



朗阁IELTS 应试系列

雅思高阶系列教程

朗阁海外考试研究中心

Research Academy for Foreign Language Examinations

IELTS

雅思高阶

贾若寒 任丽 编著

- 精通雅思阅读考点词汇
- 掌握雅思阅读题型技巧
- 熟悉雅思阅读常考话题
- 提升雅思阅读难句解析

阅读



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS



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内容提要

本书以雅思官方公布的阅读考试技能为核心,配有大量的练习。提供标本兼治的全方位阅读训练,原汁原味的全真式模拟训练以及丰富的技巧指导。同时,编者根据雅思阅读考试所涉及的主要题型和话题,按照功能模块的方式将语法和词汇作出专门的解析,使考生在熟悉语言的同时把握雅思阅读考试的出题思路并深入领会正确的阅读解题技巧,最终获得考试高分及海外学习真正需要的阅读技能。

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联系电话: 0512-52219025

其他参编人员

南京朗阁 李 珂

南京朗阁 王 上

南京智美 徐露露

青岛朗阁 李 园

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广州智美 秦 琦

徐州朗阁 戴雨辰

成都朗阁 张 静

总 序

朗阁海外考试研究中心 (Research Academy for Foreign Language Examinations, RAFLE) 成立于 1999 年, 是朗阁教育集团旗下的专业学术机构, 是针对各类海外语言考试及教学进行系统性研究的专业研发机构。RAFLE 研发团队拥有上百位资深中外研究人员, 他们遍布全国 36 个大中型城市, 并长期活跃在雅思、新托福、SAT、ACT、GRE、GMAT、TOEFL Junior、SSAT 等各大教学领域, 对提升朗阁教育集团整体教学水平和研发实力起着重要的作用。

雅思高阶系列丛书是由朗阁海外考试研究中心的资深研究员老师通过多年一线教学经验的总结, 结合雅思考试的最新趋势所创作出的一套适合雅思考生备考的实用系列教材。该套教材旨在帮助中国考生从容应对雅思考试, 了解和熟悉最新雅思考试的难点和特点, 并通过模拟题练习, 在巩固雅思考试技巧的基础上进行训练和提高。书中的内容适合帮助程度较好的, 大学高年级程度、大学六级水平以上的考生在已有的英语程度上, 进行更为贴近考试真题的练习, 并以此帮助考生掌握考试做题思路, 从而顺利取得高分。学习完该系列教程及相关课程, 考生可以达到雅思 7 分及以上水平。

本系列丛书由朗阁海外考试研究中心教材编写团队共同制作完成。编写团队深谙雅思官方的出题思路, 对教材的定位、全书的框架结构、重点难点、题目、解析及答案、高阶系列与其他系列教材之间的通路等各个方面都进行了深入细致的探讨。教材从拟写草稿到初稿, 再到后面的二稿和定稿, 编写团队的老师们经过反复推敲, 最终确定了最适合最实用的版本。

本书在使用的过程中, 考生可以根据教材的章节顺序进行学习, 也可根据自己的实际情况进行调整:

在雅思高阶系列的听力教材中, 雅思听力的场景多元而贴近生活, 题型多变而各有侧重, 这些对于想要取得单科 7 分以上高分的中国考生都是挑战。同时, 其中的考点和陷阱形式多样, 如何通过训练将这些障碍各个击破? 高阶听力教材针对高分段考生所最关注

的问题,进行逐个追根究底的剖析。

雅思高阶阅读教材以雅思官方公布的阅读考试技能为核心,配有大量的练习。本书提供标本兼治的全方位阅读训练,原汁原味的全真式模拟训练以及丰富的技巧指导。同时,编者根据雅思阅读考试所涉及的主要题型和话题,按照功能模块的方式将语法和词汇作出专门的解析,使考生在熟悉语言的同时把握雅思阅读考试的出题思路并深入领会正确的阅读解题技巧,最终获得考试高分及海外学习真正需要的阅读技能。

在雅思高阶写作教材中,详细而又系统化地剖析了 A 类和 G 类大小作文版块中的语言重点和思路分析,以及难点部分着重解析,帮助考生攻破写作难关。同时,在教材中包含了词汇句型、范文赏析、语料学习等内容,考生可以进行积累,帮助其在雅思写作的学习和训练中将语料融会贯通,最终取得考试高分和真正的英语写作技能。

雅思高阶口语教材对雅思口语考试的三个部分进行了详细而全面的讲解。在“地道表达”这个板块考生们可以学到非常丰富的话题词汇,并且可以通过完成相应的习题来操练和巩固所学的词汇和表达方式。在“话题思路拓展”这个板块中,我们对具体的雅思口语题目进行了思路上的点拨,通过学习这个板块,考生们可以避免在考场上出现思路短路、无话可说的状况。此外,我们还为考生们提供了大量的范文供同学们参考和借鉴。

本系列教材的主要编写者有:曹燕、赵沧海、李赫、陈荣华、贾若寒、任丽、王华、王爽、张姝姝、吴玉、张月、黄尔宾、梁世芳。谨在此向各位老师致以最衷心的感谢!

