. As Peter Derks, a psychologist at William and Mary College in Virginia, says: 'I like to think of humour as the distorted mirror of the mind. It's creative, perceptual, analytical and lingual. If we can figure out how the mind processes humour, then we'll have a pretty good handle on how it works in general.'

Questions 14-20

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

In boxes 14-20 on your answer sheet, write

- | | |
|------------------|--|
| TRUE | if the statement agrees with the information |
| FALSE | if the statement contradicts the information |
| NOT GIVEN | if there is no information on this |

- 14 Arthur Koestler considered laughter biologically important in several ways.
- 15 Plato believed humour to be a sign of above-average intelligence.
- 16 Kant believed that a successful joke involves the controlled release of nervous energy.
- 17 Current thinking on humour has largely ignored Aristotle's view on the subject.

- 18 Graeme Ritchie's work links jokes to artificial intelligence.
- 19 Most comedians use personal situations as a source of humour.
- 20 Chimpanzees make particular noises when they are playing.

➤ 题目解析

题号	定位词	出题句	解题思路
14	Arthur Koestler, biologically important	<p>第一段最后两句：</p> <p>Laughter has always struck people as deeply mysterious, perhaps pointless. The writer Arthur Koestler dubbed it the luxury reflex: ‘unique in that it serves no apparent biological purpose’.</p>	<p>题目： Arthur Koestler 认为，从生物学的角度来看，笑在很多方面都很重要。</p> <p>原文： Arthur Koestler 认为笑的独特之处在于它没有明显的生物学用途。</p> <p>题目与原文矛盾点明确，答案为 FALSE。</p>
15	Plato, above-average intelligence	<p>第二段第二句：</p> <p>Plato expressed the idea that humour is simply a delighted feeling of superiority over others.</p>	<p>题目： Plato 认为笑是智力超群的标志。</p> <p>原文： Plato 认为笑是因比别人优越而体会到的快乐感觉。</p> <p>原文没有提具体在哪方面比别人优越，题目将范围缩小到了智力上的优越，原文未提及题目信息，答案为 NOT GIVEN。</p>
16	Kant, controlled release of nervous energy	<p>第二段第三句：</p> <p>Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline.</p>	<p>题目： Kant 认为一个成功的笑话会使精神能量得到有控制的释放。</p> <p>原文： Kant and Freud 认为讲笑话依赖于建立一种精神上的紧张感，</p>

			<p>而这种紧张感可以由笑点的滑稽之处安全化解。</p> <p>controlled release 对应 safely punctured ; nervous energy 对应 a psychic tension。</p> <p>题目与原文一致，答案为 TRUE。</p>
17	Current thinking on humour, Aristotle's view	<p>第二段第四句：</p> <p>But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning.</p>	<p>题目：最近关于幽默的思考在很大程度上忽略了 Aristotle 的观点。</p> <p>原文：现在大多数幽默理论学家都采纳了某些 Aristotle 的观点。</p> <p>题目与原文矛盾点明确，答案为 FALSE。</p>
18	Graeme Ritchie, artificial intelligence	<p>第三段第一句：</p> <p>Graeme Ritchie, a computational linguist in Edinburgh, studies the linguistic structure of jokes in order to understand not only humour but language understanding and reasoning in machines.</p>	<p>题目：Graeme Ritchie 的研究将笑话和人工智能联系在一起。</p> <p>原文：Graeme Ritchie 在研究笑话的语言结构，不仅为了解幽默，也为了解机器的语言理解和推理能力。</p> <p>artificial intelligence 对应 language understanding and reasoning in machines。</p> <p>题目与原文一致，答案为 TRUE。</p>

19	comedians, personal situations, source of humour	<p>第三段最后一句：</p> <p>A comedian will present a situation followed by an unexpected interpretation that is also apt.</p>	<p>题目：大多数喜剧演员使用个人身份地位当笑料。</p> <p>原文：喜剧演员会呈现一个场景，然后给出一个出乎意料又恰如其分的解释。</p> <p>原文未提及 personal situation、source of humour，答案为 NOT GIVEN。</p>
20	Chimpanzees, particular noises	<p>第五段第四句：</p> <p>Chimpanzees have a 'play-face' - a gaping expression accompanied by a panting 'ah, ah' noise.</p>	<p>题目：黑猩猩在玩耍时会发出特殊的声音。</p> <p>原文：黑猩猩有一种游戏表情，把嘴张大，同时伴随着“啊，啊”的喘息声。</p> <p>题目与原文一致，答案为 TRUE。</p>

➤ 重点词汇

题号	单词/短语	音标	词性与释义
14	laughter	['lɑ:ftə(r)]	n. 笑；笑声
	strike	[straɪk]	vi./vt. 撞击；打动；突然想到
	mysterious	[mɪ'stɪəriəs]	adj. 神秘的；诡异的
	pointless	['pɔɪntləs]	adj. 无意义的；无目的的
	dub	[dʌb]	vt. 称作

	luxury	['lʌkʃəri]	adj. 奢侈的
	reflex	['ri:flɛks]	n. 反射，反射作用
	unique	[ju'ni:k]	adj. 独特的 n. 独一无二的人/物
	in that	——	因为，在于
	serve a purpose	——	派上用场；满足需求
15	humour	['hju:mə(r)]	n. 幽默
	sign	[saɪn]	n. 迹象；标志
	above-average	——	adj. 一般水平之上
	intelligence	[ɪn'telɪdʒəns]	n. 智力
	delighted	[dɪ'laɪtɪd]	adj. 高兴的
	superiority	[su:ˌpɪəri'ɒrəti]	n. 优越感
16	involve	[ɪn'vɒlv]	vt. 涉及；包含
	rely on	——	依赖
	psychic	['saɪkɪk]	adj. 精神的
	tension	['tenʃn]	n. 紧张
	puncture	['pʌŋktʃə(r)]	vt. 刺破，化解
	ludicrousness	['lu:dɪkrəsənəs]	n. 滑稽可笑
	punchline	['pʌntʃlaɪn]	n. 笑点，妙语连珠
17	current	['kʌrənt]	adj. 当前的
	ignore	[ɪg'nɔ:(r)]	vt. 忽略
	view	[vju:]	n. 观点；视野

	settle	['setl]	vi./vt. 解决；定居；安排
	settle on	——	决定，选定
	version	['vɜ:ʃn]	n. 说法；版本
	belief	[br'i:ʃ]	n. 信仰；观点
	be based on	——	基于
	resolution	[,rezə'lu:ʃn]	n. 坚定；决心；解决；分解
	incongruity	[,ɪnkən'gru:əti]	n. 不合时宜；不协调
	appear	[ə'piə(r)]	vi. 出现；显得
18	artificial	[,ɑ:ti'fiʃl]	adj. 人工的；假装的
	artificial intelligence	——	人工智能
	linguist	['liŋgwɪst]	n. 语言学家
	linguistic	[liŋ'gwɪstɪk]	adj. 语言的
	structure	['strʌktʃə(r)]	n. 结构
	reasoning	['ri:zəniŋ]	n. 推理
19	comedian	[kə'mi:diən]	n. 喜剧演员
	personal situation	——	个人身份地位
	source	[sɔ:s]	n. 来源
	present	['preznt]/[pri'zent]	adj. 现在的；出席的 n. 礼物；现在 vt. 呈现
	unexpected	[,ʌnik'spektɪd]	adj. 出乎意料的
	interpretation	[ɪn'tɜ:pre'teɪʃn]	n. 阐释；翻译

	apt	[æpt]	adj. 恰当的
20	chimpanzee	[ˌtʃɪmpənˈziː]	n. 黑猩猩
	particular	[pəˈtɪkjələ(r)]	adj. 特别的
	gaping	['geɪpɪŋ]	adj. 张口的；目瞪口呆的
	expression	[ɪk'spreʃn]	n. 表达；表情
	accompany	[ə'kʌmpəni]	vt. 陪伴；伴随
	panting	['pæntɪŋ]	adj. 气喘吁吁的

