

READING

# 雅思阅读

新东方雅思考试指定辅导教程——基础培训

新东方教育科技集团雅思研究院 著



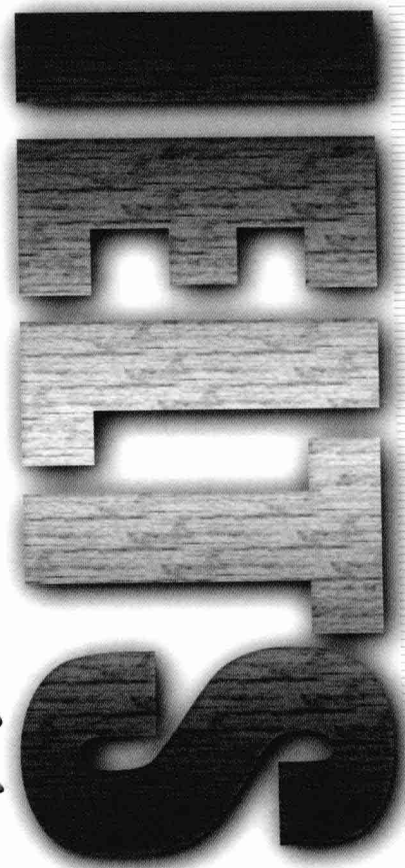
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Sheryl Read

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## **Dear Student,**

Welcome to this New Oriental IELTS preparation course and the Reading Book in particular.

IELTS, the International English Language Testing System, is one of the world's most popular English language tests for entry into university or higher education where English is the language of communication. In other words, it is your academic passport!

The most difficult challenge you will face in the Academic Reading Test is the enormous amount of unknown vocabulary. In this book you will learn a lot of frequently used academic words but, more importantly, you will learn strategies for managing unknown vocabulary. Each unit has extensive activities to help you develop your English vocabulary because a wide vocabulary base is one of the keys to success in the reading exam.

The exercises in this book have been created to give you practice in all the essential reading skills as well as the strategies you will need to answer the different kinds of questions in the test.

Topics in this book have been chosen because they are interesting, appropriate and typical. You will also study the common writing styles (narrative, description, argument) which are presented in reading passage materials in the IELTS exam.

Congratulations on choosing to study IELTS with New Oriental!

Ready? Let's go!

**Rod Ellis**

第二语言教学之父

“Task Base”教学法创始人

# Preface

## Dear Student,

Thank you for choosing to study for the IELTS with New Oriental.

This book is the long anticipated result of a close cooperation between New Oriental and international IELTS experts to develop our own IELTS training materials. We believe it offers a different approach, with the following features:

First of all, the language used is likely what you will encounter in a real classroom or work setting while living abroad. The setting of each dialogue is also consistent with how you might encounter English as used by native speakers in their own country.

Also, under the guidance of renowned professor Rod Ellis, our partner international research team has delivered a proven methodology for ensuring the intended acquisition of needed skills for IELTS test takers in speaking, listening, reading and writing.

And most importantly, this book incorporates ten years of IELTS training experience by the very best teachers at New Oriental, and therefore has been customized to suit the needs of Chinese students.

I sincerely hope that together with these materials New Oriental teachers can make your IELTS classroom fruitful and rewarding. Enjoy your learning time with New Oriental!

### **Zhou Chenggang**

新东方教育科技集团雅思研究院院长  
新东方教育科技集团常务副总裁



# Overview

This book covers the following points:

## **Reading Topics and Styles**

Topics which are often seen in the IELTS reading test. For example:

- technology, the environment, psychology, human biology, science, history, sport, medicine, the media, advertising.

Common styles of IELTS reading passages

- Narrative, description and argument styles. Articles are written in newspaper, journal and/or magazine style and are mostly at a level for an educated, general audience.

## **Vocabulary**

Exercises to help you to recognise and learn useful vocabulary for the reading texts. Strategies for dealing with unknown vocabulary in the reading texts.

## **Strategies and Practice for Answering the IELTS Reading Question Types**

All of the IELTS reading question types are covered in this book. The book provides:

- Practice exercises for each question type
- Helpful hints for approaching each question type

## **Practice Activities for Reading Quickly to Understand the Main Idea**

This is a **KEY** skill for success in the IELTS reading test. Each unit provides activities to help you to understand the main ideas **BEFORE** you begin the IELTS style reading questions.

## **Practice Units**

Units 5, 10, 15 and 20 of this book are practice units. In these units you will practise reading and answering questions.

There are two reading passages in each Practice Unit, and each passage has about 25 questions. In the real IELTS test, there are three reading passages and each one has about 15 questions. The total number of questions in a real IELTS test is approximately 40.

