

Conquer IELTS

李维 编著

# 雅思阅读攻略

Advanced Reading Skills

# IELTS



西安交通大学出版社  
XI'AN JIAOTONG UNIVERSITY PRESS



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雅思阅读考试的特点是文章篇幅长、题目形式多样、题目数量大。因此,很多考生不能在要求时间内完成任务。《雅思阅读攻略》的编写目的就是针对考试的特点而设定的。第一,通过基本阅读技巧的学习和训练,帮助考生在比较短的时间里把握文章结构、归纳段落大意、理解重点信息。第二,通过不同题型的讲解和练习,帮助考生熟悉题型、掌握不同题型的分析和解题思路。第三,通过真题的模拟训练,帮助考生在现有阅读水平上实现答题正确数量的最大化。

《雅思阅读攻略》由三个部分构成。第一部分讲解如何提高阅读技能,包括略读、查读和识别作者意图的能力。

略读技巧的讲解重点强调了三个方面的内容:①识别句子功能。也就是句子在段落中扮演的角色。进一步讲,也就是作者为什么写这个句子。②句子和句子之间的关系。句子间的关系决定了段落本身的内在结构。③段落中的重点信息。重点信息往往决定了段落大意,句子间的关系可以凸显出段落的重点所在。略读技巧的讲解和练习,旨在帮助考生以蜻蜓点水式的阅读方法,达到“只见森林,不见树木”的阅读目的。

查读,就是在阅读原文中检索信息。通过对题目的分析,可以明确要检索的目标,比如题目的话题、与该话题有关的定位线索等。目的在于训练考生在很短的时间里找到原文出题信息的具体段落和句子位置,实现“只见树木,不见森林”的检索意图。

识别作者意图,就是对题目和文章中出题的信息点有正确的理解。雅思阅读考试的题目设计坚持客观性的原则,所以考生必须客观地理解每个题目,不能产生思路上的偏差。比如,就观点出题,考生就必须到原文求证观点,而不能把事实混淆为观点。就比较出题,到原文求证比较;就定义出题,到原文求证定义;就举例出题,到原文求证举例;等等。从思维上保障正确答题是本节讲解的目的。

《雅思阅读攻略》的第二部分包括不同题型的讲解和练习。多样的题型设计源于多元的测试目的。不同的题型,旨在考察阅读能力的不同细节方面。所以,不同题型当然要求不同的审题思路,也要求不同的解题思路。该部分列出了常考题型的

解题步骤,并且配有若干练习。有些题目是考察对文章中心思想的理解和段落大意的把握,要求考生熟练运用略读的技巧。有些题目是考察考生的细节理解能力,要求考生在客观性原则基础上,熟练运用查读的技巧,并且正确理解作者的写作意图。

第三部分是以套题的形式呈现的。目的是提供一个机会,使考生通过练习,把基本阅读技巧和不同题型的做题技巧结合起来。建议考生首先在一个小时内完成一套试题,然后再对题目和文章进行仔细分析。

《雅思阅读攻略》中讲解的所有内容,都需要灵活的理解和掌握。只有适合自己的方法,才是最好的方法。所以,在准备考试的过程中,使用此书的考生需要根据自身的具体情况,不断地对思路和步骤做出调整,以便达到最佳的学习效果。

李维



# **About IELTS Reading**

## **Orientation**

### **General Training Reading**

The IELTS General Training Reading test takes 60 minutes. It is divided into three sections of increasing difficulty.

- Section 1 has short texts which come from advertisements, timetables, instruction manuals and the like.
- Section 2 has longer texts (usually two texts of about 500 words each) which give information and advice about education and training.
- Section 3 has one longer text (about 700 words) with more complex language and structure. The text will be about a general topic and will come from sources like general interest magazines.

There are about 40 questions to answer. The questions may come before or after the reading texts. There is a variety of questions. Often there are examples of how to answer the questions.

You may mark or write on the question paper, but all answers must be written on the answer sheet.

### **Academic Reading**

The IELTS Academic Reading test also takes 60 minutes. There are three reading passages on topics of general interest and have to answer 40 questions. The passages are taken from magazines, journals, books and newspapers. At least one text contains detailed logical argument.

