



何 满 编著

高中生学雅思 阅读

一本专门写给高中生的雅思阅读教材

- 文章分级，由浅入深，循序渐进，实现从高中生英语到雅思考试的过渡，真正提升英语能力
- 收录大量针对性专项练习，基础与技巧并重，使高中生也能拿高分

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前言

Preface

这是一本专门写给高中生的雅思阅读教材。

在保持与雅思考试密切相关的前提下,本书尽可能地选取高中生感兴趣的话题。例如在主题为环境的章节中,本书选取的文章为《宝马的无污染引擎》,在这篇文章中考生既可以学到与汽车污染相关的单词,又不会觉得文章枯燥无味。在主题为高科技的章节中,本书选取的文章为《学校使用 iPhones 防止学生逃学》,又一个高中生热衷的话题。

本书所有文章主体选自西方报纸杂志,如《经济学人》、《国家地理》、《新科学家》等。每单元所选课文分为三个级别,课文长度分别为 300~400 字、600~700 字、1 000~1 200 字,单词难度分别为 4 000 词、5 500 词、7 000~8 000 词。由简入难,循序渐进,使考生实现从高中英语到雅思考试的过渡。

全书分为课本(TEXT)和测试题(TEST)两部分,共计 20 个单元,涵盖了自然、社会、环境、健康等十大题材。考生通过对本书的学习,可以掌握雅思阅读考试相关的文章内容,积累大量的常见题材的相关词汇。

课文 (TEXT)

本部分包含 10 个单元,每个单元的结构如下:

1. 核心单词。对于课文中的难词和核心词汇,书中配有精确的中英文解释,并对部分单词进行同义词扩充。单词的英文解释参照剑桥英语词典和朗文当代英语词典。
2. 关键句型。本部分收录课文中的关键句型以及较难的语法结构。长句和难句在雅思阅读文章中频繁出现。考生通过对课文中复杂语法结构的学习,可以迅速扫除雅思阅读考试中的难句障碍,同时提升自身的写作能力。
3. 题型练习。本部分精心设置了各种题型的练习题,帮助考生真正理解课文的内容,掌握雅思阅读考试相关题型的解题技巧,深入领会雅思阅读考试的命题思路,最终获得海外学习所需的阅读技能。



4. 补充阅读。本部分收录与每个单元题材相关的补充阅读材料，以拓展考生的知识面，提高考生的阅读能力。

测试题 (TEST)

本部分针对雅思阅读考试的 10 种题型设置了大量的专项练习题，帮助考生迅速掌握各类题型的解题技巧。

目前市面大多数阅读书籍集中于讲解考试技巧，而非英语基础实力的提升。本书强调基础和技巧并重，真正提高考生的英语能力。

最后感谢中国人民大学出版社何冬梅老师的大力支持，她对本书的结构编排提出了宝贵的意见。

谨以此书献给那些准备雅思考试的可爱的高中生们！

何 满

2009 年 9 月



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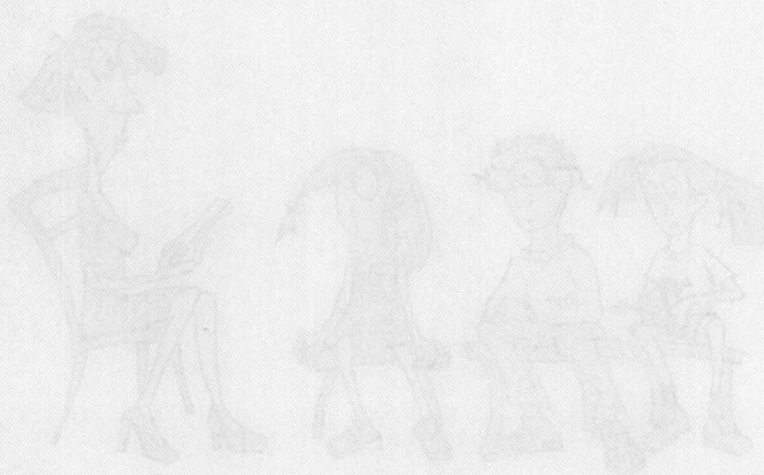
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Part One

TEXT

Education is a rather universal concept. It is a process by which people pass on their knowledge and skills to the next generation. It is not only a social activity, but also a personal one. We are interested in how the education system works in the United States. We also want to know how the education system is changing. And we have some ideas about how to improve it. We will discuss these issues in this text.

In our classroom, we work in groups. We discuss the problems of a work in groups. We make a plan to solve the problem. We have the opportunity to learn to cooperate, to share, and to develop leadership.



UNIT 1 EDUCATION

Step 1 Grouping Students

We find that bright children are rarely held back by mixed ability teaching. On the contrary, both their knowledge and experience are enriched. We feel that there are many disadvantages in streaming pupils. It does not take into account the fact that children develop at different rates. It can have a bad effect on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their intellectual ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability. We also value personal qualities and social skills, and we find that mixed-ability teaching contributes to all these aspects of learning.