➤ 同义替换

题号	题目：单词/短语	原文：单词/短语
16	controlled release	
	nervous energy	
18	artificial intelligence	

➤ 长难句分析

6. Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline.
【结构分析】
【翻译】
7. Chimpanzees have a 'play-face' - a gaping expression accompanied by a panting 'ah, ah' noise.
【结构分析】

【翻译】

WRITING :

第一部分：论点学习-文化类

	常用论点	中文释义
1	valuable culture heritage	
2	preserve culture diversity	
3	culture identity for minority groups	
4	cultivate a sense of patriotism	
5	gain in global popularity	
6	hinder the efficiency of communication	
7	satisfy spiritual need	
8	improve the aesthetic ability of the public	
9	beautify our life	
10	remove prejudice and misunderstanding	

第二部分：范文仿写练习

范文英文
A country's history, language and ethos are all inextricably bound up in its manufactured artefacts. If the relentless advance of international brands into every corner of the world continues, these bland packages might one day completely oust the traditional objects of a nation, which would be a loss of richness and diversity in the world, as well as the sad disappearance of the manifestations of a place's character. What would a Japanese tea ceremony be without its specially crafted tea pot, or a Fijian kava ritual without its bowl made from a certain type of tree bark?
范文中文
一个国家的历史、文化和民族精神都与它制造的手工艺品密切相关。如果国际品牌持续强劲地进入到世界的每一个角落，这些乏味的包装将会有一天完全取代一个民族的传统物品，这将会是世界丰富性和多样性的一个损失，以及地方特色展现的消失。如果没有独特的手工茶壶，日本茶道会将会是什么样子？或者如果没有某种树皮做的碗，斐济的卡瓦仪式会是什么样子？
仿写练习

DAY 8

LISTENING :

1. recycled adj. 回收利用的 英 [ˌriːˈsaɪkld] ; 美 [ˌriːˈsaɪkld]

【例】 Over a third of the waste paper that comes in can't be used in the recycled paper, leaving the question of what to do with it.

2. atmosphere n. 大气 ; 气氛 英 ['ætməsfiə(r)]; 美 ['ætməsfiər]

【例】 Thirdly, bubbles in the ice-sheet itself provide an index of pollution because frozen inside them are samples of previous atmospheres over the past 500,000 years.

3. handle v. 处理 英 ['hændl] ; 美 ['hændl]

【例】 First of all, those who will be looking after the phones and handling all calls regarding the exhibition, you will be on the red team.

4. greenhouse effect 温室效应 英 ['ɡriːnhaʊs ɪˈfekt]; 美 ['ɡriːnhaʊs ɪˈfekt]

【例】 But over a few billion years, a runaway greenhouse effect seems to have taken over.

5. extinction n. 灭绝 英 [ɪkˈstɪŋkʃn] ; 美 [ɪkˈstɪŋkʃn]

【例】 In the late 1970s aggressive poaching took the rhino to the brink of extinction.

6. deforestation n. 采伐森林 英 [ˌdiːˌfɒrɪˈsteɪʃn]; 美 [ˌdiːˌfɔːrɪˈsteɪʃn]

【例】 Such a scheme could reduce deforestation rates by up to 75% in 2030, Mr. Eliasch concluded.

7. conservation n. 保护 英 [ˌkɒnsəˈveɪʃn]; 美 [ˌkɑːnsərˈveɪʃn]

【例】 At the Worldwide Fund for Nature, conservation officer Noel Chan is even more gung-ho.

8. irrigation n. 灌溉 英 [ˌɪrɪˈgeɪʃən] ; 美 [ˌɪrəˈgeɪʃən]

【例】 Its eventual payoffs are expected to be better flood prevention, irrigation and power generation.

SPEAKING : Language & culture

Describe a language other than English that you would like to learn.

You should say:

what the language is;

where it is spoken;

what you think would be difficult and what would be easy about learning the language;

and explain why you would like to learn it.

➤ 解题思路

Part 2 的得分点在于自然而有逻辑的长时间描述，所以需要每一问都有适当展开。另外该题在准备时需要注意特殊时态，如何选择和使用各种时态考验语言能力。

➤ 回答示例

A language I would like to learn is Spanish. It's used not only in Spain but also in many other countries, and I believe it's one of the most **widely-spoken** languages in the world. So, it's a language that is definitely worth knowing. It would be useful to me for business purposes. Also, Spanish culture is becoming more and more influential internationally. It is, for example, overtaking English as the most widely-spoken language in certain parts of the USA. It is influencing music and art. So, all in all, I think it's a **handy** language to know. I doubt it would be too challenging for me to learn Spanish because it is a Latin language, just like my mother tongue, French. I think Spanish vocabulary would be easier for me to acquire than Spanish grammar. I understand the grammar is one of the most difficult things about the Spanish language. I would use Spanish **primarily** when going on holiday. I've been to Spain many times, and I always find that if you **go off the beaten track**, it's difficult to find people who speak English. You get very good at speaking with your hands! And it's difficult to really **engage with** people and understand the culture if you don't speak the language. Speaking Spanish would undoubtedly make my holidays a lot easier and more enjoyable. On top of that, the company I work for has an office in Madrid and it would also be very interesting to be able to work there. I would enjoy the challenge and the exposure to a new culture. It would be such an exciting opportunity. To make the move, though, I'd obviously need to be able to speak Spanish.

➤ 词汇表达

● **widely-spoken** / ,waidli 'spəʊkən/ [adj.]

表示“语言被广泛使用的”，widely 后面加一个动词的过去分词形式，可以表示【被广泛...的】，比如

widely-used 被广泛使用的，widely-accepted 被广泛接受的。

【例】它是世界上最被广泛使用的语言之一。

e.g. It's one of the most **widely-spoken** languages in the world.

● **handy** / 'hændi/ [adj.]

表示“易使用的，便利的”，和 **useful** 是近义词。

【例】我觉得这是一个有用的语言。

e.g. I think it's a handy language to know.

【例】这是一个好用的小工具。

e.g. It's a handy little tool.

● **primarily** / praɪ'merəli/ [adv.]

表示“主要地”，和 **mainly** 是近义词。

【例】我主要在假期时用西班牙语。

e.g. I would use Spanish primarily when going on holiday.

【例】这个课程主要是给专家设置的。

e.g. The course is designed primarily to specialists.

➤ **词组搭配**

● **go off**

动词短语，表示“离开”

【例】如果你另辟蹊径（离开别人常走的路），你将很难看到有人说英语。

e.g. If you **go off the beaten track**, it's difficult to find people who speak English.

● **beaten track**

习语，表示“常规，惯例”

【例】如果你另辟蹊径（离开别人常走的路），你将很难看到有人说英语。

e.g. If you go off the **beaten track**, it's difficult to find people who speak English.

● **engage with**

动词短语，表示“与...结合或建立友好关系”

【例】如果你不会说这个语言，很难和当地人建立友好关系或者是理解他们的文化。

e.g. It's difficult to really **engage with** people and understand the culture if you don't speak the language.

➤ 语法使用

- **It's used not only in Spain but also in many other countries.**

可以考虑在答案中带入被动语态的使用，尤其是在物品题目中。

- **Speaking Spanish would undoubtedly make my holidays a lot easier and more enjoyable.**

从审题中我们可得知这道题主要想让大家使用将来时态或者虚拟语气，那我们自己在回答时就要注意到语法部分时态的陷阱。以下是例文中另外两处体现：

【例 1】I would enjoy the challenge and the exposure to a new culture.

【例 2】It's difficult to really engage with people and understand the culture if you don't speak the language.