Each reading passage is between 700 and 1000 words long.

Remember you must write your answers on the answer sheet as you go. Unlike in the Listening test there is no time to transfer them at the end of the test.

Although there are something different between the formats of General Training and Academic Reading tests, candidates usually apply the same reading strategies and skills to cope with them because they are with same types of questions.

## Common question types

Matching headings to paragraphs  
Summary completion  
True/False/Not Given or Yes/No/Not Given  
Matching of details  
Sentence completion  
Completing an illustration  
Multiple choices  
Classification  
Short answer

## Study Program

People learn and study in different ways. No one plan best suits all candidates. So, every participant should make his or her own study plan. Remember, if you follow a comprehensive program to prepare yourself for IELTS reading, you are building yourself up to peak performance on the day of the exam.

We make several suggestions as references to your study plan, but they need to be interpreted flexibly.

- Decide what you need.
- Choose appropriate passages for your reading practice.
- Practise the reading skills needed for IELTS reading.

### Decide what you need

Prior to devising a study program, you have to check what you need. You can ask yourself the following questions to find out more.

#### About reading module

Do you know how long the reading test lasts?  
how long the reading passages are?  
how many questions there are?  
the formats of the questions?

#### About reading skills

Do you need to improve your vocabulary?

your skimming skills?  
your scanning skills?  
guessing the meaning of unknown words?

### **About reading habits**

Do you read English every day?

Are you learning new vocabulary every day?

Can you state ten new words that you have learned last week?

Do you review the key steps in coping with different tasks when try different exercises?

### **Choose appropriate passages to read for practice**

As an independent English reader, especially when your aim is to improve reading ability in a comparatively short period of time, it is very important for you to select appropriate passages as your reading materials. If you can not find something interesting in your materials, you may get distracted by other things while reading. And if there are so many new words or sentences with complex structures, you may feel frustrated. So, if your reading is enjoyable and the reading materials are not so difficult, you will probably read more often, and even get a good habit of reading.

Remember, the ability to read a foreign language requires a lot of regular practice, especially your aim is to read for IELTS which demands you to read accurately and quickly. So, try your best to read a large amount of materials every day.

You can choose reading passages from the sources listed below:

- Textbooks from English speaking country, either textbooks of high school or university. Check and make it sure that the passages in textbooks suit your current reading ability. The textbooks can be on any disciplines, for example, nature science, history, geography, accounting or social science.
- Popular magazines like *Economists*, *Science*, *National Geographic*, *Nature*, etc.
- Encyclopedias such as *The Encyclopedias of Great Britain*. Skim through the list of contents or index and select some parts that you find interesting to read.
- English — language newspapers. Read articles that you find interesting. Whether sport, current events or even the comic strips.
- English language textbooks. Books for extensive reading will be the first choice.

### **Practise the reading skills needed for IELTS**

To improve your reading ability, you should get good reading habits. To be an

efficient reader, you can do the following activities before you read a passage, while you read it and after you read it.

### **Before reading**

- Anticipate what you are going to read as much as you can.

For example, if you are going to read *First Degree Courses*, you may want to know what courses are in the first degree. It is reasonable to expect that the article may contain introductions to those courses, teaching methods involved with them, even some approaches to assess students' work.

### **While reading**

- Underline pronouns and decide what they refer to

Select a short reading passage and underline every pronoun you can see. Then decide what these pronouns refer to.

- Ask yourself what the writer is doing

As you read, ask yourself what the writer is doing. Is the writer giving a definition? Is the writer providing examples, describing cause and effect, or classifying something? Decide what headings you should give to those paragraphs.

- Guess the meaning of words

Select a short reading passage and underline every word you don't know. Guess the meaning of the words and then check your guesses in a dictionary. Remember, any passage which contains new words more than 4 per cent of the total number of words will be out of your control.

- Predict what comes next

When reading a passage, occasionally stop and predict what might come next.

### **After reading**

- Anticipate questions

After you have read a passage, think of the questions that might be asked about it. For example, if you read *Esperanto*, you might anticipate questions like: when was Esperanto created? How many people use Esperanto? Where does Esperanto vocabulary come from?

