

IELTS IN ACTION

雅思实战

丛书总主编 杨爱英 郑 盈

阅 读

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前 言

为了帮助考生有效地提高英语能力、深入地了解雅思测试并在测试中获得高分，我们编写了《雅思实战》丛书，包括听力（配有一张光盘）、阅读、写作及口语四个分册。《雅思实战》十分重视考生的自我测试与自我提高，书中精心编选了分类练习及模拟试题供考生进行实战模拟，使考生做到考前较准确的自我定位。本丛书在编写过程中注重全面性、实践性和针对性。首先，本丛书针对雅思测试的四个方面进行了系统的介绍，全面覆盖测试中可能涉及到的各种话题和领域并加以分类，做到了信息量大、内容丰富和覆盖全面；其次，本丛书针对每个要点进行了细致的分析，涵盖核心词汇、要点介绍、技巧点拨，并提供相关练习，通过由浅入深、形式多样的讲解形式和练习方法，帮助考生进行从宏观到微观、从课堂学习到自我练习的过渡和实践；最后，本丛书针对中国学生学习英语中的常见错误进行分析和指导，为考生提供了良好的练习和提高平台，希望考生能够通过本丛书的学习和实践获得理想的测试分数。

《雅思实战》阅读分册由雅思阅读考试题型分析、解题步骤、应试技巧及专项练习题等部分组成。本书对雅思阅读考试的八种主要题型作了全面的剖析，明确了各种题型的特点、区别及解题方法，并针对每种题型设计了相应的专项练习，以帮助考生熟悉每种题型的特点。雅思阅读实践试题部分选编了题材广泛、切合雅思考试实际难度的试题，旨在使考生通过大量的练习进一步熟悉各种题型，学会运用基本技能和各种应试技巧来逐步提高雅思阅读考试的成绩。同时建议考生在做完相应练习后，精读每一篇文章，从而达到扩大知识面并积累词汇的效果。对于大多数考生来说，阅读部分最常见的问题是时间紧、文章长、题量大，一个小时之内难以准确完成。究其根本原因，主要包括以下几种情况：（1）语言基础知识薄弱，词汇量小，导致看不懂文章；（2）有一定的语言积累，但平时对学术类的文章接触甚少，在阅读学术词汇和复杂的语言结构时感觉困难；（3）知识面窄，文章涉及的相应背景知识匮乏；（4）阅读速度慢，不适应雅思阅读考试题型多和题量大等特点。为了解决这些问题，首先，考生需要了解雅思阅读考试的考查目的。雅思阅读考试考查的是考生的英语阅读能力，包括理解文章中的一般信息和具体信息的能力，以及带着目的寻找细节的能力。因此，考生需要掌握三种阅读方法：略读、查读和细读。阅读分册对于这三种阅读方法进行了详细的介绍，目的在于帮助考生掌握基本技能，提高阅读速度和答题的准确性。其次，理解书面信息是建立在一定的词汇量和语法知识基础之上的，因此建议词汇量不足的

考生务必重视积累词汇。此外，在实际考试中，文章中不可避免地会出现一些考生从未见过的生僻词汇，本书对此亦提出了一些有效处理生词的策略。

《雅思实战》的编写人员为黑龙江大学多年从事雅思教学的教师，杨爱英、郑盈任丛书总主编，杜博玉任阅读分册主编，负责 Practice Tests 8—16 及部分专项练习，杨爱英负责 Practice Tests 1—7，薛心华负责 Practice Tests 17—20 及部分专项练习，曲洁姝负责 Summary 部分专项练习。

编 者

2014 年 1 月

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Chapter 1 An Introduction to the Academic IELTS Reading

1. IELTS 学术类阅读考试概况

IELTS 学术类(Academic Module)阅读考试由三篇文章组成,单篇文章最多词数为1000,总词数约为2700。每篇文章后有13—14道题目,共计40题,每题1分。题目出现在文章之前或之后,要求考生在60分钟内阅读文章并回答40道问题。三篇文章的内容均为大众关心的话题,一般取材于科普性杂志、期刊、书籍或研究报告,包括人文、社科、技术等领域,但并不要求考生对文章内容有专业性的了解。

2. IELTS 学术类阅读考试题型介绍

IELTS 学术类阅读考试题型多样、灵活,测试角度比较全面,能够比较真实、全面地反映考生的真实水平。本书将学术类阅读考试题型分为以下八种:

- (1) Choosing Headings for Paragraphs or Sections of a Text(段落标题选择题)
- (2) Summary Completion(概要填空题)
- (3) Identification of Writer's Views/Attitudes(观点态度识别题)
- (4) Matching/Classification(搭配/归类题)
- (5) Multiple Choice(多项选择题)
- (6) Sentence Completion(完成句子题)
- (7) Short-answer Questions(简答题)
- (8) Chart/Table Completion(图表填空题)