READING：人名-信息匹配

➤ 题型特点

1. 考察细节定位

搜寻和题目相关的信息即可，不需要准确理解全文主旨大意

2. 乱序出题

题目的设置顺序和文章的行文顺序不一致

3. NB（一般有且只有一个选项复选 1 次）

NB 是一个拉丁文缩写，全称为 Nota Bene，意为“Note Well”或“Pay Attention”，提示考生“格外注意”。

在此类题型中，具体 NB 的内容是：You may use any letter more than once.

如果遇到这一提醒，需格外注意“一般来说有任意一个字母选项会被使用不止一次”。举例来说，如果此部分题目为五个问题搭配五个字母而有 NB，则一般是有两个问题共用了某一个选项字母，另外某个字母选项不会成为正确答案，此时切不可在选出四道问题的答案后使用“排除法”、想也不想地为最后一道问题选择剩下的那个字母选项；如果此部分题目为五个问题搭配五个字母而无 NB，就必定不会有重复选项的情况发生。如果对于四个问题的答案选择都比较笃定，就可以直接运用排除法为最后一个问题选择剩下那个字母选项即可。

4. 重点考察同义替换的理解

➤ 解题方法

1. 审题

注意是否有 NB

2. 通读题目理论

划出各理论的重点内容

3. 回文定位

用人名定位，逐个阅读原文理论

重点阅读：引号内、人名所在句、结果结论句

4. 比较题目和原文

运用排除法，选择题文对应度最高的选项

5. 书写答案

将人名和选项对应清楚，不要写错

➤ 题目练习：C4T2P1Q5-9

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 Alaskan Native Language Center, in Fairbanks.

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

The change is not always voluntary. Quite often, governments try to kill off a minority language by banning its use in public or discouraging its use in schools, all to promote national unity. The former US policy of running Indian reservation schools in English, for example, effectively put languages such as Navajo on the danger list. But Salikoko Mufwene, who chairs the Linguistics Department at the University of Chicago, argues that the deadliest weapon is not government policy but economic 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 8,000 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 jars,' 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

➤ 题目解析

题号	定位词	出题句	解题思路
5	Endangered languages, more than one language	<p>第七段第三-四句：</p> <p>‘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.</p>	<p>题目： 如果人们不去学习多于一种语言的话，濒危语言是不能得救的。</p> <p>原文：“增强多样性的关键在于人们同时学习他们祖先的语言和占统治地位的语言。”“大多数这些语言如果没有一个双语环境就无法生存下去。”</p> <p>more than one language 对应 bilingualism。</p> <p>答案为 E。</p>
6	extinction, satisfactory goal	<p>第七段最后两句：</p> <p>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.</p>	<p>题目： 拯救濒危语言本身不是令人满意的目标。</p> <p>原文： 但是 Mufwene 说，阻止一门语言彻底灭绝并不等同于每天使用它从而赋予它新的生命。“保存一门语言更像是把水果保存在罐里，”他这样说。（言下之意，光是把语言保存下来这样的结果并不令人满意，因为那样它就成为了死语言，还</p>

			是不能焕发出生命力。)。 答案为 B。
7	The way we think	<p>第六段最后两句：</p> <p>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.’</p>	<p>题目： 我们思考的方式可能是被我们的语言决定的。</p> <p>原文： Pagel 还说 ,而这会影响到我们的看法和思考方式。“我们在各种不同概念之间建立起来的模式和联系可能是被我们生活群体的语言习惯所塑造的。”</p> <p>The way we think 对应 The patterns and connections we make among various concepts ; may be determined by our language 对应 may be structured by the linguistic habits of our community。</p> <p>答案为 D。</p>
8	Young people, established way of life, community	<p>第四段最后一句：</p> <p>Nicholas Ostler ‘When the next generation reaches their teens, they might not want to be induced into the old traditions.’</p>	<p>题目： 年轻人常常会拒绝社会约定俗成的生活方式。</p> <p>原文： Nicholas Ostler “当下一代成长到青少年时期，他们可能会不想被吸收进古老的传统中去（言下之意，不愿固守祖辈的传统生活方式）。”</p> <p>Young people 对应 When the next generation reaches their teens ; reject</p>

			the established way of life in their community 对应 they might not want to be induced into the old traditions。 答案为 C。
9	A change of language, a loss of traditional culture	第六段第一句： 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.	题目： 语言的改变可能意味着传统文化的丢失。 原文： 语言也紧密地同文化绑定在一起 ,因此很难只救一个而不救另一个。“如果一个人从纳瓦霍语转换到英语 ,就会丢失点儿什么 ,”Mufwene 这样说。 A change of language 对应 shifts from Navajo to English ; a loss of traditional culture 对应 lose something。 答案为 B。

➤ 重点词汇

题号	单词/短语	音标	词性与释义
5	endangered	[ɪnˈdeɪndʒəd]	adj. 濒临灭绝的
	the key to doing	——	做……的关键
	foster	[ˈfɒstə(r)]	vt. 促进；抚育；培养
	diversity	[daɪˈvɜːsəti]	n. 多样性；差异

	ancestral	[æn'sestrəl]	adj. 祖先的；祖传的
	tongue	[tʌŋ]	n. 舌头；语言
	dominant	['dɒmɪnənt]	adj. 占优势的；统治的
	founder	['faʊndə(r)]	n. 创立者
	survive	[sə'vaɪv]	vi./vt. 幸存；生还；幸免于
	bilingualism	[baɪ'lɪŋgwəlɪzəm]	n. 能用两种语言；双语制
6	extinction	[ɪk'stɪŋkʃn]	n. 灭绝；消失；消灭；废止
	satisfactory	[,sætɪs'fæktəri]	adj. 满意的；符合要求的
	die out	——	灭绝；消亡
	preserve	[prɪ'zɜ:v]	vt. 保存；保护
	jar	[dʒɑ:(r)]	n. 罐；广口瓶
7	determine	[dɪ'tɜ:mɪn]	vt. 下决心；决定
	perception	[pə'sepʃn]	n. 认识能力；知觉
	pattern	['pætn]	n. 模式；图案；样品
	concept	['kɒnsept]	n. 观念；概念
	structure	['strʌktʃə(r)]	vt. 组织；构成；建造 n. 结构
8	reject	[rɪ'dʒekt]	vt. 拒绝；排斥；抵制
	established	[ɪ'stæblɪʃt]	adj. 已确立的；得到承认的

	reach	[ri:tʃ]	vt. 达到
	induce	[in'dju:s]	vt. 诱导；引起；引诱；感应
9	intimately	['intimitli]	adv. 熟悉地；亲切地
	be bound up with	[baund]	与...有密切关系
	shift	[ʃift]	vi./vt./n. 转移；改变

➤ 同义替换

题号	题目：单词/短语	原文：单词/短语
5	more than one language	
7	The way we think	
	may be determined by our language	
8	Young people	
	reject	
	the established way of life in their community	
9	change	

➤ 长难句分析

6. But Mufwene says that preventing a language dying out is not the same as giving it new life by using it every day.
【结构分析】
【翻译】

7. The patterns and connections we make among various concepts may be structured by the linguistic habits of our community.