朗阁海外考试研究中心

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Chapter 1 IELTS Reading Strategy

雅思阅读简介

第一节 雅思阅读基本信息

学术类和普通培训类阅读文章之比较

A Comparison of Academic and General Training Reading Modules

	Academic 学术类	General Training 普通培训类
Reading Passage 阅读文章出处	<ul style="list-style-type: none">◆ Three passages from magazines, books, journals or newspapers◆ Topic of general interest◆ At least one passage presents a detailed logical argument	<ul style="list-style-type: none">◆ Three passages from notices, advertisements booklets, magazines, timetables, books, journals or newspapers etc.◆ Passages focus on social survival, training survival and general reading
Time allowed 限定时间	60 minutes	60 minutes
Number of questions 题数	40 questions	40 questions
Format of questions 题型	<ul style="list-style-type: none">◆ Multiple choice◆ Short answer◆ Matching (of paragraph)◆ True/False/Not given	<ul style="list-style-type: none">◆ Multiple choice◆ Short answer◆ Matching (of information)◆ True/False/Not given

IELTS 考试学术类的阅读主要是关于历史中的重要人物、事件、发明、科学现象、学科最新动向、地理现象以及社会发展和经济状况等。其中大部分文章选自国外人文类、经济类和科学类的知名报纸、杂志或各政府、组织的研究报告。如: *National Geographic*、*New Scientist*、*Financial Times*、*The Economist*、*Popular Science*、*Scientific American* 等。

IELTS 考试普通培训的阅读中第一篇文章通常是实用性强的功能性短文,如菜单、产

品说明、通知、住宿安排和广告等,反映且贴近西方的日常生活。第二篇文章一般和教育或培训有关,而最后一篇文章的风格很接近学术类的阅读。

第二节 雅思阅读主流题型分析

Identification of Writer's Views/Claims or of Information in a Text 是非无判断题

雅思阅读最负盛名的特征题型之一。出场频率很高,甚至一次考试出现多组。在考查考生对文章细节类型信息定位及题目与所对应文字之间的替换表达的方面达到很高的程度。但同时,复杂、严密的逻辑思维并不是该题型的侧重点,考生反而应当避免过于偏执,否则不利于替换表达的认识。

Matching 配对题

一种表现多样,但总体上以考查文章中或部分段落中散布的多个平行信息为主要特点的题型。虽然常有较为明显的行文特征或印刷符号辅助定位,但通常较为费时,需要在具备一定语言能力的基础上足够耐心和细心。总的来说并不算一种高难度的题型。

Locating (paragraph) Information 段落细节定位题

一种全文细节匹配考查的题目,由于题目所对应的文章信息分布的不对称性,以及细节信息与大意信息均有可能考查这一特点,造成该题型异常耗时,对阅读速度要求较高,得分率低,是现行题型中最有挑战性的一种。

Classification 分类题

从外在表现上是配对类型题目的一种变体,主要特征为针对文章多个平行细节在给定的3到4个分类项之间进行选择,即分别归类到这几个匹配项中。在处理方式上和匹配题类似。考查频率不是很高。

Summary Completion 归纳摘要填空题

全文及篇章局部都可能会考查到的一种偏主旨类题型。核心考查对题目所体现出的逻辑关系在文章中的对应匹配,但逻辑分析过程中又需要注意细节。是小中见大的题型。有一定难度。

Choosing Headings for Paragraphs or Sections of a Text 段落大意题

最典型的雅思阅读考查结构型信息的题目。集中体现对于段落主题及细节的辨识能力,以及能否简单对内容进行概括。对于部分考生而言,是有相当难度的一种题型。

Labelling a Diagram Which Has Numbered Parts 图标标注题

出题频率很低,较为简单,通常涉及空间类型信息的考查,较密集地出现在文章中特

定段落或段落组。应锻炼对空间、形状类型用词及其替换说法的敏感度。

Short-answer Questions 简短回答问题

由于一般以完整特殊疑问句对应有字数限制的回答为基本形式,考生必须有效地将问句核心与文章相应位置的有限表达相对应,甚至面临文字的取舍。因此,对考点的准备判断,对文章信息中心的判断是该题目的核心。