In our classrooms, we work in various ways. The pupils often work in groups: this gives them the opportunity to learn to co-operate, to share, and to develop leadership



skills. They also learn how to cope with personal problems as well as learning how to think, to make decisions, to analyze and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teacher.

Sometimes the pupils work in pairs; sometimes they work on individual tasks and assignments, and they can do this at their own speed. They also have some formal class teaching when this is appropriate. We encourage our pupils to use the library, and we teach them the skills they need in order to do this efficiently. An advanced pupil can do advanced work: it does not matter what age the child is. We expect our pupils to do their best, not their least, and we give them every encouragement to attain this goal.

New Words

- enrich** *v.* 使富裕, 使丰富 (improve or make wealthy)
stream *v.* 将学生按能力分组 (grouping)
account *v.* 考虑, 解释 (explain, take up)
intellectual *a.* 智力的, 知识分子的 (associated with intellect)
contribute *v.* 导致, 投稿 (lead to, bestow)
academic *a.* 学院的, 学术性的 (associated with academia)
aspect *n.* 方面, 外观 (facet, respect, facial expression)
cope *v.* 处理, 对付 (deal with, handle, manage)
analyze *v.* 分析 (study, examine, investigate)
evaluate *v.* 评价, 估计 (judge, assess, appraise, value)
assignment *n.* 任务, 功课 (homework, duty assignment)
appropriate *a.* 适当的 (suitable, fitting)
efficiently *ad.* 有效率地 (effectively, with efficiency)

Key Structures

Take a look at the following sentence from the passage and write a sentence of your own by using the expressions in bold.

It does not take into account **the fact that** children develop at different rates.

Exercise 1: Vocabulary

1. Parents have a legal obligation to ensure that their children are provided with _____ education suitable to their age.
A. efficient B. sufficient C. higher D. deficient



2. The success of the new business has _____ the owners.
A. enlightened B. enriched C. enlarged D. entangled
3. Alcoholism affects all _____ of family life.
A. suspect B. respect C. aspects D. inspects
4. Smoking, it is believed, is responsible for 14% leukemia and _____ to 30% of all death from cancer.
A. contributes B. distributes C. attributes D. tributary
5. How could you _____ your poor attendance this semester?
A. discount B. account for C. recount D. count

Exercise 2: YES/NO/NOT GIVEN

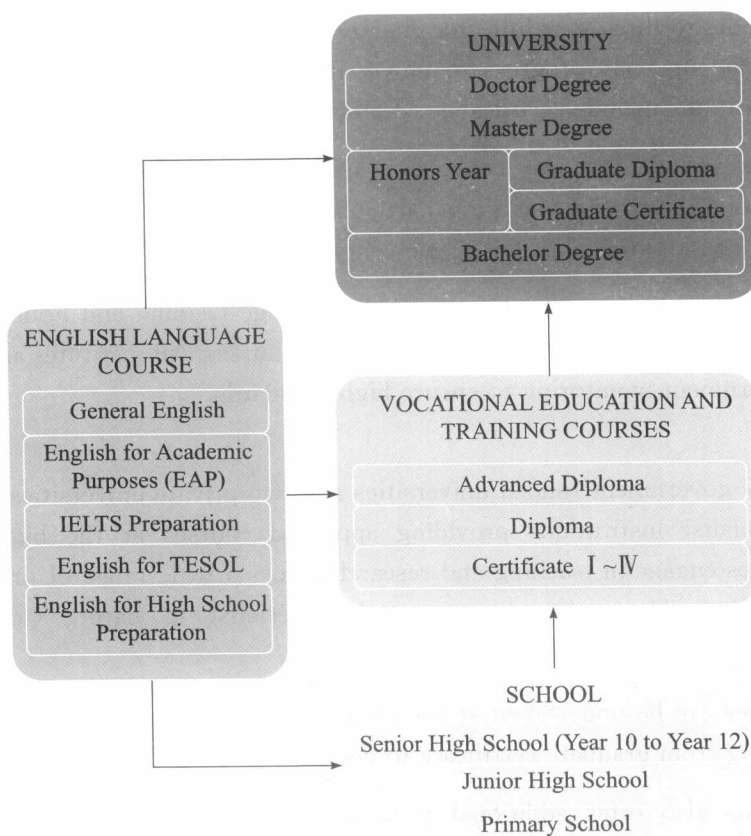
- YES *if the statement agrees with the views of the writer*
NO *if the statement contradicts the views of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

- ☐ 1. Mixed ability teaching will prevent the bright children from advancing.
- ☐ 2. Streaming pupils can only be discouraging to the not-so-bright child.
- ☐ 3. Mixed ability teaching will lead to full development of children in all areas.
- ☐ 4. Group work gives pupils the chance to learn how to work together.
- ☐ 5. Pupils have to participate in teaching activities when they work in groups.
- ☐ 6. Pupils who work on individual tasks perform better than those who work in groups.