【结构分析】
【翻译】

WRITING :

第一部分：论点学习-环境类

	常用论点	中文释义
1	attach importance to environmental protection	
2	preserve the environment	
3	launch campaigns	
4	spread the knowledge of environmental protection	
5	enforce the law on environmental protection strictly	
6	invest substantially in the public transportation and clean energy	
7	global environmental issues	
8	technical support	
9	climate change	
10	excessive use of plastic	

第二部分：范文仿写练习

范文英文
Survival of the fittest is nature's way of ruthlessly allowing weaker specimens to die out, although mankind has also contributed to falling animal numbers through hunting and poaching. However, whether saving individual species should be the main focus of environmental protection is debatable. Climate change and excessive use of plastic are just two other major problems that deserve our attention.
范文中文
适者生存是自然界让较弱的物种灭绝的方式，虽然人类也通过狩猎和偷猎的方式使得动物数量下降。然而，保护单个物种是否应该成为环境保护的重点仍然有争议。气候变化和过度使用塑料仅仅是两个其他的需要我们关注的主要问题。
仿写练习

DAY 9

LISTENING :

1. industry n. 产业 ; 工业 英 ['ɪndəstri] ; 美 ['ɪndəstri]

【例】 But then the steam engine was invented and then the railways came and the centres of industry were able to move away from the rivers and the countryside and into the towns.

2. agriculture n. 农业 英 ['ægrɪkʌltʃə(r)]; 美 ['ægrɪkʌltʃər]

【例】 We have economic geography - in which we examine all kinds of resources and their use — agriculture, for example.

3. colleague n. 同事 英 ['kɒli:g] ; 美 ['kɑ:li:g]

【例】 Well you can discuss that with my colleague in a moment; we have various arrangements.

4. welfare n. 福利 英 ['welfeə(r)]; 美 ['welfer]

【例】 When you move into a flat, starting-up expenses, including furniture for it, can be covered by a loan through the Welfare Service - see Jill Freeman for details.

5. cooperation n. 合作 英 [kəʊ,ɒpə'reɪʃn]; 美 [koʊ,ɑ:pə'reɪʃn]

【例】 And the centre also acts as a showcase for the unique international cooperation which exists in Antarctica today.

6. recruit n. 新成员 ; 新兵 英 [rɪ'kru:t] ; 美 [rɪ'kru:t]

【例】 What's important here is that this happens right at the beginning so new recruits learn the rules of the system immediately.

7. manager n. 经理 英 ['mænɪdʒə(r)]; 美 ['mænɪdʒər]

【例】 Well, I'm in Britain as a project manager, but that's not my main job.

8. workshop n. 工作坊，研究会，创作室 英 ['wɜ:kʃɒp]; 美 ['wɜ:rkʃɑ:p]

【例】It's a workshop on dissertation.

SPEAKING : Work & Studies

Describe your dream job.

You should say:

what qualifications or experience you would need;

what the job would involve;

what you think the most difficult thing about the job would be;

and explain why it is your dream job.

➤ 解题思路

Part 2 的得分点在于自然而有逻辑的长时间描述，所以需要每一问都有适当展开。另外该题在准备时需要注意特殊时态，如何选择和使用各种时态考验语言能力。

➤ 回答示例

My dream job would be to teach children to sail. I have some qualifications, in skippering, for example, but it's very **likely** I would need more, such as a teaching certificate from the **Yachting** Association. I have some of the right experience in that. I've been **sailing** a long time-I'm confident in handling a yacht and I've dealt with many minor crises in my time, like getting trapped in storms and saving someone who'd fallen overboard. It's true that I've never taught anyone but I don't think that would be a problem, provided I was given adequate training-I'm quite good with people and can explain things clearly. I imagine the job would involve encouraging youngsters to try sailing for the first time, and also teaching them that by working together as a team they could discover they have hidden strengths. The most difficult thing would be having sufficient patience when children didn't do as they were told. I suspect it would be frustrating if they didn't realize that the rules were there for their own safety. Why is it my dream job? It's my dream job because I love sailing – it's been my hobby for decades. And I'd like to work in a nice, warm climate where all I'd need to worry about was making sure I had suntan lotion on and enough to drink.

➤ 词汇表达

● **likely** /'laɪkli/ [adj.]

表示“可能的”，有点类似于 probable，可用于“It's likely + 句子”句型中，表示这个句子表达的事情是可能的。

【例】很可能我会需要更多。

e.g. It's very **likely** I would need more.

【例】很可能讨论永远不会结束。

e.g. It is quite **likely** the discussion may never end.

● **yachting** /'jɒtɪŋ/ [n.]

表示“帆船运动”，可用于口语 P1 新话题 water sports 中。

【例】我会需要一个帆船协会发放的教师资格证。

e.g. I would need a teaching certificate from the **Yachting** Association.

【例】他们周末时一般进行帆船运动。

e.g. They go **yachting** at weekends.

● **sailing** /'seɪlɪŋ/ [n.]

表示“航海”，可用于口语 P1 新话题 water sports 中。

【例】我开始航海这项活动已经很久了。

e.g. I've been **sailing** a long time.

【例】他们要进行一个为期十天的航海旅行。

e.g. They are going on a 10-day **sailing** trip.

● **provided** /prə'vaɪdɪd/ [conj.]

表达“假如”，“provided (that) + 句子”可用于表示后面这个句子的存在使得另一件事有可能。

【例】如果我能得到足够的培训，那将不是一个问题。

e.g. I don't think that would be a problem, **provided** I was given adequate training.

【例】假如价格合适的话，我们会买回来你们生产的一切。

e.g. We'll buy everything you produce, **provided** of course the price is right.

➤ 语法使用

● **I've dealt with many minor crises in my time.**

当你想表达“已经”或者强调某个动作从过去开始一直持续到现在，并且还有可能继续持续下去，可以

使用完成时态。以下例文中是另外两处体现：

【例 1】I've never taught anyone ...

【例 2】It's been my hobby for decades.

● **I suspect it would be frustrating if they didn't realize ...**

当你想表达假设或者描述不太可能发生的事情时，可以使用虚拟语气，这里是用 if 引导的虚拟语气，还可以用 provided 引导，以下是例文中另外一处体现：

【例】I don't think that would be a problem, provided I was given adequate training.

READING：类别匹配

➤ 题型特点

1. 考察细节定位

搜寻和题目相关的信息即可，不需要准确理解全文主旨大意

2. 乱序出题

题目的设置顺序和文章的行文顺序不一致

3. 重点考察同义替换的理解

➤ 解题方法

1. 审题

该题目的选项一般设置为（假设 X 和 Y 是匹配对象）

A . X only

B . Y only

C . both X and Y

D . neither X nor Y

明确不同分类情况所对应的选项序号

2. 读题干和选项，划定位词

定位词：专有名词、数字、特殊符号（“ - ）名词，划三个左右

3. 回文定位

一边找匹配对象（X、Y），一边在其周围搜寻和题目相关的特点

4. 比较题文内容

注意匹配对象的异同点

5. 准确书写答案

➤ 题目练习： C5T3P1Q5-10

Early Childhood Education

New Zealand's National Party spokesman on education, Dr Lockwood Smith, recently visited the US and Britain. Here he reports on the findings of his trip and what they could mean for New Zealand's education policy

A

'Education To Be More' was published last August. It was the report of the New Zealand Government's Early Childhood Care and Education Working Group. The report argued for enhanced equity of access and better funding for childcare and early childhood education institutions. Unquestionably, that's a real need; but since parents don't normally send children to pre-schools until the age of three, are we missing out on the most important years of all?

B

A 13-year study of early childhood development at Harvard University has shown that, by the age of three, most children have the potential to understand about 1000 words - most of the language they will use in ordinary conversation for the rest of their lives.

Furthermore, research has shown that while every child is born with a natural curiosity, it can be suppressed dramatically during the second and third years of life. Researchers claim that the human personality is formed during the first two years of life, and during the first three years children learn the basic skills they will use in all their later learning both at home and at school. Once over the age of three, children continue to expand on existing knowledge of the world.

C

It is generally acknowledged that young people from poorer socio-economic backgrounds tend to do less well in our education system. That's observed not just in New Zealand, but also in Australia, Britain and America. In an attempt to overcome that educational under-achievement, a nationwide programme called 'Headstart' was launched in the United States in 1965. A lot of money was poured into it. It took children into pre-school institutions at the age of three and was supposed to help the children of poorer families succeed in school.