## **Extension Activities**

These activities are designed to provide further vocabulary practice, or to help you to understand the organisation of the passage more clearly.

We hope you will enjoy using this book, and that you will learn useful language and skills to help you to pass the IELTS reading test.

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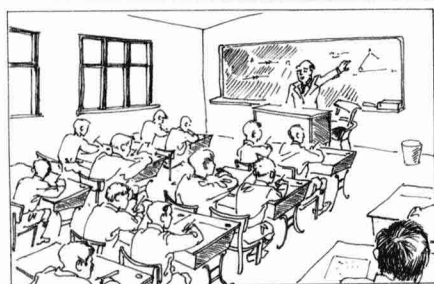
# IELTS

## Reading

“Chance favors the prepared mind.”  
(Louis Pasteur)

## Warm up - Thinking about the Topic

Look at the two pictures of classrooms in the 1900s and in the present.



- 1 Find at least 5 differences in the pictures. Talk about them with your partner.
- 2 Match these statements to each picture.
  - a. Children should be quiet and keep still while they are learning, and they should do what the teacher tells them.
  - b. Children need to talk and discuss together while they are learning.
  - c. Pictures and books help children to learn.
  - d. Education means learning to read and write and do maths.
  - e. Education means learning about the world and about how to find out information for yourself.
  - f. Teachers should set a good example to their students both in and out of the classroom.
  - g. Teachers should teach children to co-operate and to respect each other.
- 3 Work together with a partner to make a sentence about education in the 1890s and in the 2000s.

“In the 1890s... whereas in the 2000s...”

## Beginning to Read

### Skimming - Finding the Paragraph Patterns and the Main Idea

For IELTS reading, you need to be able to read **QUICKLY** to find main ideas and the structure, or organisation, of the paragraphs and the reading passage. Complete the activities below to practice how to do this. **Keep to the time limit!**

# Education over the past 100 years

**A** The education of our young people is one of the most important aspects of any community, and ideas about what and how to teach reflect the accepted attitudes and unspoken beliefs of society. These ideas change as local customs and attitudes change, and these changes are reflected in the curriculum, teaching and assessment methods and the expectations of how both students and teachers should behave.

**B** Teaching in the late 1800s and early 1900s was very different from today. Rules for teachers at the time in the USA covered both the teacher's duties and their conduct out of class as well. Teachers at that time were expected to set a good example to their pupils and to behave in a very virtuous and proper manner. Women teachers should not marry, nor should they 'keep company with men.' They had to wear long dresses and no bright colours and they were not permitted to dye their hair. They were not allowed to loiter downtown in an ice cream store, and women were not allowed to go out in the evenings unless to a school function, although men were allowed one evening a week to take their girlfriends out if they went to church regularly. No teachers were allowed to drink alcohol. They were allowed to read only good books such as the *Bible*, and they were given a pay increase of 25c a week after five years of work for the local school.

**C** As well as this long list of 'dos' and 'don'ts,' teachers had certain duties to perform each day. In country schools, teachers were required to keep the coal bucket full for the classroom fire, and to bring a bucket of water each day for the children to drink. They had to make the pens for their students to write with and to sweep the floor and keep the classroom tidy. However, despite this list of duties, little was stipulated about the content of the teaching, nor about assessment methods.

**D** Teachers would have been expected to teach the three 'r's'—reading, writing and arithmetic, and to teach the children about Christianity and read from the *Bible* every day. Education in those days was much simpler than it is today and covered basic literacy skills and religious education. They would almost certainly have used corporal punishment such as a stick or the strap on naughty or unruly children, and the children would have sat together in pairs in long rows in the classroom. They would have been expected to sit quietly and to do their work, copying long rows of letters or doing basic maths sums. Farming children in country areas would have had only a few years of schooling and would probably have left school at 12 or 14 years of age to join their parents in farm work.

**E** Compare this with a country school in the USA today! If you visited today, you would see the children sitting in groups round large tables, or even on the floor. They would be working together on a range of different activities, and there would almost certainly be one or more computers in the classroom. Children nowadays are allowed and even expected to talk quietly to each other while they work, and they are also expected to ask their teachers questions and to actively engage in finding out information for themselves, instead of just listening to the teacher.

**F** There are no rules of conduct for teachers out of the classroom, and they are not expected to perform caretaking duties such as cleaning the classrooms or making pens, but nevertheless their jobs are much harder than they were in the 1900s. Teachers today are expected to work hard on planning their lessons, to teach creatively and to stimulate children's minds, and there are strict protocols about assessment across the whole of the USA. Corporal punishment is illegal, and any teacher who hit a child would be dismissed instantly. Another big difference is that most state schools in western countries are secular, so religious teaching is not part of the curriculum.