Sentence Completion 完成句子题

出现频率并非很高的一种题型,在基本体现行文顺序进行考查的基础上,结合所需填空项的语法和逻辑分析选择有限的文字是解析该种题型的重要切入点。

Multiple Choice 选择题

各类英语考试传统题型之一,在雅思考试中这类题型的出题思路和做题方法与其他考试比较接近,除了四选一之外还有多选多的形式出现。此类题型的难度不高,但考查考生对细节信息的充分理解和对干扰信息的排除能力。

Tablet Completion 填表题

雅思阅读最简单的题目之一,但出题频率不高,考查读者对同类型信息快速定位及判定的能力,需注重涉及信息分类的文章中的信息的对比及比较。

第三节 雅思阅读评分

IELTS Reading paper contains 40 items and each correct item is awarded one mark; the maximum raw score a test taker can achieve on a paper is 40. Band scores ranging from Band 1 to Band 9 are awarded to test takers on the basis of their raw scores.

The tables below indicate the mean raw scores achieved by test takers at various levels in each of the Academic Reading and General Training Reading tests. They provide an indication of the number of marks required to achieve a particular band score.

Academic Reading	
Band Score	Raw Score out of 40
5	15
6	23
7	30
8	35

General Training Reading	
Band Score	Raw Score out of 40
4	15
5	23
6	30
7	34

Chapter 2 IELTS Reading Tests

雅思阅读测试

Academic Test 1

Reading Passage 1

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

The Dollar-a-Year Man

How John Lomax set out to record American folk music

- A In the early 1930s, folklorist, platform lecturer, college professor and former banker John Avery Lomax was trying to recapture a sense of direction for his life. For two decades he had enjoyed a national reputation for his pioneering work in collecting and studying American folk songs; no less a figure than President Theodore Roosevelt had admired his work, and had written a letter of support for him as he sought grants for his research. He had always dreamed of finding a way of making a living by doing the thing he loved best, collecting folk songs, but he was now beginning to wonder if he would ever realise that dream.
- B Lomax wanted to embark on a nationwide collecting project, resulting in as many as four volumes, and “complete the rehabilitation of the American folk-song”. Eventually this was modified to where he envisioned a single book tentatively called American Ballads and Folk Songs, designed to survey the whole field. It called for firsthand field collecting, and would especially focus on the neglected area of black folk music.
- C In 1932, Lomax travelled to New York, and stopped in to see a man named H.S. Latham of the Macmillan Company. He informally outlined his plan to Latham, and read him the text of an earthy African American blues ballad called “Ida Red”. Latham was impressed, and two days later Lomax had a contract, a small check to bind it, and an agreement to deliver the manuscript about one year later. The spring of 1932 began to look more green, lush and full of promise.
- D Lomax immediately set to work. He travelled to libraries at Harvard, the Library of Congress, Brown University and elsewhere in order to explore unpublished song

collections and to canvas the folk song books published over the past ten years. During his stay in Washington, D.C., Lomax became friendly with Carl Engel, Music Division chief of the Library of Congress. Engel felt that Lomax had the necessary background and energy to someday direct the Archive of Folk Song. Through funds provided by the Council of Learned Societies and the Library of Congress, Lomax ordered a state-of-the-art portable recording machine. More importantly, the Library of Congress agreed to furnish blank records and to lend their name to his collecting; Lomax simply had to agree to deposit the completed records at the Library of Congress. He did so without hesitation. On July 15, 1933, Lomax was appointed an "honorary consultant" for a dollar a year.

E Together with his eighteen-year-old son Alan, he began a great adventure to collect songs for American Ballads and Folk-Songs, a task that was to last for many months. Lomax's library research had reinforced his belief that a dearth of black folk song material existed in printed collections. This fact, along with his early appreciation of African American folk culture, led Lomax to decide that black folk music from rural areas should be the primary focus. This bold determination resulted in the first major trip in the United States to capture black folk music in the field. In order to fulfill their quest, the two men concentrated on sections of the South with a high percentage of blacks. They also pinpointed laboring camps, particularly lumber camps, which employed blacks almost exclusively. But as they went along, prisons and penitentiaries also emerged as a focal point for research.

F The recordings made by the Lomaxes had historical significance. The whole idea of using a phonograph to preserve authentic folk music was still fairly new. Most of John Lomax's peers were involved in collecting-songs the classic way: taking both words and melody down by hand, asking the singer to perform the song over and over until the collector had "caught" it on paper. John Lomax sensed at once the limitations of this kind of method, especially when getting songs from African-American singers, whose quarter tones, blue notes and complex timing often frustrated white musicians trying to transcribe them with European notation systems.