Despite substantial funding, results have been disappointing. It is thought that there are two explanations for this. First, the programme began too late. Many children who entered it at the age of three were already behind their peers in language and measurable intelligence. Second, the parents were not involved. At the end of each day, 'Headstart' children returned to the same disadvantaged home environment.

D

As a result of the growing research evidence of the importance of the first three years of a child's life and the disappointing results from 'Headstart', a pilot programme was launched in Missouri in the US that focused on parents as the child's first teachers. The 'Missouri' programme was predicated on research showing that working with the family, rather than bypassing the parents, is the most effective way of helping children get off to the best possible start in life. 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 configurations. They included single-parent and two-parent families, families in which both parents worked, and families with either the mother or father at home.

The programme involved trained parent-educators visiting the parents' home and working with the parent, or parents, and the child. Information on child development, and guidance on things to look for and expect as the child grows were provided, plus guidance in fostering the child's intellectual, language, social and motor-skill development. Periodic check-ups of the child's educational and sensory development (hearing and vision) were made to detect possible handicaps that interfere with growth and development. Medical problems were referred to professionals.

Parent-educators made personal visits to homes and monthly group meetings were held with other new parents to share experience and discuss topics of interest. Parent resource centres, located in school buildings, offered learning materials for families and facilitators for child care.

E

At the age of three, the children who had been involved in the 'Missouri' programme were evaluated alongside a cross-section of children selected from the same range of socio-economic backgrounds and family situations, and also a random sample of children that age. The results were phenomenal. By the age of three, the children in the programme were significantly more advanced in language development than their peers, had made greater strides in problem solving and other intellectual skills, and were further along in social development. In fact, the average child on the programme was performing at the level of the top 15 to 20 per cent of their peers in such things as auditory comprehension, verbal ability and language ability.

Most important of all, the traditional measures of 'risk', such as parents' age and education, or whether they were a single parent, bore little or no relationship to the measures of achievement and language development. Children in the programme performed equally well regardless of socio-economic disadvantages. Child abuse was virtually eliminated. The one factor that was found to affect the child's development was family stress leading to a poor quality of parent-child interaction. That interaction was not necessarily bad in poorer families.

F

These research findings are exciting. There is growing evidence in New Zealand that children from poorer socio-economic backgrounds are arriving at school less well developed and that our school system tends to perpetuate that disadvantage. The initiative outlined above could break that cycle of disadvantage. The concept of working with parents in their homes, or at their place of work, contrasts quite markedly with the report of the Early Childhood Care and Education Working Group. Their focus is on getting children and mothers access to childcare and institutionalised early childhood education. Education from the age of three to five is undoubtedly vital, but without a similar focus on

parent education and on the vital importance of the first three years, some evidence indicates that it will not be enough to overcome educational inequity.

Questions 5-10

Classify the following features as characterizing

- A the 'Headstart' programme*
- B the 'Missouri' programme*
- C both the 'Headstart' and the 'Missouri' programmes*
- D neither the 'Headstart' nor the 'Missouri' programme*

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

- 5 was administered to a variety of poor and wealthy families
- 6 continued with follow-up assistance in elementary schools
- 7 did not succeed in its aim
- 8 supplied many forms of support and training to parents
- 9 received insufficient funding
- 10 was designed to improve pre-schoolers' educational development

➤ 题目解析

题号	定位词	出题句	解题思路
5	poor and wealthy families	<p>D 第一段第三句：</p> <p><u>The ‘Missouri’ programme</u> 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 configurations.</p>	<p>题目： 在各种贫穷和富裕的家庭实施。</p> <p>原文： 这个为期四年的试点研究(the ‘Missouri’ programme)包含了 380 个家庭，他们即将迎来自己的第一个孩子，代表着不同社会经济地位、年龄和家庭构成。</p> <p>a variety of poor and wealthy families 对应 a cross-section of socio-economic status，但原文未提及 the ‘Headstart’ programme 针对不同的家庭经济情况，答案为 B。</p>
6	follow-up assistance, elementary schools	无	<p>题目： 继续在小学提供后续帮助。</p> <p>两个项目均为提及该信息，答案为 D。</p>
7	succeed, aim	<p>C 第二段第一句：</p> <p><u>the ‘Headstart’ programme</u> Despite substantial funding, results have been disappointing.</p>	<p>题目： 没有实现其目标。</p> <p>原文：</p>

		<p>E 第一段第二句：</p> <p><u>the ‘Missouri’ programme</u></p> <p>The results were phenomenal.</p>	<p>(the ‘Headstart’ programme) 尽管资金充足，结果却令人失望。</p> <p>(the ‘Missouri’ programme) 结果是非凡的。(E 第一段都在描述项目的具体成果，表明项目成功。)</p> <p>答案为 A。</p>
8	support and training, parents	<p>D 第二段第一句：</p> <p><u>the ‘Missouri’ programme</u></p> <p>The programme involved trained parent-educators visiting the parents’ home and working with the parent, or parents, and the child.</p>	<p>题目：给家长提供了很多形式的支持和训练。</p> <p>原文：</p> <p>(the ‘Missouri’ programme)</p> <p>这个项目涉及很多经过训练的家长教育专家，他们会拜访家庭，并且和父母、孩子一起工作。</p> <p>原文未提及 the ‘Headstart’ programme 的家长培训支持情况，答案为 B。</p>
9	insufficient funding	<p>C 第二段第一句：</p> <p><u>the ‘Headstart’ programme</u></p> <p>Despite substantial funding, results have been disappointing.</p>	<p>题目：资金不足。</p> <p>原文：</p> <p>(the ‘Headstart’ programme) 尽管资金充足，结果却令人失望。</p> <p>原文未提及 the ‘Missouri’</p>

			programme 的资金情况，答案为 D。
10	pre-schoolers' educational development	<p>C 第一段第三句： <u>the 'Headstart' programme</u> In an attempt to overcome that educational under-achievement, a nationwide programme called 'Headstart' was launched in the United States in 1965.</p> <p>D 第一段第一句： <u>the 'Missouri' programme</u> As a result of the growing research evidence of the importance of the first three years of a child's life and the disappointing results from 'Headstart', a pilot programme was launched in Missouri in the US that focused on parents as the child's first teachers.</p>	<p>题目： 被设计来改善学前儿童的教育发展。</p> <p>原文： 由于越来越多的研究表明儿童 3 岁前的时间是非常重要的，而且 the 'Headstart' programme 的结果令人失望，所以美国 Missouri 启动了一个试点项目，其核心就是把家长作为孩子的第一任老师。</p> <p>两个项目都是为了改善学前教育，答案为 C。</p>

➤ 重点词汇

题号	单词/短语	音标	词性与释义
5	administer	[əd'mɪnɪstə(r)]	vt. 管理；执行；给予
	variety	[və'reɪəti]	n. 多样；种类
	a variety of	——	各种各样的
	pilot	['pailət]	n. 飞行员；领航员 adj. 试点的 vt. 驾驶；领航；试用
	be about to do	——	即将做某事

	represent	[ˌreprɪˈzent]	vt. 代表；表现
	cross-section	[ˈkrɒs sekʃn]	n. 横截面；横断面
	status	[ˈsteɪtəs]	n. 地位；状态；情形
	configuration	[kənˌfɪɡəˈreɪʃn]	n. 配置；结构；外形
6	assistance	[əˈsɪstəns]	n. 援助；辅助设备
7	despite	[dɪˈspaɪt]	prep. 即使；尽管
	substantial	[səbˈstænʃl]	adj. 大量的；实质的
	funding	[ˈfʌndɪŋ]	n. 提供资金
	phenomenal	[fəˈnɒmɪnl]	adj. 显著的；非凡的
8	form	[fɔ:m]	n. 形式；方式；表格 vt. 组成；塑造
9	insufficient	[ˌɪnsəˈfɪʃnt]	adj. 不足的；不能胜任的
10	in an attempt to do	[əˈtempt]	试图做某事
	overcome	[ˌəʊvəˈkʌm]	vt. 克服
	launch	[lɔ:ntʃ]	vt./n. 发射；发动
	as a result of	——	因为
	evidence	[ˈeɪdɪəns]	n. 证据，证明；迹象

➤ 同义替换

题号	题目：单词/短语	原文：单词/短语
5	a variety of poor and wealthy families	

➤ **长难句分析**

6. 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 configurations.