各类题型的答题技巧及步骤,我们将在后面的部分详细讲解。

3. IELTS 学术类阅读考试评分标准

IELTS 学术类阅读考试的成绩以段(band)来表示,考生答对的题的数目被折合成段数,满分为9分。以下所列是正确答案数与分数之间的转换表。

Number of correct reading answers 正确答案数	IELTS band score 分数	Number of correct reading answers 正确答案数	IELTS band score 分数
39—40	9	13—15	4.5
37—38	8.5	10—12	4
35—36	8	6—9	3.5



续表

Number of correct reading answers 正确答案数	IELTS band score 分数	Number of correct reading answers 正确答案数	IELTS band score 分数
33—34	7.5	4—5	3
30—32	7	3	2.5
27—29	6.5	2	2
23—26	6	1	1
20—22	5.5	Absent 缺考	0
16—19	5	—	—

4. IELTS 学术类阅读考试测试目的

IELTS 学术类阅读考试测试的对象是那些将要以英语为媒介攻读学士、硕士或博士学位的学生。英国、加拿大、澳大利亚、新西兰等国家的各类院校普遍采用并认可这种语言测试系统。IELTS 学术类阅读考试主要测试考生是否具备大学阶段学习须用到的阅读技巧 (skills of reading for learning)。阅读部分主要测试以下几方面的能力：

- (1) to identify the writer's overall purpose, target audience, sources etc.
- (2) to identify and follow key arguments in a text
- (3) to identify opinions and attitudes as opposed to facts
- (4) to locate specific information
- (5) to read for detailed information
- (6) to extract relevant information
- (7) to distinguish the main idea from supporting detail
- (8) to recognise key points for a summary
- (9) to group pieces of information in a text in accordance with salient criteria
- (10) to extract information from a prose text to put into a diagrammatic representation
- (11) to make inferences
- (12) to use correct spelling and correct grammar in their answers

Chapter 2 Reading Strategies

1. Skimming

Skimming 是考生须具备的基本阅读策略之一,指快速浏览特定材料,了解大致内容或找出中心意思。略读用于回答关于全文和段落大意的问题。略读时往往采用“全景式”浏览方式,重点在文章大意,因而可省略各种细节描写,甚至忽略部分句子和段落。掌握此项技能,要做到以下几点:

(1) Skimming 时,要注意直接反映文章主题的信息,如文章标题、小标题、黑体字、斜体字、着重号以及有些文章配有的图片和图表等。通过标题,我们往往能了解文章的大意和发展方向;通过黑体字、斜体字和着重号,可以找到作者想突出的重要信息;通过图片或图表,则可以迅速获得关键信息或数据。

(2) Skimming 的重点是文章的起始段落(the opening paragraph)以及结尾段落(the closing paragraph)。因为文章的起始段落一般都介绍了文章的主旨和中心思想,表达了作者的意图和思路,其后段落都是围绕它而展开的。文章的结尾段落往往是全文的概括或结论。

(3) Skimming 时,还要注意文章各段的主题句(topic sentence)。主题句是表述段落大意的句子,在多数情况下,往往在段落的开头,但是位置会有变化,有时位于段落的结尾或中间。为了准确地找到主题句,应该弄清主题句的如下特点:

1) 主题句表达的意思比较概括,段落中的其他句子都是为了阐明、支持或发展主题句所表达的中心思想。

2) 主题句的句子结构一般都比较简明扼要,而不是长句或难句。

为了说明如何识别主题句在段落中的位置,我们举不同文章中的三段为例,并作简要分析如下:

例 1:

One of the most important weapons used during the Second World War was not a weapon used against people, but rather a drug used against disease. The wartime use of penicillin saved thousands of lives. In the First World War, for example, pneumonia was responsible for eighteen percent of all the deaths in the United States army. In the Second World War, the rate went down to less than one percent. In addition, penicillin was instrumental in keeping wounds from getting infected and in helping to speed the healing process of those wounds that did become infected.

