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Introduction

介绍

这是一篇955字的雅思学术类阅读文章。通过它我们可以了解：

1. 雅思阅读真实考试的每篇文章是由2~4种不同题型组合而成的。
2. 如何在不牺牲理解力的前提下提高阅读速度。

下篇导读： 【如何提高阅读速度】

考试时间：

留学生要阅读大量的英语文献。一个好的阅读者的定义是每分钟阅读1 000个单词。这意味着一篇雅思阅读文章1分钟就可读完。雅思阅读考生半小时就可搞定，还剩半小时可小睡一会儿。你也能做到。如何做到，请读下文。 😊



Reading Passage

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

Improving Reading Speed

It is safe to say that almost anyone can double his speed of reading while maintaining equal or even higher comprehension. In other words, anyone can improve the speed with which he gets what he wants from his reading.

The average college student reads between 250 and 350 words per minute on fiction and non-technical materials. A “good” reading speed is around 500 to 700 words per minute, but some people can read 1,000 words per minute or even faster on these materials. What makes the difference? There are three main factors involved in improving reading speed: (1) the desire to improve, (2) the willingness to try new techniques and (3) the motivation to practice.

Learning to read rapidly and well presupposes that you have the necessary vocabulary and comprehension skills. When you have advanced on the reading comprehension materials to a level at which you can understand college-level materials, you will be ready to begin speed reading practice in earnest.

Understanding the role of speed in the reading process is essential. Research has shown a close relation between speed and understanding. For example, in checking progress charts of thousands of individuals taking reading training, it has been found in most cases that an increase in rate has been paralleled by an increase in comprehension, and that where rate has gone down, comprehension has also decreased. Most adults are able to increase their rate of reading considerably and rather quickly without lowering comprehension.

Some of the facts which reduce reading rate:

- (a) limited perceptual span i.e., word-by-word reading;
- (b) slow perceptual reaction time, i.e., slowness of recognition and response to the material;
- (c) vocalisation, including the need to vocalise in order to achieve comprehension;
- (d) faulty eye movements, including inaccuracy in placement of the page, in return sweep, in rhythm and regularity of movement, etc.;
- (e) regression, both habitual and as associated with habits of concentration
- (f) lack of practice in reading, due simply to the fact that the person has read very little and has limited reading interests so that very little reading is practiced in the daily or weekly schedule.

Since these conditions act also to reduce comprehension, increasing the reading rate through eliminating them is likely to result in increased comprehension as well. This is an entirely different matter from simply speeding up the rate of reading without reference to the conditions responsible for the slow rate. In fact,

simply speeding the rate, especially through forced acceleration, may actually result, and often does, in making the real reading problem more severe. In addition, forced acceleration may even destroy confidence in ability to read. The obvious solution, then is to increase rate as a part of a total improvement of the whole reading process.

A well planned program prepares for maximum increase in rate by establishing the necessary conditions. Three basic conditions include:

- (a) Eliminate the habit of pronouncing words as you read. If you sound out words in your throat or whisper them, you can read slightly only as fast as you can read aloud. You should be able to read most materials at least two or three times faster silently than orally.
- (b) Avoid regressing (rereading). The average student reading at 250 words per minute regresses or rereads about 20 times per page. Rereading words and phrases is a habit which will slow your reading speed down to a snail's pace. Furthermore, the slowest reader usually regresses most frequently. Because he reads slowly, his mind has time to wander and his rereading reflects both his inability to concentrate and his lack of confidence in his comprehension skills.
- (c) Develop a wider eye-span. This will help you read more than one word at a glance. Since written material is less meaningful if read word by word, this will help you learn to read by phrases or thought units.

Poor results are inevitable if the reader attempts to use the same rate indiscriminately for all types of material and for all reading purposes. He must learn to adjust his rate to his purpose in reading and to the difficulty of the material he is reading. This ranges from a maximum rate on easy, familiar, interesting material or in reading to gather information on a particular point, to minimal rate on material which is unfamiliar in content and language structure or which must be thoroughly digested. The effective reader adjusts his rate; the ineffective reader uses the same rate for all types of material.

Rate adjustment may be overall adjustment to the article as a whole, or internal adjustment within the article. Overall adjustment establishes the basic rate at which the total article is read; internal adjustment involves the necessary variations in rate for each varied part of the material. As an analogy, you plan to take a 100-mile mountain trip. Since this will be a relatively hard drive with hills, curves, and a mountain pass, you decide to take three hours for the total trip, averaging about 35 miles an hour. This is your overall rate adjustment. However, in actual driving you may slow down to no more than 15 miles per hour on some curves and hills, while speeding up to 50 miles per hour or more on relatively straight and level sections. This is your internal rate adjustment. There is no set rate, therefore, which the good reader follows inflexibly in reading a particular selection, even though he has set himself an overall rate for the total job.

In keeping your reading attack flexible, adjust your rate sensitivity from article to article. It is equally important to adjust your rate within a given article. Practice these techniques until a flexible reading rate becomes second nature to you.

Questions 1–4

Choose the appropriate letters **A–D** and write them in boxes 1–4 on your answer sheet.

- 1 Which of the following is not a factor in improving your reading speed?
 - A willing to try new skills
 - B motivation to improve
 - C desire to practice
 - D hesitate to try new techniques

- 2 Understanding college level materials is a prerequisite for
 - A learning to comprehend rapidly.
 - B having the necessary vocabulary.
 - C beginning speed reading.
 - D practicing comprehension skills.

- 3 For most people
 - A a decrease in comprehension leads to a decrease in rate.
 - B a decrease in rate leads to an increase in comprehension.
 - C an increase in rate leads to an increase in comprehension.
 - D an increase in rate leads to a decrease in comprehension.

