



朗阁 IELTS 应试系列丛书

雅思 IELTS 高分·阅读

(第三版)

IELTS

主编 贾若寒

上海交通大学出版社

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内 容 提 要

本书旨在帮助中国考生熟悉、适应和从容应对雅思阅读考试中各种题型的特点,了解和熟悉最新雅思阅读题型的趋势和难点,掌握和运用必要的阅读技巧,灵活使用应试技巧,提高应试能力。

本书完整介绍并分析了雅思阅读考试中运用到的所有技能和应试技巧,并且提供了完整的学术类和普通培训类的练习,以帮助考生熟悉、适应和掌握各种题型的答题方法和技巧以及整体应试策略。

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第三版序言

朗阁海外考试研究中心(RAFLE)每年研发大量的海外考试的应试资料和书籍。根据 RAFLE 最新的研究结果发现,雅思阅读考试在近年来发生了一些主流题型的变化:一些细节定位题型大量增加,配对题大量增加,这类题型具有独特的出题方式,对于考生来说需要有清晰和科学的解题思路,可以说这些变化对于考生更加具有学术性和挑战性。大多数考生需要在这方面有专业的指导和有效的练习,但是就目前国内外的应考书籍来看,反映这种雅思考试趋势的书籍比较少,而且几乎没有机构做出具有学术高度的总结和分析。鉴于考生要求和对于学术上的不断探索,我们在第二版的基础上特此推出雅思高分阅读第三版。

本书和第二版相比,最大特色在于:

1. 完整地介绍并分析了雅思阅读考试中运用到的所有技能和应试技巧。
2. 完整提供了5套学术类和4套普通培训类试题的练习,以帮助考生熟悉、适应和掌握各种题型的答题方法和技巧以及整体应试策略。

本书由四个章节组成。第一章是雅思阅读概况。其中讲解了雅思阅读的题型介绍和技巧汇总,并且给出官方样题,而且列出了相关的技能提高小贴士。第二章是雅思阅读技能训练,其中的十个小节分别讨论分析了雅思十大主流题型的题目特点和应试技巧,并辅以相关的文章训练,使学生掌握所有题型的应试方法。第三章和第四章是雅思阅读实战演练(学术类和普通培训类)。这两章中的所有文章和题型设置,均参照最新雅思阅读考试的特点,从文章和题目的难度到各种题型所占比例,完全符合雅思考试的特点,尽可能还原雅思阅读考试的特点,而且考虑到学生类和普通培训类考生的不同需求,我们编排了两类练习。在附录部分收录了雅思阅读核心词汇、答案及详解和雅思阅读答题纸。

本书是在多年雅思阅读应考教学基础上,根据雅思阅读考试真题,针对雅思阅读的测试目的、理念和题型特点及考点编写而成的,力图切实提高广大考生的雅思阅读水平,同时使考生对雅思阅读有个全面把握,并且形成应试能力。在编写过程中,我们得到了朗阁海外考试研究中心(RAFLE)各位专家的大力支持,特别要感谢朗阁教育集团刘常研先生、房挺老师、曹燕老师,他们对本书的出版给予了大力的支持。还要特别感谢朗阁海外考试研究中心的几位阅读专家,他们是龚雪松、张文婷、樊黎明和吴跃九等。

最后,恳切希望使用本书的读者提出宝贵的批评和建议。

目 录

第一章 雅思阅读概况	1
第一节 雅思阅读考试特点	4
第二节 雅思阅读技能和题型分析	6
第三节 最新雅思阅读考题	9
第四节 阅读小技巧	17
第二章 雅思阅读技能训练	19
第一节 Multiple Choice (选择题)	21
第二节 Short-answer Questions (简短回答题)	32
第三节 Sentence Completion (完成句子题)	38
第四节 Summary Completion (归纳摘要填空题)	46
第五节 Labelling a Diagram which has Numbered Parts (图标标注题)	56
第六节 Choosing Headings for Paragraphs or Sections of a Text (段落大意题)	63
第七节 Locating Information (段落细节定位题)	74
第八节 Identification of Writer's Views/Claims or of Information in a Text (是非无判断题)	82
第九节 Classification (分类题)	95
第十节 Matching (配对题)	101
第三章 雅思阅读(学术类)实战演练	111
TEST 1	113
TEST 2	125
TEST 3	138
TEST 4	150
TEST 5	162
第四章 雅思阅读(普通培训类)实战演练	175
PRACTICE TEST 1	177

PRACTICE TEST 2	189
PRACTICE TEST 3	201
PRACTICE TEST 4	214
附录一 雅思阅读核心词汇	228
附录二 答案及详解	233
附录三 雅思阅读答题纸	268

