● 陈卫东 王冰欣 编著

IELTS
考试技能训练教程

READING STRATEGIES FOR THE IELTS TEST

阅读

（最新修订）

北京语言大学出版社
BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS

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（京）新登字 157 号

图书在版编目（CIP）数据

IELTS 考试技能训练教程·阅读/陈卫东、王冰欣编著．（最新修订）
—北京：北京语言大学出版社，2006 重印
ISBN 7－5619－1521－7

Ⅰ．I…
Ⅱ．①陈…　②王…
Ⅲ．英语－阅读教学－高等学校－入学考试，国外－习题
Ⅳ．H319.6

中国版本图书馆 CIP 数据核字（2005）第 123643 号

书　　名：IELTS 考试技能训练教程·阅读
责任印制：乔学军

出版发行：北京语言大学出版社
社　　址：北京市海淀区学院路 15 号　邮政编码 100083
网　　址：http://www.blcup.com
电　　话：发行部　82303650 /3591 /3651
　　编辑部　82303393
　　读者服务部　82303653 /3908
印　　刷：北京外文印刷厂
经　　销：全国新华书店

版　　次：2005 年 12 月第 1 版　2006 年 1 月第 2 次印刷
开　　本：787 毫米×1092 毫米　1 /16　印张：19.25
字　　数：399 千字　印数：5001—10000 册
书　　号：ISBN 7－5619－1521－7 / H·05134
定　　价：33.00 元

修 订 说 明

《IELTS 考试技能训练教程》（以下简称《教程》）是北京语言大学出国人员培训部的教师积多年的 IELTS 培训教学经验、对 IELTS 考试进行细致分析后编写而成的。自 1997 年首版出版以来，《教程》以其内容丰富广泛、练习形式多样、编排科学实用、能恰到好处地把握考试的重点和中国考生的难点等特点，受到了广大 IELTS 考生和培训教师的好评，被公认为 IELTS 考试辅导书之经典。

这次修订主要做了以下工作：1）增加了针对 IELTS 考试新题型的内容；2）删除了上一版中内容陈旧的材料，代之以新材料；3）修改、补充、完善了保留部分，使之更便于使用；4）听力和阅读分册增加了具有高度指导意义和实用价值的讲解与练习辅导；5）对版式进行了重新设计。相信修订后的《教程》定能帮助广大考生高效、有的放矢地备考 IELTS，使考生的考试成绩有一个新的飞跃。

《IELTS考试技能训练教程·阅读》编写说明

IELTS的阅读考试根据出国的目的分为两类。凡是计划出国留学，攻读学士、硕士或博士学位的考生应参加Academic类（简称A类）的考试。申请移民或参加短期交流式培训的考生要考General Training类（简称G类）。

本书收集的文章，题材主要是针对A类的考试。但近年来G类考试的阅读文章有两个趋势：1. 难度和长度均有增加；2. 广告和通知类的短小型文章的比例减小，长篇文章的比例加大（2000年9月的一次考试首次出现了三个部分全都是长篇文章，没有广告、说明类的短文的试题）。G类试题中第三部分的长篇文章的长度、题型均与A类试题非常接近，因此，本书中的许多文章亦适用于准备参加G类考试的考生。

A类的阅读考试有三篇文章，至少有一篇文章为文科题材（与社会、经济等文科专业有关），另外两篇涉及理、工、农、医，一般与科技有关。每篇文章的长度为800～1000词，每篇文章有12～15道题，总共有40道题，个别试卷或多或少一两道题。所有的文章均出自英、美的刊物或书籍。

A类阅读考试的文章题材多样，题型不固定，考生之间的阅读速度、理解能力更是千差万别。因此，没有哪种阅读方法是“最”有效的。考生应通过多做练习来熟悉题型，摸索适合自己的方法。对多数考生来说，要以同样的细致程度完成三篇文章的阅读是有困难的，最好的安排是花50分钟左右将其中的两篇做得较细，使答题的正确率高一些，将剩余的时间（10分钟）用在另一篇文章上。那么如何判断应先做哪两篇文章呢？拿到试卷后不要马上翻到第一页开始逐字、逐行地读，而应首先看一下三篇文章的长度有多大的差别，是否有图、表等non-textual information，是否有glossary（关键词），除较常见的Matching the Headings，YES/NO/NOT GIVEN，Summary以外还有没有别的题型，通过这些一两分钟内所浏览到的信息判断每篇文章的题材，看看有没有太生疏的领域。接下来就可以按所选定的顺序开始做题了。