**G** These changes in educational methods and ideas reflect changes in our society in general. Children in western countries nowadays come from all parts of the globe and they bring different cultures, religions and beliefs to the classroom. It is no longer considered acceptable or appropriate for state schools to teach about religious beliefs. Ideas about the value and purpose of education have also changed and with the increasing sophistication of workplaces and life skills needed for a successful career, the curriculum has also expanded to try to prepare children for the challenges of a diverse working community. It will be interesting to see how these changes continue into the future as our society and culture grows and develops.

- 4 Read the first sentence **ONLY** of each paragraph in the reading passage. Take **NO MORE THAN FIVE** minutes to do this.

Then, put these paragraph description into the same passage as the text itself. Write the letter of the paragraph, A–G, beside each one.

- \_\_\_ Teaching content in the past
- \_\_\_ Teaching in the present
- \_\_\_ Rules for teachers in the past
- \_\_\_ The importance of educational beliefs
- \_\_\_ Changes in teaching and in society
- \_\_\_ Teaching duties in the past
- \_\_\_ Rules for teachers in the present

Now, consider the **overall structure** of this reading. Is it a description, a comparison or an argument?

What two things are being compared here?

### Skimming - Summarising the Reading Passage

- 5 Work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about... It compares... The main idea is that...

## IELTS Type Questions: Reading for Details and for Main Ideas

Now that you know the main idea and organisation of the passage, you should be able to read it quickly to find details and answer the following questions.

### Matching Headings to Paragraphs

Choose the correct heading for each paragraph, A–G, from the list of headings below. Write the letter of the paragraph beside the heading.

- 1) \_\_\_ Students as Classroom Researchers
- 2) \_\_\_ Increasing Teacher Expectations
- 3) \_\_\_ Teachers as School Cleaners
- 4) \_\_\_ Education as a Preparation for Working Life
- 5) \_\_\_ Teaching as a Mirror of Societal Beliefs
- 6) \_\_\_ Expectations of Early Teachers
- 7) \_\_\_ A Basic Curriculum

#### TIP

Look at first and last sentences to do this, and watch for words with similar meanings.

## Multiple Choice Questions

Circle the correct letter. Some questions may have MORE THAN ONE correct answer, and this will be indicated in the instructions.

- 8) In the early 1900s women teachers were:
- allowed to get married after five years
  - not allowed to read the *Bible* at school
  - allowed to go to school events
  - allowed to wear colourful dresses
- 9) In the early 1900s teachers did not have to:
- sweep the floor and fill the coal bucket
  - ask the students to do group work
  - teach reading, writing and arithmetic
  - teach about the *Bible* and Christianity
- 10) In the early 1900s, the children:
- sat in order and were not allowed to speak in class
  - were not smacked if they were naughty
  - stayed at school until they were at least 15
  - learned how to speak a foreign language
- 11) Nowadays, children:
- must sit quietly and work by themselves
  - have access to computers
  - may not ask the teacher questions
  - must do research after school, not in school time

Circle **FOUR** correct letters:

- 12) Nowadays, teachers:
- must plan their classes carefully
  - have strict assessment plans to follow
  - may smack naughty children
  - teach children to think for themselves
  - insist on silence in the classroom
  - may not smoke after work hours
  - may not teach about religion in state schools

## Summary Completion

Complete the summary of the passage using words from the box below. There are more words than there are gaps.

## TIP

These questions usually follow the order of the reading passage.

## TIP

Watch carefully for word endings and grammar clues to help you with this.

aspects	community	reflect	attitudes	customs
expectations	function	duties	loiter	virtuous
proper	behave	permitted	regularly	conduct
illegal	skills	perform	corporal	education

Educational ideas and methods generally \_\_\_\_\_ 13) the way people think in any society. People's attitudes to what is important can influence the expectations of teachers' behaviour in a community. For example, in the 1900's, teachers had to \_\_\_\_\_ 14) according to a set of strict rules, and there were many things they were not \_\_\_\_\_ 15) to do, such as drink alcohol. Nowadays, the \_\_\_\_\_ 16) of teachers outside the classroom is not considered important, because ideas have changed. In the 1900s there was a list of caretaking \_\_\_\_\_ 17) for teachers, but nowadays this does not happen. Ideas about discipline have also changed. \_\_\_\_\_ 18) punishment was a common form of discipline in the past, but this is \_\_\_\_\_ 19) now.

### Global Multi-Choice

Circle the letter for the correct answer.

- 20) The writer's main idea is that:
- a) education is very important for young people
  - b) ideas about education change all the time
  - c) society changes as educational ideas change
  - d) educational ideas change as our society changes

#### TIP 1

You will usually find the answer to this question in the first and/or final paragraph.