上文的主题句(第一句)直接引出了该段的要旨。文中的其他句子都用以支持这一主题,对其进行追述和补充。各句之间配合默契,提纲挈领。全文始终围绕青霉素这一



主题展开,形成一个统一、和谐的整体。

主题句在文章中的位置是比较灵活的。尽管大多数主题句出现在文章的首位,但有的则放在文章的中间,成为段落语义的核心;有时出现在末尾,将主题引向高潮,成为一个强有力的结论。

例2:

In back of social change lie many forces. Climate, natural resources, agriculture and manufactures all serve to set in operation influences that tend to change a people's life. It is the part of good administration to adjust these forces in such fashion that changes are balanced and national experience is not left at the mercy of varying conditions. But the economic life of a people is so complicated that complete adjustment is beyond human power. Poverty in itself is seldom the cause of revolution. It is the sense of inequality in the distribution of wealth that breeds discontent. When wealth increases and at the same time tends to become monopolized in some class or group, this discontent is always keen. And, above all, when the rich are indifferent to the inequalities which economic change increases, and when the burdens of the economic life are not lifted from those least able to bear them, the consciousness of inequality grows into enmity.

上文讨论了引起人们不满情绪的主要原因。作者认为导致社会发生变化的因素很多,而政府的职能是平衡各种力量,起到媒介作用。随后作者指出,贫困不是导致革命的原因,分配不公才是引起人们不满的根本原因。主题句放在文章的中间,成为本文的语义核心。

例3:

It is no secret that I am not one of those naturalists who suffer from cities, or affect to do so, nor do I find a city unnatural or uninteresting, or a rubbish heap of follies. It has always seemed to me that there is something more than mechanically admirable about a train that arrives on time, a fire department that comes when you call it, a light that leaps into the room at a touch, and a clinic that will fight for the health of a penniless man and give to him the agencies of mercy, the X-ray, the precious radium, the anesthetics and the surgical skill. For, beyond any pay these services receive, stands out the pride in perfect performance.

上文主要讨论了城市的各种优点。作者首先列举了一些实事以证明城市的优越性。城市中的交通、设施、社会服务和医疗条件等远远胜过了农村。最后一句为主题句,对全文的论点进行了概括,起到画龙点睛的作用。

2. Scanning

Scanning 也是考生须具备的基本阅读方法。Scanning 的范围不是全文,而是相关的段落或句子,其目的是尽快地搜寻、找出和确定一些具体信息,即细节信息和事实信息。细节信息通常包括时间、背景、过程、因果,作者或他人的观点、态度等;事实信息如人名、地名、日期、数据、代表组织机构的缩略词等。Scanning 文章时应尽量做到以最快的速度在原文中找到准确的信息位置。为此应注意以下几点:

(1) 确定所要寻找的信息。在开始寻读之前,考生需要熟悉问题以明确要查找的对



象。带着问题进行寻读,做到有的放矢,利用文中有关线索、暗示和关键词,以最快的速度寻得所需的某个细节。

(2) 确定信息可能出现的几种形式。例如,专有名词往往以大写字母开头;书、杂志、报纸名称通常采用斜体字。如果你想知道事件何时发生,就可寻找日期。又如,你在读某人的传记时,为了找到有关他(她)所从事职业的相关信息,就应留意 occupation, work, employment, livelihood 等关键词。

(3) scanning 时,应了解通常状况下文章的叙述顺序和问题的顺序是基本一致的,按照此规律搜寻信息可以得到事半功倍的效果。

例如:

The Discovery of X-rays

Except for a brief description of the Compton effect, and a few other remarks, we have postponed the discussion of X-rays until the present chapter because it is particularly convenient to treat X-ray spectra after treating optical spectra. Although this ordering may have given the reader a distorted impression of the historical importance of X-rays, this impression will be corrected shortly as we describe the crucial role played by X-rays in the development of modern physics.

X-rays were discovered in 1895 by Roentgen while studying the phenomena of gaseous discharge. Using a cathode ray tube with a high voltage of several tens of kilovolts, he noticed that salts of barium would fluoresce when brought near the tube, although nothing visible was emitted by the tube. This effect persisted when the tube was wrapped with a layer of black cardboard. Roentgen soon established that the agency responsible for the fluorescence originated at the point at which the stream of energetic electrons struck the glass wall of the tube. Because of its unknown nature, he gave this agency the name X-rays. He found that X-rays could manifest themselves by darkening wrapped photographic plates, discharging charged electroscopes, as well as by causing fluorescence in a number of different substances. He also found that X-rays can penetrate considerable thicknesses of materials of low atomic number, whereas substances of high atomic number are relatively opaque. Roentgen took the first steps in identifying the nature of X-rays by using a system of slits to show that they travel in straight lines, and that they are uncharged, because they are not deflected by electric or magnetic fields.

The discovery of X-rays aroused the interest of all physicists, and many joined in the investigation of their properties. In 1899 Haga and Wind performed a single slit diffraction experiment with X-rays which showed that X-rays are a wave motion phenomenon, and, from the size of the diffraction pattern, their wavelength could be estimated to be 10^{-8} cm. In 1906 Barkla proved that the waves are transverse by showing that they can be polarized by scattering from many materials.