- Write a short summary

After you read a passage, write a short summary. This is a good way of checking how much you understand when you read. It helps you to focus on the main points of the passage.

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# Part One >>> Developing Reading Skills

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## ■ Skimming

### What is skimming?

Skimming means reading very quickly. It involves selective reading of the most important parts of the text in order to:

- identify the topic of sentences or their functions.
- find out how the paragraphs and text are organized—that is, the way in which the writer organized all those pieces of information together in one passage.
- get a general idea of what the paragraph or the text is about.

### Topics and Functions of Sentences

#### Skimming sentences

When you are looking at sentences to understand the main points, try to find the main words in the sentence, namely the subject, the verb and the object of the main clause. Try to identify what the sentence is about and recognize the function of the sentence in a paragraph.

#### Examples of sentences:

1. Whale oil, rendered from the blubber, was used originally for lamp fuel and later as a principal ingredient of soaps, margarine, paint oils, and lubricants.
2. All museums should be free of charge to the public.
3. Tea plants are grown on tea plantations, called gardens or estates, in areas that

*have a great amount of rainfall and rich loamy soil.*

What you read are just those words underlined and what you get are as the follows:

**Topics:** 1. usages of whale oil

2. charges for museums

3. where tea plants are grown

**Functions:** 1. a fact

2. a suggestion or an opinion

3. a fact

**Examples of paragraphs:**

1. ① Drivers often have an over-inflated opinion of their own driving abilities and think that most other people on the road fall well below their own high standards. ② Some even take it upon themselves to show their fellow road users how to drive. ③ Car drivers commonly treat the road as a stage where they show other motorists how skillful they are by out-manoeuvring them. ④ Another frequent sight on the road is an irate man hanging out of the window of his car instruction another driver on the art of road-craft. ⑤ A similar situation is the football stadium full of referees, yelling instructions at the man in black.

Functions of sentences: ① general statement

② An example

③ An example

④ An example

⑤ A comparison

2. ① Let us use a tree as a vehicle for our explanation, where the tree represents the way of thinking. ② Some thinkers, content to stick to the mainstream, stay on the trunk of the tree, while ③ others with a bit more daring move out onto the sturdier boughs. The reckless few, not satisfied with sitting complacently on the branches, have to move out to the flimsier twigs and branches. ④ These are the radical thinkers, the iconoclasts the people who do not fit in. ⑤ However, they are not the dangerous ones. ⑥ Beware the truly menacing type of thinker,

*the predator who sits like a baboon on the stronger branches, waiting for the twigs to thicken and become strong. Once the way has been prepared, ⑦it is the baboons who move in, taking credit for and stealing the ideas of those who dare.*

(Baboons in Trees)

Functions of sentences: ①Topic sentence

②An example

③An example

④Further explanation of the previous example

⑤A contrast

⑥A warning/ an example

⑦A conclusion

From the previous examples we can see that it is possible to summarize a sentence by giving it a topic name or function name. These summaries then help you to read more efficiently as you are learning automatically to summarize sentences, and then larger chunks of text.

### Activity 1

In IELTS reading, students usually find it difficult to grasp the meaning of those sentences with so many words and with complex structures. The key is to find out the main words in the sentences, and work out the functions which they serve in the paragraph.

This activity is divided into several sections, every one of which is with different aim. So when you get practices on it, you should pay attention to the same structural characteristics among all the sentences in one group.

Remember; 1. underline the main words in every sentence

2. work out the function the sentence may serve

3. pay attention to the different forms of the subjects between the sections

### Section one

1. *If such traits help to camouflage plant, for example, the plant is likely to have a survival advantage over other plants that are less well camouflaged.*
2. *For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day.*
3. *In an age without radio or recordings, an age dominated by print, fiction gained its greatest ascendancy.*
4. *The Keelvinists, basing their conclusions on the assumption that the sun was an incandescent liquid mass rapidly radiating heat, calculated that the age of the earth was between twenty and forty million years.*