【结构分析】

【翻译】

7. The programme involved trained parent-educators visiting the parents' home and working with the parent, or parents, and the child.

【结构分析】

【翻译】

8. As a result of the growing research evidence of the importance of the first three years of a child's life and the disappointing results from 'Headstart', a pilot programme was launched in Missouri in the US that focused on parents as the child's first teachers.

【结构分析】

【翻译】

WRITING :

第一部分：论点学习-犯罪类

	常用论点	中文释义
1	increase employment rate	
2	decrease impoverished people	
3	be satisfied with living conditions	
4	bring people peace, progress and prosperity	
5	bridge the gap between the rich and the poor	
6	relieve government financial burden	
7	establish fair and reasonable tax and benefit system	
8	prison punishment is harsh	
9	instill high moral values	
10	avoid tensions and conflicts	

第二部分：范文仿写练习

范文英文
<p>In many countries, the birth rate is decreasing so that families are smaller with fewer children. These children are often spoilt, not in terms of love and attention because working parents do not have the time for this, but in more material ways. They are allowed to have whatever they want, regardless of price, and to behave as they please. This means that the children grow up without consideration for others and without any understanding of where their standard of living comes from.</p> <p>When they get to school age, they have not learnt any self control or discipline. They have less respect for their teachers and refuse to obey school rules in the way that their parents did.</p>
范文中文
<p>在许多国家，生育率正在下降，使得家庭由于孩子更少而变得更小。这些孩子通常被宠坏，不是在爱和关注方面，因为上班的父母没有时间，而是在更多的物质方面。他们被允许拥有任何他们想要的，不论价格多少，并且我行我素。这意味着孩子们是在不考虑他人和不明白他们的物质生活是从哪里得来的情况下长大。</p> <p>当他们到了上学的年龄，他们没有学会任何自我控制和纪律。他们不像他们父母那样，尊重老师和遵守学</p>

校规则。

仿写练习

DAY 10

LISTENING :

1. intensive course 速成课程 英 [ɪn'tensɪv kɔ:s]; 美 [ɪn'tensɪv kɔ:rs]

【例】 Do an intensive course in the computer center.

2. database n. 数据库 英 ['deɪtəbeɪs]; 美 ['deɪtəbeɪs]

【例】 as it is from highly database sources

3. episodic adj. 偶尔发生的, 不定期的, 片段化 英 [ˌepɪ'sɒdɪk] 美 [ˌepɪ'sɑ:dɪk]

【例】 Episodic memories can help people connect with others.

4. manufacturer n. 生产者, 制造商 英 [ˌmænjʊ'fæktʃərə(r)] 美 [ˌmænjʊ'fæktʃərər]

【例】 pressure from the food manufacturers

5. nutritional adj. 营养的 英 [nju'trɪʃənl] 美 [nu'trɪʃənl]

【例】 I've still got loads to do for our report on nutritional food labels.

6. trader n. 商人, 经商者 英 ['treɪdə(r)] 美 ['treɪdər]

【例】 It was being bought by traders.

7. internet materials/ materials online 网络资料

英 ['ɪntənət mə'tɪəriəlz] [mə'tɪəriəlz ɒn'laɪn]; 美 ['ɪntənət mə'tɪəriəlz] [mə'tɪəriəlz ˌɑ:n'laɪn]

【例】 Internet materials can be unreliable.

8. catalogue n. 目录 英 ['kætəlɒɡ]; 美 ['kætəlɔ:g]

【例】 the world's biggest seed catalogue

SPEAKING : Activities

Describe a personal achievement you are proud of.

You should say:

what you achieved;

when you achieved it;

what was difficult about achieving it;

and explain why you are proud of this achievement.

➤ 解题思路

Part 2 的得分点在于自然而有逻辑的长时间描述，所以需要每一问都有适当展开。另外该题在题目考察过去时态，有高分需求的学员在备考时就要考虑如何在此基础上，既能避免失误，又能带上一些体现自己语言能力的表达或语法。

➤ 回答示例

OK, well you asked me to talk about an achievement I'm particularly proud of, so I could have talked about when I passed my university exams, or when I bought my first home, but in the end, I decided to talk about the only time I actually won a sports **tournament**. It was when I was fifteen years old. It was particularly difficult because, to be honest, I'm not a great tennis player and always played mainly to have fun and not really to win. But that one year I decided. I made it my goal: I was going to win the village tennis tournament. So I played many matches, lots of them against older players, much older than me, who were members of the club, and it was very difficult. Playing against older players is always tough. They have more experience, they do all these impressive tricks and they definitely know how to beat their opponent. And on top of that it's very much **a matter of pride** for them-they don't want to lose against one of the younger members of the club. But anyway, I won a few matches against older players and then I **ended up** playing the final against my best friend. And that was another difficulty. He was my best friend so I didn't want to play it too mean with him but at the same time I wanted to win. At least the fact that he was my best friend meant that I knew exactly how to beat him, though, because I had played against him many times before. We had a very long game and it was **nerve-wracking**. In the end I won. I'm very proud of my achievement because I managed to reach **the goal I set** for myself and it was something that I know neither the spectators nor the other players would have expected me to accomplish.

➤ 词汇表达

● **tournament** / 'tʊənəmənt/ [n.]

表示“锦标赛，联赛”，是一个不常用词

【例】我决定谈谈唯一的一次我竟然获得锦标赛冠军的事儿。

e.g. I decided to talk about the only time I actually won a sports tournament.

● **nerve-racking** / 'nɜ:v,rækɪŋ/ [adj.]

表示“让人心惊胆战的”，是一个不常用词

【例】我们比赛进行了好久而且它非常刺激，让人心惊胆战的。

e.g. We had a very long game and it was nerve-racking.

【例】这比在世界杯上罚点球还扣人心弦。

e.g. It was more nerve-racking than taking a World Cup penalty.

➤ 词组搭配

● **a matter of**

固定搭配，表示“大约，左右”

【例】这对他们来说是个关乎荣誉的事儿。

e.g. It's very much a matter of pride for them.

【例】这件事只要几分钟就会做好。

e.g. This job will only take a matter of minutes.

● **end up**

动词短语，表示“最终，(意外地)最终到达”

【例】我最终决赛竟然是和我好朋友打。

e.g. I ended up playing the final against my best friend.

【例】每次他们去跳舞，都会不欢而散。

e.g. Every time they went dancing they ended up in a bad mood.

- **set the goal**

固定搭配，表示“制定目标”

【例】我设法达到了给自己制定的目标。

e.g. I managed to reach the goal I set for myself.

【例】于是你设定了每天额外运动来获得更大的肱二头肌和肱三头肌。

e.g. You set the goal of working extra every day to achieve bigger biceps and triceps.

➤ 语法使用

- **I could have talked about when I passed my university exams.**

表示“本可以”，表示未曾实现的选择。也可用于虚拟条件句中谈论过去的事情。以下是另外一个例子：

【例】如果他了解事实，他是可能告诉我们怎样做的。

e.g. If he had known the facts, he could have told us what to do.