第一章

雅思阅读概况

A comparison of Academic and General Training Reading Modules

	Academic	General Training
Reading Passage	<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	60 minutes	60 minutes
Number of questions	40 questions	40 questions
Format of questions	<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外国人文类、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，反映一些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。

雅思阅读中的八种常见题型

1. Multiple choice (多项选择题)
2. Short answer (简答题)
3. Completing sentences (完成句子题)
4. Summary (摘要题)
5. Completing a table, a flow chart or a diagram (完成图表题)
6. Matching (配对题)
7. Classification (分类题)
8. True/False/Not Given or Yes/No/Not Given (“是非无”判断题)

第一节 雅思阅读考试特点

1. 时间永远是您最大的敌人

在 IELTS 阅读测试中, TIME 对绝大部分学生,特别是英文阅读水平相对一般的学生来说,尤为重要。即使是英语为母语的人(NATIVE-ENGLISH SPEAKER)也无法在 IELTS 测试规定的时间内完全理解所有的词汇。因此,一定要控制好时间。

2. 所问所答

首先,要完全了解问题的类型,再根据所提供的信息去回答问题。有的学生在参加完 IELTS 测试后总感觉所得分数与自己估算的分数相差甚远,原因无它,就在于对问题理解得不够彻底,因此,也就无法对所提问题做到精确回答。

3. 系统地制定学习计划

必须每天安排一定的时间,比如说一小时,并根据自身英文水平制定一个学习计划,稳步、系统地学习。阅读训练:争取每天阅读一定量的原版英文报刊、书籍,并非要读懂每一个词或完全理解,只要能理解其中大致含义既可。同时,可采取 3:1 的比例进行泛读与精读。

4. 增加阅读速度

要增加英语阅读的速度,当然并非一朝一日可以达到,通常需要相当长一段时间的学习及训练。但无论如何,应加强英文基础训练,掌握必要的测试技巧,从而在现有的英文基础之上取得更好的成绩。

5. 答案一定填在“答案纸”上

在 IELTS 考试时,所有答案务必要填在所给的 ANSWER SHEET 上。否则,即使您完成了全部问题,也是没有任何分数,这种现象曾发生过。

6. 带着问题阅读所给文章

在开始阅读所给文章前,应首先弄清题下所列问题,再带着这些问题有的放矢地去读那些与答题有关的部分,有些部分则完全不看,这样就可以节省出更多时间,达到事半功倍的效果。

7. 查看试题布局

①阅读试题三部分的每一部分的开头与结尾;②每部分有多少道题;③每部分(或每组题)的答题时间;④先回答哪些题型。

8. 查看问题中的关键词及短语

问题中总会有些词或短语与文章中的某些词或短语完全相同,或者词义相近、相关。IELTS 测试有时采用完全相同的词,有时则采用同义词、近义词,甚至一些相关词,这就需要考生要有一个良好的英文基础。

寻找关键词语的逻辑顺序如下:

问句主语中的名词→谓语动词(行为动词)→宾语部分的名词

上述三个关键词(KEYWORDS)可用作答案标示牌(SIGNPOST),在文章中找出答案的所在位置。一些介词短语或惯用表达法也可用作关键词语,特别是粗体字专有名词(表明数字、日期、时间、地点的词)均可用作关键词。

9. 围绕关键词及短语找出答案

很多情况下,利用在问句中找到的关键词及短语,与文中的词及短语相匹配即可得出答案,无需细读。方法如下:

先在文中找到问句中的关键词及短语的相应位置,仔细读这些关键词语所在的句子,很多情况下即可找到答案。如果根据关键词语所在的句子无法确定答案,可再读上一个句子及随后一句,基本上能找出其答案。

10. 查找同义词、近义词、相关词

在 IELTS 阅读考试中,能否准确找出正确答案,很大程度上取决于能否辨认出同义词、近义词、相关词及不同形式的短语。

- (1) 词形完全相同。
- (2) 词义相同,即同义词。
- (3) 词义相近,但并非同义。
- (4) 词义相关。

上述四种词汇/短语表达方式中,第一种当然容易辨认,第二种同义词也相对不难,关键是第三种与第四种形式不易辨认,所以要在阅读过程中多加比较练习。如能攻破这一关,对于取得好的考试成绩有很大的帮助。

11. 猜读词义

IELTS 测试时没有必要去读懂每一个词,如果遇到的词对理解全文和答题不构成困难,则不必理会它的含义,但如果碰到的词使你在理解全文,甚至回答问题时出现困难,则要设法去猜测其词义。猜测词义要从两方面着手:

- (1) 根据其所在句子的上下文及前后的词语,探其究竟。
- (2) 如果根据上下文及前后词语还是无法确切了解其真正含义,你可以再看一下这个词对整个句子所构成的影响是肯定的(POSITIVE)还是否定的(NEGATIVE),实际上这对你理解作者的意图已足够。

12. 优先查看数字

在文章中,数字是极容易找到的。如果在问句中出现数字,可优先将数字作为标示牌,在文章中找出答案的位置。需注意,有时问句中的数字在文章中可能会以文字的形式表达。

第二节 雅思阅读技能和题型分析

一、阅读技能^①

What reading skills are tested in IELTS Academic Reading?

This is a test of reading comprehension in a general academic context. The texts used and the skills tested are intended to reflect the target language needs of undergraduate and postgraduate students, without bias for or against students of any particular discipline. Candidates may have to:

- identify the writer's overall purpose, target audience, sources etc.
- identify and follow key arguments in a text
- identify opinions and attitudes as opposed to facts
- locate specific information
- read for detailed information
- extract relevant information
- distinguish the main idea from supporting details
- recognise key points for a summary
- group pieces of information in a text in accordance with salient criteria
- extract information from a prose text to put into a diagrammatic representation
- make inferences
- use correct spelling and correct grammar in their answers

How do we read text?

In everyday life we use different strategies or approaches to read different texts. Sometimes we read quickly, skimming for general ideas or scanning for a specific point. Sometimes we read slowly, trying to gain a detailed understanding. How we read depends on the text—its length, its type—and our purpose in reading it.

What is skimming?

When we skim a text we read very quickly. We just look at the headings and subheadings and the first lines of each section or paragraph. We also notice the key words that are repeated throughout the text. Our purpose is to understand the **gist**—the general idea of the

^① 此部分原文由雅思官方网站提供。

text. Skimming is a useful strategy to use throughout IELTS Academic Reading.

What is scanning?

When we scan a text we are looking for a specific piece of information or specific words. We ignore information that is not relevant to our purpose. Scanning is a useful strategy to apply when the questions ask for specific factual information. It is also a useful strategy to use to find the section of a text about which a question is asked.

What is reading for detail?

When we read for detail we read every word in a text and think carefully about the meaning of every sentence. It is often necessary in IELTS Academic Reading to read a certain section of a text in detail in order to answer a question correctly. Usually a candidate must skim or scan the text first to find the right section and then, having found the relevant section, read for detail.

二、主流题型分析

1. 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，在考察考生对文章细节类型信息定位，或题目与所对应文字之间的替换表达的方面，都达到很高的程度。但同时，复杂严密的逻辑思维并不是该题型考查的侧重点，考生应当避免过于偏执，否则不利于替换表达的识别。

2. Matching (配对题)

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

3. Locating (paragraph) Information (段落细节定位题)

近两年来相当活跃的一种全文细节匹配考察的题目，由于题目所对应的文章信息分布的不对称性，同时细节信息与大意信息均有可能考察，这些特点都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。

4. Classification (分类题)

从外在表现上分类题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。该类题在处理方式上和匹配题类似，考察频率不是很高。

5. Summary Completion (归纳摘要填空题)

对全文及篇章局部都可能会考察到的一种偏主旨类题型，核心考察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。

6. Choosing Headings for Paragraphs or Sections of a Text (段落大意题)

最典型的考察结构型信息的题目,每次必考,集中体现对于段落主题及细节的辨识能力,以及能否简单地对内容进行概括。对于部分考生而言,这是有相当难度的一种题型。

7. 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察,较密集地出现在文章特定段落或段落组中。考生应锻炼对空间、形状类型用词及其替换说法的敏感度。

8. Short-answer Questions (简短回答题)

由于一般以完整特殊疑问句和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表达相对应,将面临文字的取舍。因此,对考点的准备判断和对文章信息中心的判断,是该题目的核心。

9. 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察的基础上,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。

10. 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,但考察考生对细节信息的充分理解和对干扰信息的排除能力。

11. Table Completion (填表题)

雅思阅读最简单的题目,出题频率不高,考察读者对同类型信息的快速定位及判定的能力,需注重涉及信息分类文章中的信息对比。

在下一节中,我们将通过对最新官方考题的练习来掌握以上阅读技能。

第三节 最新雅思阅读考题

(雅思官方样题)

Sample Academic Reading A: Questions

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

Questions 1-7

Reading Passage 1 has seven sections, A-G.