There is, of course, no longer anything unknown about the nature of X-rays. They are electromagnetic radiation of exactly the same nature as visible light, except that their wavelength is several orders of magnitude shorter. This conclusion follows from comparing properties through with the similar properties of visible light, but it was actually postulated by Thomson several years before all these properties were known. Thomson argued that X-rays are electromagnetic radiation because such radiation would be expected to be emitted from the point at which the electrons strike the wall of a cathode ray tube. At this point, the electrons suffer very violent accelerations in coming to a stop and, according to classical electromagnetic theory, all accelerated charged particles emit electromagnetic radiations. We shall see later that this explanation of the production of X-rays is at least partially correct.

In common with other electromagnetic radiations, X-rays exhibit particle-like aspects as well as wave-like aspects. The reader will recall that the Compton effect, which is one of the most convincing demonstrations of the existence of quanta, was originally observed with electromagnetic radiation in the X-ray region of wavelengths.

Answer the following questions:

1. When were X-rays discovered?
2. How many characteristics were X-rays found to have?
3. Who postulated the main properties of X-rays?

以上三个题目都是细节性题目,我们不必仔细阅读整篇就可以回答。首先,我们要确定需要去找的信息是什么类型。可以利用题目中关键性的动词、名词等来确定。比如,这里第一个问答题中的 **when** 揭示了答案应该是一个年代,那么我们去文中搜索答案的时候,就要注意所有表示年代的数字;题目后面的动词“**discovered**”是另外一个关键信息。这时回到文章中寻找的信息就已经非常的简单明了了,我们只需要把 **when** 和 **discover** 牢记心中,再去文中搜索,阅读效率就会大大提高,做题速度自然也就加快。同样,第二道题中的“**how many**”说明答案仍然是个数字,另外一个关键信息是 **characteristics**。用同样的方法可以很快回答第三题。

3. Reading for detail

当考生运用 **skimming** 或 **scanning** 找到题目所在文章的相应段落或句子的时候,就需要运用细读方式来具体分析。细读是指考生认真阅读句子中的每个词语,了解其含义,这种阅读方法对于考生最终确定正确答案起着重要的作用。

例 1:

题目: The history of Europe has been documented since 3,000 BC. (判断 TRUE, FALSE or NOT GIVEN)

原文: Conventional historical sources begin only with the introduction of written records around 3,000 BC in western Asia, and much later in most other parts of the world.

分析: 题目中的 3,000 BC 是最明显的信号词,我们带着这个信号词去文中查读,可



以很快定位到包含 3,000 BC 的文中的相应部分。但是,找到在文中的位置,并不是能够立刻判断出答案,需要对原文的这个句子进行仔细阅读。通过仔细分析可以发现题目中的 Europe 在原文中没有出现,但是文中的“much later in most other parts of the world”说明欧洲的历史被记录的年代更晚。因此,此题的答案为 FALSE。

例 2:

题目: Radar is an inaccurate term when referring to bats because ____ are not used in their navigation system. (句子填空)

原文: It is technically incorrect to talk about bat “radar”, since they do not use radio waves.

分析: 题目中的 inaccurate 和文中的 incorrect 是近义词, referring to 照应 talk about, because 照应 since, 并且题目和原文中都出现了 use, 因此可以定位这个空的答案就在原文中的这句话。但是通过细读发现原文中用的是 use 的主动态, 而题目用的是被动态, 因而答案应该是原文中 use 的宾语, 即 radio waves。

Chapter 3 Vocabulary Strategies

具备一定的词汇量是阅读顺利进行的前提条件之一。面对大量的阅读材料,即使具备相当的词汇量,也难免遇到生词。在阅读过程中查字典是阅读的不良习惯,频繁地翻查字典会大大降低阅读速度、影响阅读能力的提高。因此,针对雅思阅读信息量和生词量大的特点,阅读文章时,应掌握一些常用的处理生词的策略。

1. 利用文章后面的生词表

雅思阅读测试中,一些比较难的、频繁出现的关键词会在文章下面给出注释。因此,阅读时可以先看一下后面是否有词汇表。

2. 利用词形结构和构词法的知识来推断

运用词的前缀(prefixes)、后缀(suffixes)、词根(roots)、组合词素(combining forms)等构词成分的有关知识以及各种构词法来推测词义。例如:

(1) 词根 + 前缀

disuse

misuse

reuse

abuse

词根 + 后缀

childless

childhood

childish

childlike

(2) sym = same a = no anti = against tele = distant

sympathy = same feeling 同情

apathy = without feeling 冷漠

antipathy = against feeling 反感

telepathy = distant feeling 心灵感应

thermo(热) + meter(仪表) = thermometer(温度计)

seismo(地震) + logy(学科) = seismology(地震学)

inter(相互间的) + continental(大陆的) = intercontinental(大陆之间的)

3. 利用文中的原意转述来推测

在写作过程中,作者有时估计到某个词或术语会对普通读者造成理解困难,便往往采用直接定义或换另外一种表达进行解释,以帮助读者更好地理解,因而读者直接从定义中便可知某个生词的意义。通常作者以较明确的方式提供词义的线索,常用的关键词(组)或信号词(组)有: similarly, in other words, that is, that is to say, refers to, means, can be defined as, known as, 系动词 be 等;有时还采用破折号“—”、括号“()”等来表示。

例如:

(1) Oceanography has been defined as “the application of all sciences to the study of the

sea”.

如果 oceanography 是一个不认识的词, defined as 后面的句子中就给出了明确的定义。该词意思为“海洋学”。

(2) The modern age of medicine began with the stethoscope, an instrument for listening to a patient's heartbeat and breathing.

同位语部分就给出了 stethoscope 的确切词义, 即“听诊器”或“听筒”的意思。

(3) This set of books is for children. The first book of the sequence, which is one of the most popular series of children's stories, is a group of stories about the inhabitants of a village.

从定语从句可以得知 sequence(丛书)的意思。

(4) We are on the night shift—from midnight to 8 a. m.—this week.

You would see prunes (which are dried plums) and raisins (which are dried grapes).

作者在破折号之间和括号中分别对前面的词加以解释, 使读者很快明白它们的意思分别是“夜班”、“李脯”、“葡萄干”。

4. 利用文中的同义词或近义词来推测

作者为了使自己表达的意思更加清晰明了, 同时避免语言的单调, 常常会用同义词或近义词来对某一词进行说明、解释或重述, 起到一个相互参照的作用。同、近义词或同、近义短语往往为我们提供了生词的确切意思。

例如:

(1) Sally liked to concoct all sorts of stories, but her mother always knew when she was lying.

concoct 是个动词, lie 也是个动词, 在这一上下文中它们的词义大体相同, 意思是“编造(谎言)”。

(2) When it comes to manufactured goods there is actually more diversity in this country than Europe has ever known. The variety of goods carried by our stores is the first thing that impresses any visitor from abroad.

可以看出, variety 和 diversity 是同义词, 意思是“种类”或“品种”。

5. 利用逻辑推理来推断

逻辑推理是指利用单词或句子所在语境(上下文)的逻辑关系进行推理, 来确定单词的含义。

例如:

(1) At the early attempts, the cable failed and when it was taken out for repairs it was found to be covered in living growths, a fact which defied contemporary scientific opinion that there was no life in the deeper parts of the sea.

不难看出, 句中的“fact”与“scientific opinion”的内容完全不同, 从而可以推断“defied”一词的意思为“向……挑战”。

(2) Hotels and restaurants are an integral part of the city, without them, the city's



tourist industry could not exist.

从后果推断“integral”意思为“必要的”或“必不可少的”。

(3) Oh, dear, there's something wrong with the water pipe. I've to call the plumber.

根据句子来判断,“plumber”的意思为“水暖工”。

6. 利用文中所给的例子来推测

作者对于可能引起疑问或不易理解的事物和言论,往往会采用举例说明的方法,以获得更好的效果。有时举例也是为了使文章引人入胜,更易理解,并为不熟悉的词提供一些线索与暗示。因此,有时也可以通过文中所举例子来猜测某一生词的意思。常用关键词有:for example, such as, namely, like, as, for instance 等。

例如:

(1) Select some periodicals such as *The Detective*, *Reader's Digest*, *Times* and so on.

从后面所举的例子,我们不难猜出 periodical (期刊) 的意义。

(2) Some artists plan their paintings around geometric forms like squares, circles and triangles.

从 square, circles and triangles 不难猜出 geometric (几何) 的意思。

7. 利用常识和背景知识来推测

考生可运用一些人所共知的常识,通过上下文来推断难解词语的含义。

例如:

(1) The municipality (市政府) went from the red into the black after making contracts at levels beginning in April this year.

财政上的赤字通常用红色标示,黑色标注赢利,因此可推断“went from red into the black”意思为“扭亏为盈”。

(2) In a fraction such as $2/5$, the number above the line is called the numerator; the number below the line is the denominator.

在上面的句子中,根据普通的常识,我们不难判断出“numerator”意思为“分子”,denominator 意思为“分母”。