#### TIP 2

Some or all of the four choices will be ideas from the passage. Your job is to choose the main, or most important one.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that you will need in the IELTS test.

### Vocabulary

The following words appear in the reading passage for this unit. Talk about them with a partner and check that you understand the meaning. Check any words you do not know with your dictionary.

<b>reflect</b>	<b>assessment</b>	<b>attitude</b>	<b>expectations</b>	<b>permitted</b>
<b>copy</b>	<b>basis</b>	<b>religion</b>	<b>literacy</b>	<b>aspects</b>
<b>diverse</b>	<b>curriculum</b>	<b>range</b>	<b>engage</b>	<b>participate</b>
<b>creative</b>	<b>appropriate</b>	<b>consider</b>	<b>sophistication</b>	

6 *Fill in the gaps in these sentences with the words above. Be careful of word forms such as plurals! Not ALL of the words in the list are included in the sentences.*

- \_\_\_\_\_ is a key part of effective education, because students and teachers need to know what has been learned and understood.
- The best schools have high \_\_\_\_\_ of the students' achievements. In these schools, students, teachers and parents share a similar \_\_\_\_\_ to the importance of hard work and study, and all \_\_\_\_\_ of education are valued.
- Changes in lifestyle, such as bigger houses and more car ownership, \_\_\_\_\_ the development of our economy.
- In modern schools, \_\_\_\_\_ activities such as free writing are encouraged, and there is a \_\_\_\_\_ \_\_\_\_\_ which offers a \_\_\_\_\_ of subject choices to meet the needs and interests of each pupil. There is an increasing level of \_\_\_\_\_ in the curriculum to meet the needs of the workplace.
- Students who \_\_\_\_\_ in school activities generally do better than those who are not interested.
- In most schools, smoking is not \_\_\_\_\_ on the grounds.
- \_\_\_\_\_ skills such as reading and writing are an important \_\_\_\_\_ for success in life.
- This IELTS reading book needs to include \_\_\_\_\_ reading passage which are similar to those found in the reading test. Writers need to \_\_\_\_\_ length, topic and writing style.

### Text Structure

**This text is organised into three main parts.**

- Firstly, it contrasts teaching and teachers now and in the past.
- Secondly, it gives examples to support the differences.
- Thirdly, it gives the writer's opinion.

7 *Read carefully through the passage again, and highlight or mark:*

- those sentences which introduce the different topics and contrasts;
- in a different colour, all the sentences which give examples of the contrasts;
- in a third colour, all the sentences which give the writer's opinion. NB: some of these may also introduce topic or contrasts, as in part (a) above.



## Note Completion

8 Complete these notes. Write **KEY WORDS** not sentences.

Education important aspect of society

ideas change as \_\_\_\_\_ changes

changes affect - curriculum, teaching and assessment

- expectations of \_\_\_\_\_ and \_\_\_\_\_

Rules for teachers in 1900s - duties and \_\_\_\_\_

Conduct - set a good \_\_\_\_\_ to students

Examples : - Women couldn't \_\_\_\_\_

Clothes rules: \_\_\_\_\_

Social life: \_\_\_\_\_

Reading: \_\_\_\_\_

Duties - had to \_\_\_\_\_

\_\_\_\_\_

1900s - teaching - strict and inflexible

Examples: Subjects - reading, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Punishment \_\_\_\_\_

Seating arrangements: pairs, seats in \_\_\_\_\_

Teaching style: sit \_\_\_\_\_

2000s - teaching - looser and more flexible

Examples: Seating arrangements \_\_\_\_\_

Teaching style \_\_\_\_\_

Rules for teachers \_\_\_\_\_

May not teach religion

May not \_\_\_\_\_ children

Conclusion

Education in the 2000s is to help children with the \_\_\_\_\_ for working life.

## Dealing with Unknown Vocabulary

9 Find the following words in the reading passage. Do not use a dictionary, but rather, use the words or sentences around them to help you to guess:

- the meaning of the word - option 1, 2 or 3
- the function of the word - e.g. noun, verb, adjective etc. in this reading passage

Fill in the gaps in this table below. The first one has been done for you.

Word	Option 1	Option 2	Option 3	Part of Speech
virtuous	strict	well behaved	tidy	adj.
keep company	go out with	talk to	start a business with	_____
loiter	talk to people	eat food in public	stay for a while	_____
function	use	meeting	lesson	_____
stipulated	required	needed	discussed	_____
corporal	army	physical	severe	_____
unruly	pretty	badly behaved	young	_____
protocols	ideas	numbers	rules	_____
illegal	sick	against the law	naughty	_____
secular	in cities	not religious	government funded	_____