- 4 Speeding up your reading rate through forced acceleration often results in
 - A reducing comprehension.
 - B increasing comprehension.
 - C increasing your reading problem.
 - D reducing your reading problem.

Questions 5–9

Complete the table below.

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

Factors	Effects	Reduces rate	Increases rate
Wider eye span	(5)		YES
(6)	Word-by-word reading	YES	
Slow perceptual reaction	(7)	YES	

(8)	Return sweep inaccuracy	YES	
(9)	Concentrate and be confident		YES

Questions 10–13

Do the following statements agree with the information given in the Reading Passage?

In boxes 10–13 on your answer sheet write

- TRUE** *if the statement is true*
- FALSE** *if the statement is false*
- NOT GIVEN** *if the information is not given in the passage*

- 10** In gathering material on a topic a reader must maximise his reading rate.
- 11** The basic rate for each part of the reading material involves an overall adjustment.
- 12** The rate of 35 miles per hour is rather low when climbing mountain.
- 13** A good reader never establishes a set rate for reading an article.

CHAPTER 1



Summary 单词填写题

介绍：可细分为1. 原文选词填空完成摘要；2. 从题目后面的单词列表中
选词填空完成摘要；3. 从原文选词填空完成句子；4. 从原文选词
回答问题。

概率：真实考试40个题目中平均10个题

难度：前3种：★★★★☆☆

第4种（从原文选词回答问题）：★★☆☆☆☆

下篇导读： 【冰箱的发明】

考试时间： 2012-09-22……

古人制冷的方法；冰箱的发明和改良；冰箱和制冷技术促进了许多行业的发展，改变了人们的饮食习惯和生活方式，促进了健康；家里可以没有电视，但不能没有冰箱；冰箱还可应对雅思口语和写作话题——“谈谈生活中的一种电器产品”，“上世纪伟大的发明之一”；“烤鸭”爱冰箱。😊

Reading Passage 1

The Refrigerator

Many of the conveniences we enjoy in our homes are the result of years of innovation by dedicated inventors. Though we take many of them for granted, some—like the refrigerator—have hugely affected the way we live our lives. Who invented the refrigerator, and how has it evolved over time?

Early Refrigeration

Preserving food has not always been easy. Centuries ago, people gathered ice from streams and ponds and did their best to store it year-round in icehouses and cellars, so they had a ready supply to keep their food cold. Even with ice, people were often limited to eating locally grown foods that had to be purchased fresh and used daily. The Egyptians, Chinese and Indians were some of the early people to use ice in food preservation. In 1626, Sir Francis Bacon was also testing the idea that cold could be used to preserve meat; his chilly experiment caused him to develop pneumonia, from which he died on Easter Day, April 9, 1626.

Even Peter Mark Roget, compiler of Roget's Thesaurus, studied refrigeration, suggesting a design for a "frigidarium." Progress took time, however, and snow and ice served as the primary means of refrigeration until the beginning of the 20th century.

Iceboxes

According to the Association of Home Appliance Manufacturers, one of the next steps between storing ice underground and modern refrigeration was the icebox. Introduced in 19th century England, wooden iceboxes were lined with tin or zinc, and filled with sawdust, seaweed and other materials to keep the ice from melting. Drip pans caught the water that melted and had to be emptied daily.

In the United States, warm winters in 1889 and 1890 caused ice shortages that fueled the need to create a better refrigeration system. An *Encyclopedia Britannica* entry attributes the beginning of commercial refrigeration to Alexander C. Twinning, an American businessman, in 1856. Later, an Australian named James Harrison reviewed the refrigerator used by Twinning, and another made by physician John Gorrie, and developed vapor-compression

refrigeration for the brewing and meatpacking industries.

In 1859, France's Ferdinand Carré created a more advanced system that used ammonia as a coolant; the earlier vapor-compression machines used air. The ammonia worked well, but was toxic if it leaked. Engineers worked until the 1920s to come up with better alternatives, one of which was Freon.

Electric Refrigeration

According to a paper published by Wright State University, Fred W. Wolf invented the first commercially viable electric refrigerator in the United States. Sold for the first time in 1913, the DOMELRE, an air-cooled refrigeration unit, was mounted on top of an icebox.

In 1915, Alfred Mellowes designed an electric refrigeration unit that differed from other refrigerators because it was self-contained; the compressor was in the bottom of the cabinet. Guardian Refrigerator Company started manufacturing and selling Mellowes' version of the refrigerator in 1916. Despite offering a high-quality product, the company struggled, producing fewer than 40 appliances in two years.

W.C. Durant, who was president of General Motors, eventually purchased the Guardian Refrigerator Company privately, and the business was renamed Frigidaire. Appliances were mass produced much like cars, and the first Frigidaire refrigerator was completed in September 1918 in Detroit.

Continued improvements in how the refrigerator was produced, along with organisational changes in the company resulted in a better product and a reduced price. Frigidaire eventually added ice cream cabinets to models in 1923, soda fountain equipment in 1924, and water and milk coolers in 1927. By 1929, 1 million refrigerators had been produced, a marked improvement from the early years.

Greener Refrigeration

Albert Einstein is remembered for many scientific achievements, but, as *Time* magazine notes, it's often overlooked that he also made great contributions to eco-friendly refrigeration. In 1930, Einstein and a colleague patented a refrigerator that cools with ammonia, butane and water instead of Freon, a contributor to global warming.

Although Einstein's original refrigerator was not very energy efficient, researchers from Oxford have adjusted his plans and believe they have a version that could be competitive in the marketplace in the future.