- **I was going to win the village tennis tournament.**

过去进行时表示过去的将来，大家在这里主要是体会一下时态的选择。

READING：句首-句尾匹配

➤ 题型特点

1. 考察细节定位

搜寻和题目相关的信息即可，不需要准确理解全文主旨大意

2. 可能乱序

题目的设置顺序和文章的行文顺序可能不一致，解题时先按照顺序解答，若实在难以定位，再考虑乱序情况

3. 重点考察同义替换的理解

➤ 解题方法

1. 读题干，划定位词（无需读选项）

定位词：专有名词、数字、特殊符号（“ - ） 名词，划三个左右

2. 回文定位

读题干定位词所在的整句话，不要断章取义

若定位词所在句无法解答，则需要扩展阅读范围至前后句

3. 比较题文内容

对应题干和原文可以替换的部分，明确哪些是题干未曾提及的内容（未曾提及内容即为剩下半句话，也就是答案）

4. 选择最佳选项

以原文为依据，借助排除法选择最佳答案

➤ 题目练习： C13T1P3Q32-37

Artificial artists

Can computers really create works of art?

The Painting Fool is one of a growing number of computer programs which, so their makers claim, possess creative talents. Classical music by an artificial composer has had audiences enraptured, and even tricked them into believing a human was behind the score. Artworks painted by a robot have sold for thousands of dollars and been hung in prestigious galleries. And software has been built which creates art that could not have been imagined by the programmer.

Human beings are the only species to perform sophisticated creative acts regularly. If we can break this process down into computer code, where does that leave human creativity? This is a question at the very core of humanity,' says Geraint Wiggins, a computational creativity researcher at Goldsmiths, University of London. 'It scares a lot of people. They are worried that it is taking something special away from what it means to be human.'

To some extent, we are all familiar with computerised art. The question is: where does the work of the artist stop and the creativity of the computer begin? Consider one of the oldest machine artists, Aaron, a robot that has had paintings exhibited in London's Tate Modern and the San Francisco Museum of Modern Art. Aaron can pick up a paintbrush and paint on canvas on its own. Impressive perhaps, but it is still little more than a tool to realise the programmer's own creative ideas.

Simon Colton, the designer of the Painting Fool, is keen to make sure his creation doesn't attract the same criticism. Unlike earlier 'artists' such as Aaron, the Painting Fool only needs minimal direction and can come up with its own concepts by going online for material. The software runs its own web searches and trawls through social media sites. It is now beginning to display a kind of imagination too, creating pictures from scratch. One of its original works is a series of fuzzy landscapes, depicting trees and sky. While some might say they have a mechanical look, Colton argues that such reactions arise from people's double standards towards software-produced and human-produced art. After all, he says, consider that the Painting Fool painted the landscapes without referring to a photo. 'If a child painted a new scene from its head, you'd say it has a certain level of imagination,' he points out. 'The same should be true of a machine.' Software bugs can also lead to unexpected results. Some of the Painting Fool's paintings of a chair came out in black and white, thanks to a technical glitch. This gives the work an eerie, ghostlike quality. Human artists like the renowned Ellsworth Kelly are lauded for limiting their colour palette - so why should computers be any different?

Researchers like Colton don't believe it is right to measure machine creativity directly to that of humans who 'have had millennia to develop our skills'. Others, though, are fascinated by the prospect that a computer might create something as original and subtle as our best artists. So far, only one has come close. Composer David Cope invented a program called Experiments in Musical Intelligence, or EMI. Not only did EMI create compositions in Cope's style, but also that of the most revered classical composers, including Bach, Chopin and Mozart. Audiences were moved to tears, and EMI even fooled classical music experts into thinking they were hearing genuine Bach. Not everyone was impressed

however. Some, such as Wiggins, have blasted Cope's work as pseudoscience, and condemned him for his deliberately vague explanation of how the software worked. Meanwhile, Douglas Hofstadter of Indiana University said EMI created replicas which still rely completely on the original artist's creative impulses. When audiences found out the truth they were often outraged with Cope, and one music lover even tried to punch him. Amid such controversy, Cope destroyed EMI's vital databases.

But why did so many people love the music, yet recoil when they discovered how it was composed? A study by computer scientist David Moffat of Glasgow Caledonian University provides a clue. He asked both expert musicians and non-experts to assess six compositions. The participants weren't told beforehand whether the tunes were composed by humans or computers, but were asked to guess, and then rate how much they liked each one. People who thought the composer was a computer tended to dislike the piece more than those who believed it was human. This was true even among the experts, who might have been expected to be more objective in their analyses.

Where does this prejudice come from? Paul Bloom of Yale University has a suggestion: he reckons part of the pleasure we get from art stems from the creative process behind the work. This can give it an 'irresistible essence', says Bloom. Meanwhile, experiments by Justin Kruger of New York University have artwork increases if they think more time and effort was needed to create it. Similarly, Colton thinks that when people experience art, they wonder what the artist might have been thinking or what the artist is trying to tell them. It seems obvious, therefore, that with computers producing art, this speculation is cut short - there's nothing to explore. But as technology becomes increasingly complex, finding those greater depths in computer art could become possible. This is precisely why Colton asks the Painting Fool to tap into online social networks for its inspiration: hopefully this way it will choose themes that will already be meaningful to us.

Questions 32-37

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

Write the correct letter, A-G, in boxes 32-37 on your answer sheet.

- 32 Simon Colton says it is important to consider the long-term view when
- 33 David Cope's EMI software surprised people by
- 34 Geraint Wiggins criticised Cope for not
- 35 Douglas Hofstadter claimed that EMI was
- 36 Audiences who had listened to EMI's music became angry after
- 37 The participants in David Moffat's study had to assess music without

List of Ideas

- A** generating work that was virtually indistinguishable from that of humans.
- B** knowing whether it was the work of humans or software.
- C** producing work entirely dependent on the imagination of its creator.
- D** comparing the artistic achievements of humans and computers.
- E** revealing the technical details of his program.
- F** persuading the public to appreciate computer art.
- G** discovering that it was the product of a computer program.

➤ 题目解析

题号	定位词	出题句	解题思路
32	Simon Colton, long-term view	<p>第五段第一句：</p> <p>Researchers like Colton don't believe it is right to measure machine creativity directly to that of humans who 'have had millennia to develop our skills'.</p>	<p>题目： Simon Colton 说当____的时候，考虑长久观点是重要的。</p> <p>原文：直接把机器的创造力和人类已经用了数千年去发展的技能相比较是不正确的。</p> <p>题目 long-term 对应原文 millennia ；</p> <p>D 选项 computers 对应原文 machine。</p> <p>答案为 D。</p>
33	David Cope, EMI software, surprised people	<p>第五段第四-六句：</p> <p>Composer David Cope invented a program called Experiments in Musical Intelligence, or EMI. Not only did EMI create compositions in Cope's style, but also that of the most revered classical composers, including Bach, Chopin and Mozart. Audiences were moved to tears, and EMI even fooled classical music experts into thinking they were hearing genuine Bach.</p>	<p>题目： David Cope 的 EMI 软件通过____震惊了人们。</p> <p>原文： 作曲家 David Cope 发明了一个名为 “智能音乐实验” 或 EMI 的程序。EMI 不仅创造了 Cope 风格的乐曲，而且创造了巴赫、肖邦和莫扎特等最受尊敬的古典作曲家的作品。观众感动得泪流满面，EMI 甚至欺骗了古典音乐专家，使他们以为听到了真正的巴赫音乐。</p> <p>题目 surprised people 对应原文</p>