做题时可先看一下文章的标题和文章的前两三行，如内容生疏则应马上换一篇，不要因为已经花了三分钟就一定要硬着头皮接着往下做。实际情况是，每篇文章的主题不同，很可能有一两篇你较熟悉的内容。如先做了你很

不在行的那篇文章，不仅多花了时间，而且正确率也得不到保障，最关键的是有可能因时间有限而把某篇对你来说可能是很容易的文章放弃了。因此，碰到不熟悉的主题一定要先放弃，待最后再说。

这本教程共收入八十余篇文章，在对 IELTS 试题进行细致分析之后，我们把这些文章按其阅读练习题型分成七个部分：Matching the Headings（标题与段落）、Cloze（填空）、Multiple Choice（多项选择）、Summarizing（概括）、YES/NO /NOT GIVEN（正、误、未做说明）、Scanning for Answers（速找答案）和 Integrated Exercises（综合练习）。在使用此书时无须按此顺序，但第七部分（综合练习）的题型更加多样化，因此建议读者在熟悉各类题型后再做此部分。

本书的模拟试题部分共有六套题。根据使用过这些试题并参加过“雅思”考试的考生的看法，这些题在难度和长度方面比真题略难、略长，但在题型方面没有差异。这也是作者编这些试题时的初衷。读者可阶段性地按实战要求做这些题，以观察自己的进步及困难所在。

IELTS 考试中的阅读既不同于日常的英语阅读，也不同于其他英语考试中的阅读。一般来说，阅读是获得信息的一种方式，而 IELTS 考试中的阅读则是要通过阅读解决具体的问题，换言之，是通过阅读找到问题的答案。学生在多年的英语学习、使用中已形成自己的阅读方法，这些方法在他们的学习和工作中也许是非常有效的，但这些方法运用在 IELTS 的阅读考试中可能会受到时间有限、题型特殊等因素的限制而不能充分、有效地使用。因此，作者建议，在做本书中的某一练习时，首先要看懂指令（instruction），弄清要完成什么任务（task），知道应在多长时间内完成（suggested time），然后再开始读。在阅读此书的过程中，不仅要注重提高阅读能力，也要注意摸索自己的适合不同题型的阅读方法。

目前拟赴英国、澳大利亚学习的考生一般要达到 6～7 分（band）才能被录取。由于各次 IELTS 考试的阅读和听力试卷的难度时常有差异，有时差异很大，因此没有统一的分数换算公式。一般来说，答题正确率为 60%～75% 可获得 6～7 分。在做练习时可以此百分比为参考，衡量自己的水平。

编者

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Unit One

Matching the Headings

一个学生曾经问老师："在做 Heading 题时，我并没有看懂，为什么总能做对?"不知道其他学生、读者是否有相似的感觉。

汉语的"懂"与"不懂"之间，似乎是黑白分明。我们从小学习汉字时，不仅要知道汉字的意思、读音，还要知道书写时的笔画和顺序。我们从小就养成的习惯、使用的方法和对"懂"与"不懂"的界定，使我们现在学习英文时，总找不到"懂"的感觉。因此，英文的"懂"与"不懂"，有一个灰色的跨度。

那个学生一定是读懂了，否则，不可能有很高的正确率。她说"没有看懂"，是因为她没有读汉语时的那种"懂"的感觉。

在读英文时，不要追求读汉语时的"懂"的感觉。如果想要保证 95% 以上的理解率（或是做题时的正确率），速度一定会下降，以致不能在规定的时间内完成规定的阅读量。阅读速度与理解率永远是一对矛盾。因此，要学会容忍不太高的理解率，把阅读速度提上去。通过大量的阅读，在速度不降低，甚至有提高的情况下，逐步地提高理解率。