### Section two

1. *A commonly offered explanation is that those who shocked the victim at the most severe level were monsters, the sadistic fringe of society.*
2. *To test such theories, a parapsychological institute called the Isis Center for Research and Study of the Esoteric Arts, based in Silver Springs, Md., is planning to take 300 psychics and scientists in a cruise into the triangle next June.*
3. *This sleek-tailored thug, with a yen for silk underwear, big bets and beautiful girls, learned early the value of keeping out of the police eye.*
4. *Recently discovered air bubbles trapped thousands of years ago in Antarctic ice are veritable time capsules filled with information for scientists who chart the history of the atmosphere.*
5. *Within the next decade, sophisticated telescopes now orbiting the Earth will determine whether the continents really are moving, forestalling the incipient rift among geologists about the validity of the theory of continental drift.*

### Section three

1. *Not all the indicators necessary to convey the effect of depth in a picture work simultaneously: the picture's illusion of uniform three-dimensional appearance must therefore result from the viewer's integration of various indicators*

*perceived successively.*

2. *The cores of sediment drilled by the Glomar Challenger have also yielded information critical to understanding the world's past climates.*

#### Section four

1. *Use of the recently perfected method of echo sounding is rapidly enlarging our knowledge of submarine topography.*
2. *Parts of seventeenth-century Chinese pleasure gardens were not necessarily intended to look cheerful; they were designed expressly to evoke the agreeable melancholy resulting from a sense of the transitoriness of natural beauty and human glory.*
3. *The smallest references to persons and places and events contained in the accounts of the Exodus, for instance, or the biographies of such Biblical heroes as Abraham and Moses and David, can lead, if properly considered and pursued, to extremely important historical discoveries.*
4. *The self-important cant of musicologists on record jackets often suggests that true appreciation of the music is an arcane process closed to the uninitiated listener, however enthusiastic.*

#### Section five

1. *Children who believe in the value of hard work and responsibility and who attach importance to education are likely have higher academic achievement and fewer disciplinary problems than those who do not have these ideals.*
2. *As a result claims that eating a diet consisting entirely of organically grown foods prevents or cures disease or provides other benefits to health have become widely publicized and form the basis for folklore.*
3. *The point at which tool-using and tool-making, as such, acquire evolutionary significance is surely when an animal can adapt its ability to manipulate objects to a wide variety of purposes, and when it can use an object spontaneously to solve a brand-new problem that without the use of a tool would prove insoluble.*
4. *Those who purchased and prepared land for residential purposes, particularly land near or outside city borders where transit lines and middle-class inhabitants*

*were anticipated, did so to create demand as much as to respond to it.*

5. *Accompanying that growth was a structural change that featured increasing economic diversification and a gradual shift in the nation's labor force from agriculture to manufacturing and other non-agricultural pursuits.*
6. *Yet a regularly taken Roper poll that asks, "From where do you obtain most of your information about the world?" has found the percentage of people who reply, "Television has been increasing steadily over the past decade."*

## Section six

1. *Deciding what to look for, where to look and how to evaluate what is found are all matters the archaeologist must consider—often even before any digging is done.*
2. *To test the efficacy of borrowing from one field of study to enrich another is to investigate the extent to which terms from the one may, without forcing, be utilized by the other.*
3. *That many of the important laws of science were discovered during experiments designed to illuminate other phenomena suggests that experimental results are the consequence of inevitable natural forces rather than of planning.*
4. *To believe that a culture's achievement can be measured by the volume of its written material requires one to accept that a page of junk mail is as valuable as a page of great literature.*

## Activity 2

**Read the following paragraphs, and state the functions that sentences may serve.**

1. *The form of lyric known as "the sonnet" or "little song", was introduced into the English poetic corpus by Sir Wyatt the Elder and his contemporary Henry Howard, Earl of Surrey, during the first half of the sixteenth century. It originated, however, in Italy three centuries earlier, with the earliest examples known being those of Giaconmo de Lentino, "The Notary" in the Sicilian court of the Emperor Frederick, dating from the third decade of the thirteenth century. The Sicilian sonneteers are relatively obscure, but the form was taken up by the two most famous poets of the Italian Renaissance, Dante and*