			<p>Audiences were moved to tears ; A 选项 indistinguishable 对应原文 fooled classical music experts into thinking they were hearing genuine Bach。</p> <p>答案为 A。</p>
34	Geraint Wiggins, criticised Cope	<p>第五段倒数第四句：</p> <p>Some, such as Wiggins, have blasted Cope's work as pseudoscience, and condemned him for his deliberately vague explanation of how the software worked.</p>	<p>题目：Geraint Wiggins 因为____而批评 Cope。</p> <p>原文：Wiggins 等人抨击了 Cope 的伪科学工作，并因为 Cope 对软件的工作方式进行了模糊的解释而谴责了他。</p> <p>题目 criticised 对应原文 condemned；题目和 E 选项 not revealing 对应原文 deliberately vague explanation；E 选项 the technical details of his program 对应原文 how the software worked。</p> <p>答案为 E。</p>
35	Douglas Hofstadter	<p>第五段倒数第三句：</p> <p>Meanwhile, Douglas Hofstadter of Indiana University said EMI created replicas which still rely completely on the original artist's creative impulses.</p>	<p>题目：Douglas Hofstadter 声明 EMI 是_____。</p> <p>原文：同时 ,Douglas Hofstadter 说 , EMI 制作的复制品仍然完全依赖于</p>

			<p>原创艺术家的创造力。</p> <p>C 选项 producing work 对应原文 created replicas ; C 选项 entirely dependent on 对应原文 rely completely on ; C 选项 the imagination of its creator 对应原文 the original artist's creative impulses。</p> <p>答案为 C。</p>
36	Audiences, EMI's music, became angry	<p>第五段倒数第二句：</p> <p>When audiences found out the truth they were often outraged with Cope, and one music lover even tried to punch him.</p>	<p>题目：在____之后，听到 EMI 音乐的听众变得很愤怒。</p> <p>原文：当听众发现事实真相时，他们常常对 Cope 感到愤怒，并且一位音乐爱好者甚至试图向他冲拳。</p> <p>题目 angry 对应原文 outraged ;G 选项 discovering that it was the product of a computer program 对应原文 found out the truth。</p> <p>答案为 G。</p>
37	participants, David Moffat, assess music, without	<p>第六段第二-四句：</p> <p>A study by computer scientist David Moffat...The participants weren't told beforehand whether the tunes were composed by humans or computers, but were asked to guess, and then rate how</p>	<p>题目：David Moffat 研究中的参与者要在不____的情况下评估音乐。</p> <p>原文：研究事先没有告知参与者音乐是由人还是计算机创作的，而是</p>

		much they liked each one.	<p>被要求猜测，然后评估他们对每个作品的喜欢程度。</p> <p>题目和 B 选项 without knowing 对应原文 weren't told ;B 选项 whether it was the work of humans or software 对应原文 whether the tunes were composed by humans or computers。</p> <p>答案为 B。</p>
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➤ 重点词汇

题号	单词/短语	音标	词性与释义
32	term	[tɜ:m]	n. 术语；学期；期限；条款
	long-term	——	adj. 长期的
	measure	['meʒə(r)]	n. 测量；措施 vt. 测量；估量；权衡
	directly	[də'rektli]	adv. 直接地；立即；坦率地
	millennia	[mɪ'leniə]	n. 千年期；千周年纪念日 (millennium 的复数)
	millennium	[mɪ'leniəm]	n. 千周年纪念日； 新千年开始的时刻
33	generate	['dʒenəreɪt]	vt. 使形成；发生
	virtually	['vɜ:tʃuəli]	adv. 几乎；实质上
	indistinguishable	[,ɪndɪ'stɪŋɡwɪʃəbl]	adj. 不能辨别的
	revere	[rɪ'viə(r)]	vt. 敬畏；尊敬；崇敬
	classical	['klæsɪkl]	adj. 古典的；经典的 n. 古典音乐
	move	[mu:v]	vi./vt. 移动；调动；感动
	genuine	['dʒenjuɪn]	adj. 真正的；诚恳的
34	criticise	['krɪtɪsaɪz]	vt. 批评；吹毛求疵；非难

	reveal	[rɪ'vei:l]	vt./n. 显示；透露；揭露
	blast	[blɑ:st]	n. 爆炸；冲击波；一阵 vt. 猛攻；爆炸
	pseudoscience	['su:dəʊsaiəns]	n. 伪科学；假科学
	condemn	[kən'dem]	vt. 谴责；定罪；声讨
	deliberately	[dɪ'lɪbəreɪtli]	adv. 故意地；谨慎地
	vague	[veɪg]	adj. 模糊的；不明确的
35	entirely	[ɪn'taɪəli]	adv. 完全地；彻底地
	dependent	[dɪ'pendənt]	adj. 依靠的
	replica	['replɪkə]	n. 复制品
	completely	[kəm'pli:tli]	adv. 彻底地；完整地
	original	[ə'ɹɪdʒənəl]	adj. 原来的；创新的 n. 原件
	impulse	['ɪmpʌls]	n. 冲动；刺激；神经冲动
36	find out	——	查明；发现
	outraged	['aʊtreɪdʒɪd]	adj. 义愤填膺的；愤慨的
	punch	[pʌntʃ]	vt. 用拳猛击
37	participant	[pɑ:ˈtɪsɪpənt]	n. 参与者 adj. 参与的
	assess	[ə'ses]	vt. 评定；估价
	beforehand	[brɪ'fɔ:hænd]	adv. 事先；预先 adj. 提前的；预先准备好的
	tune	[tju:n]	n. 曲调；和谐；心情 vt. 调整；使一致；调音
	rate	[reɪt]	n. 比率；速度；价格；等级 vt. 认为；估价

➤ 同义替换

题号	题目：单词/短语	原文：单词/短语
32	long-term	
	computers	
33	surprised people	

	indistinguishable	
34	criticised	
	not revealing	
	the technical details of his program	
35	producing work	
	entirely dependent on	
	the imagination of its creator	
36	angry	
	discovering that it was the product of a computer program	
37	without knowing	
	whether it was the work of humans or software	

➤ 长难句分析

1. Researchers like Colton don't believe it is right to measure machine creativity directly to that of humans who 'have had millennia to develop our skills'.

【结构分析】

【翻译】

2. Not only did EMI create compositions in Cope's style, but also that of the most revered classical composers, including Bach, Chopin and Mozart.

【结构分析】

【翻译】

WRITING :

第一部分：论点学习-城市规划类

	常用论点	中文释义
1	put land to the use for which it is best suited	
2	protect or maintain property values	
3	promote the public health and safety	
4	provide for more orderly development	
5	important in attracting business and industry to an area	
6	stop residents from wasting time	
7	help the environment	
8	provide excitement	
9	promote efficient use of land	
10	encourage a sense of community	

第二部分：范文仿写练习

范文英文
<p>However, there may be better ways of tackling this problem. Interest in sport is not universal, and additional facilities might simply attract the already fit, not those who most need them. Physical activity could be encouraged relatively cheaply, for example by installing exercise equipment in parks, as my local council has done. This has the added benefit that parents and children often use them together just for fun, which develops a positive attitude to exercise at an early age.</p> <p>As well as physical activity, high tax penalties could be imposed on high-fat food products, tobacco and alcohol, as excessive consumption of any of these contributes to poor health. Even improving public transport would help: it takes longer to walk to the bus stop than to the car.</p>
范文中文
<p>然而，或许有其他更好的方法解决这一问题。对运动有兴趣并不普遍，那么增加额外的运动设施只能吸引原本就健康的人，而不是需要运动的人。体育活动的推广相对便宜，例如通过在公园安装运动器械，正如地方市政机构所做的那样。这一举措带来了好处---父母和孩子通常可以一起使用这些器械仅仅为了娱乐，这样可以让孩子在年幼的时候就对锻炼有一个积极的态度。</p> <p>除了体育活动，也可以对高脂肪食物产品、烟草和酒征收高税额作为惩罚，因为过度消费这些会导致不</p>

健康。甚至改善公共交通也可以帮助人们保持健康：相比于走到私家车，人们需要花费更长时间走到公交车站。

仿写练习