Choose the correct heading for each section from the list of headings below.

Write the correct number, i-x, in boxes 1-7 on your answer sheet.

List of Headings

- i Legislation brings temporary improvements.
- ii The increasing speed of suburban development
- iii A new area of academic interest
- iv The impact of environmental extremes on city planning
- v The first campaigns for environmental change
- vi Building cities in earthquake zones
- vii The effect of global warming on cities
- viii Adapting areas surrounding cities to provide resources
- ix Removing the unwanted by-products of city life
- x Providing health information for city dwellers

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D
- 5 Section E
- 6 Section F
- 7 Section G

US City and Natural Environment

- A While cities and their metropolitan areas have always interacted with and shaped the natural environment, it is only recently that historians have begun to consider this relationship. During our own time, the tension between natural and urbanized areas has increased, as the spread of metropolitan populations and urban land uses has reshaped and destroyed natural landscapes and environments.
- B The relationship between the city and the natural environment has actually been circular, with cities having massive effects on the natural environment, while the natural environment, in turn, has profoundly shaped urban configurations. Urban history is filled with stories about how city dwellers contended with the forces of nature that threatened their lives. Nature not only caused many of the annoyances of daily urban life, such as bad weather and pests, but it also gave rise to natural disasters and catastrophes such as floods, fires, and earthquakes. In order to protect themselves and their settlements against the forces of nature, cities built many defences including flood walls and dams, earthquake-resistant buildings, and storage places for food and water. At times, such protective steps sheltered urbanites against the worst natural furies, but often their own actions—such as building under the shadow of volcanoes, or in earthquake-prone zones—exposed them to danger from natural hazards.
- C City populations require food, water, fuel, and construction materials, while urban industries need natural materials for production purposes. In order to fulfil these needs, urbanites increasingly had to reach far beyond their boundaries. In the nineteenth century, for instance, the demands of city dwellers for food produced rings of garden farms around cities. In the twentieth century, as urban populations increased, the demand for food drove the rise of large factory farms. Cities also require fresh water supplies in order to exist—engineers built waterworks, dug wells deeper and deeper into the earth looking for groundwater, and dammed and diverted rivers to obtain water supplies for domestic and industrial uses. In the process of obtaining water from distant locales, cities often transformed them, making deserts where there had been fertile agricultural areas.
- D Urbanites had to seek locations to dispose of the wastes they produced. Initially, they placed wastes on sites within the city, polluting the air, land, and water with industrial and domestic effluents. As cities grew larger, they disposed of their wastes by

transporting them to more distant locations. Thus, cities constructed sewerage systems for domestic wastes. They usually discharged the sewage into neighbouring waterways, often polluting the water supply of downstream cities.

The air and the land also became dumps for waste disposal. In the late nineteenth century, coal became the preferred fuel for industrial, transportation, and domestic use. But while providing an inexpensive and plentiful energy supply, coal was also very dirty. The cities that used it suffered from air contamination and reduced sunlight, while the cleaning tasks of householders were greatly increased.

- E In the late nineteenth and early twentieth centuries, reformers began demanding urban environmental cleanups and public health improvements. Women's groups often took the lead in agitating for clean air and clean water, showing a greater concern than men in regard to quality of life and health-related issues. The replacement of the horse, first by electric trolleys and then by the car, brought about substantial improvements in street and air sanitation. The movements demanding clean air, however, and reduction of waterway pollution were largely unsuccessful. On balance, urban sanitary conditions were probably somewhat better in the 1920s than in the late nineteenth century, but the cost of improvement often was the exploitation of urban hinterlands for water supplies, increased downstream water pollution, and growing automobile congestion and pollution.
- F In the decades after the 1940s, city environments suffered from heavy pollution as they sought to cope with increased automobile usage, pollution from industrial production, new varieties of chemical pesticides and the wastes of an increasingly consumer-oriented economy. Cleaner fuels and smoke control laws largely freed cities during the 1940s and 1950s of the dense smoke that they had previously suffered from. Improved urban air quality resulted largely from the substitution of natural gas and oil for coal and the replacement of the steam locomotive by the diesel-electric. However, great increases in automobile usage in some larger cities produced the new phenomenon of smog, and air pollution replaced smoke as a major concern.
- G During these decades, the suburban out-migration, which had begun in the nineteenth century with commuter trains and streetcars and accelerated because of the availability and convenience of the automobile, now increased to a torrent, putting major strains on the formerly rural and undeveloped metropolitan fringes. To a great extent, suburban layouts ignored environmental considerations, making little provision for open space,