Step 2 Australian Education System

Each year, Australia welcomes an increasing number of international students to study in our universities, institutes, colleges and schools. In 2000, more than 180,000 students from 140 countries studied at Australian institutions, either in Australia or in overseas campuses. The majority of these students (almost 70 percent) undertook courses in the higher education and vocational education sectors.

The Australian school system starts with a preparatory year followed by 12 years of primary and secondary schooling. Schooling is compulsory until the age of 16 or completion



of Year 10. An additional two years of study are necessary for those wishing to proceed to tertiary studies. In the final year (Year 12), students can study for a government-endorsed certificate which is recognized for further study by all Australian universities and vocational training institutions.

There are two broad categories of schools in Australia—government and private. Both accept international students. The school year in Australia is divided into four terms and runs from late January until December.

Vocational education and training (VET)

The VET sector is positioned between secondary schools and universities and prepares students for employment or further study. This sector consists of public institutes of Technical and Further Education (TAFE), and private colleges specializing in one or more areas of study related to future work.

TAFE Institutes are nationally-recognized, government-funded institutions offering



vocational education and training over a wide range of occupations. Courses vary in duration from several hours to three year full-time courses. They are usually cheaper than university courses, and students may progress to university later on with credits for their TAFE studies. Qualifications include certificates, diplomas and advanced diplomas.

Private colleges include business colleges, computer training firms, English language centres, and colleges specializing in a particular field such as aviation, photography, interior decorating, multimedia, hospital management and tourism.

Many institutes also provide accredited English language training and Foundation Studies for entry into university diploma and bachelor degree courses. All institutes and colleges are subject to Government monitoring to ensure high standards.

Universities

Australia has 37 government-funded universities and two private universities, as well as a number of specialist institutions providing approved courses at the higher education level. Universities engage in teaching and research across a wide range of professional and academic disciplines. These disciplines may be specialist in nature (eg, Medicine, Engineering) or generalist (eg, Arts, Science).

University studies can be undertaken at the undergraduate or postgraduate level, leading to awards ranging from graduate certificate to doctorate.

Many institutions also offer additional programs such as Foundation Studies, Study Abroad and English language courses.

Foundation studies

These programs (usually taken one academic year) prepare international students for entry into Australian universities. Students undertake subjects directly related to their preferred university course, as well as English language training for academic purposes. Successful completion of a Foundation Studies program provides students with a guarantee of admission into specific degree courses within participating institutions. Many schools and vocational institutes, as well as universities, offer Foundation Studies programs.

Study abroad

These programs give overseas students the opportunity to undertake courses at Australian universities for one or two semesters and have them credited at their home institutions. Students must gain prior approval for the subjects they wish to study abroad, and must also meet the normal pre-requisites for individual subjects.

English language training

English Language Intensive Courses for Overseas Students (ELICOS) may be undertaken

at a variety of government and private institutions. There are currently over 100 accredited and registered English centres throughout Australia.

Courses are designed to include general English language training, English for academic purposes (in preparation for further studies), English for specific purposes (eg, business or computing studies), secondary school preparation, and preparation for international exams (such as the Cambridge Certificate or IELTS).

Full-time English courses are available for periods of study from four to 48 weeks. Study tour programs are available, either full or part time, for periods of between one and six weeks. For comprehensive details on studying in Australia, Australian Education International (AEI) provides detailed information, in various languages, about studying in Australia.

New Words

- institute** *n.* 学会, 学院 (an association organized to promote art or science or education)
undertake *v.* 承担, 从事 (to do or begin to do something)
vocational *a.* 职业的 (providing skills and education that prepare you for a job)
compulsory *a.* 强制的, 义务的 (required by rule, mandatory, required)
tertiary *a.* (继初等、中等教育之后的) 高等教育的, 大学教育的 (relating to education in colleges and universities)
endorse *v.* 支持 (support)
certificate *n.* 证明 (a document attesting to the truth of certain stated facts)
category *n.* 种类 (type, class)
consist *v.* 组成, 包括 (be composed of)
fund *v.* 资助 (furnish money for)
duration *n.* 持续, 持久 (the period of time during which something continues)
diploma *n.* 文凭, 学位 (a document certifying the successful completion of a course of study)
aviation *n.* 航空 (the science or practice of flying in aircraft)
accredit *v.* 信任, 授权 (give credit for)
bachelor *n.* 学士学位 (the first level of university degree)
discipline *n.* 学科 (a branch of knowledge)
doctorate *n.* 博士学位 (one of the highest earned academic degrees conferred by a university)
guarantee *v.* 担保 (make certain of, ensure)
specific *a.* 特殊的, 明确的 (particular)
semester *n.* 学期 (one of two divisions of an academic year)
prior *a.* 较早的 (earlier in time)
approval *n.* 同意, 赞同 (the formal act of approving)
pre-requisite *n.* 首要条件, 先决条件 (something that is required in advance)
detailed *a.* 详细的 (developed or executed with care and in minute detail)