言归正传。在做 Heading 题时，有什么技巧吗？有。

1. 将 example 中用过的选项划掉。这个选项已经用过了，不会再用了。划掉它，可以使目光不再在这个选项上停留，从而加快阅读速度。

2. 每读完一段，一定要划掉一个选项。这样会加快扫描 Heading 选项的速度。大部分雅思考生，是要出国读研的考生。一般来讲，英、澳、加等

国的大学，要求硕士课程申请人获得雅思总分为6.5的成绩，且单科不低于6分。中国学生的读和听的分数高于说和写。因此，要在总分上获得6.5，阅读分数应该达到或超过7分。否则，总分很难达到6.5。对于阅读有望达到7分或至少6.5分的考生来说，一定要具备"读一个自然段，划掉一个Heading选项"的信心。

3. 每个段落对应一个Heading选项。指令中的"You may use any of the headings more than once"是陷阱。

有的教材或培训班竭力推荐用"topic sentence"来判断段落大意。的确，在一些段落中，有"topic sentence"，且这样的句子会是段落的首句或末句；但也有的段落主题句藏在段落中间某个地方，甚至不是一个单句，而是两句甚至三句。这个"topic sentence法"，对于英文较差的考生，特别是那些在阅读上无望得5分以上的考生，也许有用。但对于6.5分或以上的考生来说，没有实质性的帮助。这样的考生，如果遇到Heading的难题，那这个段落的主题句肯定不是该段的首句或末句。其实，这个"topic sentence法"，是考生实在没有办法的情况下，可以尝试的一根未必管用的救命稻草。

除此之外，还有没有其他的具有实际意义的方法、技巧了？没有了。剩下的就要靠实力了。

有的段落非常好选标题，有的则很难。有的段落含有两个或以上的思想。哪个思想更为重要，哪个标题是对几个思想的概括，这是靠阅读能力，而不是靠技巧或招数能解决的。有的段落，中心思想很隐蔽，或者没有突出的思想，很难用半句话、一句话来概括。这样的段落怎么选标题，也只能靠阅读能力，不能靠技巧。

不过，要想在阅读上得7分或7.5分，不需要做对所有的题。有那么一两个"没治"的段落没关系。该舍弃就得舍弃，该有错误就有错误。在时间和正确率之间找一个平衡，更为重要。

例：

The following reading passage has seven paragraphs A-G. Choose the most suitable headings for paragraphs B-G from the list of headings below. Write the appropriate numbers (i-ix) in the spaces provided.

NB *There are more headings than paragraphs so you will not use all of them. You may use any of the headings more than once.*

(i)	Dangers of passive smoking
(ii)	EPA's opinion of the lawsuit
(iii)	Activists' opinion of the lawsuit
(iv)	Tobacco industry vs. the EPA
(v)	Chances of developing lung cancer
(vi)	Stop the EPA
(vii)	Importance of cigarette warnings
(viii)	A groundless report
(ix)	A report as good as any

Example:	Answer:
Paragraph A	*iv*

1. Paragraph B _____
2. Paragraph C _____
3. Paragraph D _____
4. Paragraph E _____
5. Paragraph F _____
6. Paragraph G _____

Tobacco Industry Fumes over Passive Smoking

A America's tobacco industry has launched a fresh assault in its war against the antismoking movement. Six tobacco groups are suing the US Environmental Protection Agency, claiming that its recent report on the dangers of secondhand smoke is based on sloppy science and is unfairly damaging their trade. Antismoking groups say the lawsuit is a Canute-like attempt to stem a tide of antismoking legislation sweeping the US.

B In January, the EPA released a long-awaited report on passive smoking. It considered more than 30 studies around the world that compared the incidence of lung cancer in nonsmoking women whose husbands smoked with that in those whose husbands did not. The report concluded that wives of smokers had a higher risk of developing lung cancer, and that the risk increased with the amount of smoke inhaled. Passive smoking causes 3,000 deaths a year from lung cancer in the US alone, it said. On the basis of this and other evidence — for instance, that smoke is clearly carcinogenic when inhaled directly — the EPA added environmental tobacco smoke to its list of known human carcinogens. The report also concluded that secondhand smoke

aggravates asthma and causes respiratory illness and ear infections in children.