G The whole concept of field recordings was, in 1933 and still is today, radically different from the popular notion of recording. Field recordings are not intended as commercial products, but as attempts at cultural preservation. There is no profit motive, nor any desire to make the singer a "star". As have hundreds of folk song collectors after him, John Lomax had to persuade his singers to perform, to explain to them why their songs were important, and to convince the various authorities — the wardens, the trustees, the bureaucrats — that this was serious, worthwhile work. He faced the moral problem of how to safeguard the records and the rights of the singers — a problem he solved in this instance by donating the discs to the Library of Congress. He had to overcome the technical problems involved in recording outside a studio; one always hoped for quiet,

with no doors slamming or alarms going off, but it was always a risk. His new state-of-the-art recording machine sported a new microphone designed by NBC, but there were no wind baffles to help reduce the noise when recording outside. Lomax learned how to balance sound, where to place microphones, how to work echoes and walls, and soon was a skilled recordist.

Questions 1 - 5

Complete the summary below.

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

Write your answers in boxes 1 - 5 on your answer sheet.

JOHN LOMAX'S PROJECT

Lomax began the research for this project by looking at 1 _____ that were not available in book form, as well as at certain books. While he was doing this research, he met someone who ran a department at the 2 _____ in Washington. As a result of this contact, he was provided with the very latest kind of 3 _____ for his project. Lomax believed that the places he should concentrate on were 4 _____ in the South of the US. While he and his son were on their trip, they added 5 _____ as places where they could find what they were looking for.

Tips:

摘要题通常有两种形式：一种是从文章某几段中选取内容进行概括归纳，组成一段文字，在其中留出几个空格，让考生按照题目要求，在文章对应内容中选词填空；另一种则是让考生按照题目要求并根据文章对应内容，在给定的 wordlist 中选词填空。但不管是哪种形式，概括性强是这种题型的一大特色，因此称之为“浓缩的精华”；同时这种题型的另一特色就是题目要求的多样性，因此考生在做这种题型时，一定要特别关注一下题目要求。

若是在文章中选词填空，则题目要求通常是：Choose ... WORDS from the passage for each answer，有的题目还会在题目要求中提示题目在文章中对对应内容的位置。如：Choose NO MORE THAN TWO WORDS from paragraph C and D for each answer。该题目要求提示了题目在文章中对对应内容在 C 和 D 段；要求在文章中选词填空；并且提出字数限制为 NO MORE THAN TWO WORDS。

有的摘要题虽然要求在文章中选词填空，但是并不提示题目在文章中对对应内容的位置。如：Choose NO MORE THAN TWO WORDS from the passage for each answer。该题目要求未给出任何关于题目在文章中对对应内容的位置提示，而仅仅提出要求考生在文章中选词填空，并提出字数限制为 NO MORE THAN TWO WORDS。

若是在给定的 wordlist 中选词填空，则题目要求通常是：Complete the summary

using the list of words, ..., below, 有的题目要求也会提示题目在文章中对应内容的位置。如: Complete the summary of paragraphs E and F with the listed words, A - H, below. 该题目要求提示了题目在文章中的对应内容在 E 段和 F 段; 要求考生在给定的单词中选词填空; 并且要求填写单词前的字母而非单词。

有的摘要题也要求在 wordlist 中选词填空, 但却未在题目要求中提示题目在文章中对内容的位置, 如: Complete the summary using the listed words, A - J, below, 并且提出 Write the correct letter, A - J, in boxes 14 - 18 on your answer sheet. 我们可以看出该题目要求未给出任何关于题目在文章中对内容的位置提示, 仅提出要考生在给定的单词中选词填空, 并且要求填写单词前的字母而非单词。

在 wordlist 中选词填空的题目要求还会出现一种情况, 那就是既不提示题目在文章中对内容的位置, 也不要填写单词前的字母, 而是要求填写单词。如: Complete the summary below using words from the box; Write your answers in boxes 33 - 39 on your answer sheet. 该题目说明未给出题目在文章中对内容的位置提示; 并要求考生在给定框中选单词填空; 答案要求写单词。

另外还要注意, 在两种形式的摘要题的题目要求中, 有时还会出现“NB You may use any letter/word more than once”来提醒考生答案会被重复使用。当然若未出现 NB, 通常答案不会重复使用。

Questions 6 - 10

Reading Passage 1 has seven paragraphs A - G.

Which section contains the following information?

Write the correct letter A - Q, in boxes 6 - 10 on your answer sheet.

NB

You may use any letter more than once.

- 6 a reference to the speed with which Lomax responded to a demand
- 7 a reason why Lomax doubted the effectiveness of a certain approach
- 8 reasons why Lomax was considered suitable for a particular official post
- 9 a reference to a change of plan on Lomax's part
- 10 a reference to one of Lomax's theories being confirmed

Tips:

细节配对题是雅思阅读考试常考题型, 也是相对而言较为耗费时间和精力的一种题型。这种题型一般包含以下几种形式: 因果配对; 人名理论配对; 人或者物和其描述或者特点的配对; 段落和具体信息的配对。其中后三种考试频率比较高, 而其中段落和具体信息配对每次必考。不管细节配对题以哪种形式出现, 其共同特点之一就是题目在原文中出现的顺序不一定遵循顺序原则, 如果一道题目的定位词很明确,

很容易在原文定位到,那么该题就遵循顺序原则;反之则不遵循顺序原则,而且考试中多以第二种情况为主。这一特点正是这一题型所独有的特点,也正是这一特点构成了这种题型的难点,造成它的耗时耗神。

由于这种题目共同特点之一就是题目在原文中出现的顺序不遵循顺序原则,如果所有题目都按照“题目中划关键词→原文中定位”的顺序去做,就算是按照“由易到难”的原则也还是比较耗时耗力的。因此我们做题时首先要观察一下题目有没有“特殊之处”可以为我们快速而准确地找到答案提供便利。

我们在做细节配对题时都必须做的一步就是通读所有问题,并在题目中划“定位词”,而这一步中我们必须“打蛇打七寸—找准定位词”,只有定位词找准了,我们才能准确地定位到答案。当然定位词并不一直都是形容词或名词,而且定位词的确定也和文章内容有关,需要“具体问题具体分析”。

Questions 11 - 13

Choose **THREE** letters A - F.

Write your answers in boxes 11 - 13 on your answer sheet.

Which **THREE** of the following difficulties for Lomax are mentioned by the writer of the text?

- A finding a publisher for his research
- B deciding exactly what kind of music to collect
- C the scepticism of others concerning his methods
- D the reluctance of people to participate in his project
- E making sure that participants in his project were not exploited
- F factors resulting from his choice of locations for recording

Tips:

选择题的题型特点:

考查内容多为细节

除了通常位于文章末尾的 Global multiple choice 题型考查考生对全文大意的理解之外,其余的都是要建立在対文章细节的理解之上的。做这种题型时,考生没有必要对全文进行通读进行理解,而只需要对文章的一句话或者是几句话进行理解便可。

多项选择题答案集中

纵观雅思所有的真题,不难发现绝大多数多项选择题的答案都是出现在1~2个小段之内(最多不超过4段),而不是分散在全文。考生只要定位到了相关的段落并进行略读,根据语言转换便不难找到答案。

选择项都有较大的同义转换

雅思阅读在很大程度上就是考查考生的语言水平,而这一步是通过题目跟文章

的语言转换进行的。语言转换主要通过同义词和同义句型来实现,而在选择题中,由于选项绝大多数都是一个短语,不是完整的句子,因此语言转换主要是通过同义词来进行的。

题目间有顺序原则

跟绝大多数题型一样,选择题的题号之间都基本遵循顺序原则。这意味着一旦一道题目定位不出来,可以根据相邻的题目,把范围推出来。

Reading Passage 2

You should spend about 20 minutes on Questions 14 – 26 which are based on Reading Passage 2 on the following pages.

Questions 14 – 20

Reading Passage 2 has seven paragraphs A – G.

Choose the correct heading for each paragraph A – G from the list of headings below. Write the correct numbers i–x, in boxes 14 – 20 on your answer sheet.

List of Headings

- i Optimistic beliefs held by the writers of children's literature
- ii The attitudes of certain adults towards children's literature
- iii The attraction of children's literature
- iv A contrast that categorises a book as children's literature
- v A false assumption made about children's literature
- vi The conventional view of children's Literature
- vii Some good and bad features of children's literature
- viii Classifying a book as children's literature
- ix The treatment of various themes in children's literature
- x Another way of looking at children's literature

- 14 Paragraph A
- 15 Paragraph B
- 16 Paragraph C
- 17 Paragraph D
- 18 Paragraph E
- 19 Paragraph E
- 20 Paragraph G

Children's Literature

A I am sometimes asked why anyone who is not a teacher or a librarian or the parent of little