C The tobacco industry countered that the study was shoddy and misleading, characterised by "a preference for political correctness over sound science". The tobacco groups pointed out that the increased incidence of lung cancer was seen only when the statistical test was relaxed from the usual 95 per cent confidence to a less rigorous 90 per cent. They also accused the EPA of ignoring several studies that contradict the agency's conclusions.

D On 22 June, the six groups — Philip Morris, R. J. Reynolds Tobacco and four groups representing growers and retailers — jointly sued the EPA to have the study declared null and void, and to throw out human carcinogen classification, which they claim goes beyond the EPA's legal mandate. "Unfortunately, it is the tobacco farmers, their families and their communities who — if the EPA is not stopped — will have to pay for this misguided actions," says John Berry, a lawyer for the Council for Burley Tobacco of Lexington, Kentucky.

E The EPA stands by its report. "We've been hearing them for years," says spokesman Dave Ryan. "We think the suit is frivolous." Major medical groups also back the report. "This lawsuit is just another example of tobacco conglomerates blowing smoke in the faces of Americans," says Lonnie Bristow, chair of the American Medical Association's Board of Trustees. "An industry that kills 450,000 citizens every year cannot be trusted."

F The charge of scientific manipulation is unfounded, says Morton Lippmann, a lung expert from New York University who chaired an external review of the EPA report. The 90 per cent confidence limit is reasonable given the difficulties of studying secondhand smoke, he says, as was the omission of some recent studies. "You could wait forever for this study and the next study and the next study," he says. In fact, the additional studies they're so anxious to include couldn't possibly change the conclusion. The omitted study most often cited by the tobacco industry found a 30 per cent increase in the risk of lung cancer in passive smokers exposed to the highest levels of smoke. Lippmann also notes that the EPA report, while the most complete, is not the first study to conclude that passive smoking increases the risk of cancer.

G Antismoking groups think the suit is a desperate attempt to stop the inevitable. Athena Mueller of Action on Smoking and Health points out that more than 40 states now have at least some restrictions on smoking in public places. And if a bill now before California's senate is passed, smoking at work could for the first time be banned across an entire state. Mueller doubts

if the tobacco industry's lawsuit holds water. "This is a scientific finding," she says. "You can no more sue the EPA for this than you could sue Einstein for the theory of relativity."

A 段：答案是 iv。这是全文的开场白。概要地介绍了诉讼双方及双方的主要态度。一般来说，第一段会作为例子给出答案的。考生可随手将例子从选项框内划掉，以便提高阅读速度。

B 段：答案是 i。这一段从几个方面指出了被动吸烟的危害：被动吸烟会增加患肺癌的几率；香烟的烟雾是致癌的；被动吸烟会加重哮喘和呼吸道疾病，会导致儿童耳朵发炎。第五个标题不全面，不是全段的核心思想，是该段落所传达的信息的一部分。这个题，靠"topic sentence"的办法，是不行的。

C 段：答案是 viii。shoddy 和 misleading 是两个口吻非常强烈的词，是对 EPA 的研究报告的"恶狠狠"的指责。这种指责还附有根据：置政治倾向于科学之上；可信度不够；未将其他对结论不利的研究结果列入报告。全段的中心思想就是批驳这个报告，而第八个选项准确地表明了这个态度。单单靠首句或尾句，不能准确地体会这个态度。

D 段：答案是 vi。在烟草公司看来，EPA 的报告会断他们的财路，所以要不惜一切代价阻止它。烟草公司将 EPA 告上法庭，要求对方宣布研究报告无效，也就是要阻止 EPA。

E 段：答案是 ii。文中的"We think the suit is frivolous"，"This lawsuit is..."表达了 EPA 对这场诉讼的看法。

F 段：答案是 ix。这一段也许是七段中最难的一段。烟草公司认为，EPA 的这个报告缺乏科学性。而 EPA 回应说："You could wait forever for this study and the next study and the next study，"意思是，只要研究被动吸烟，哪个报告都一样，结论都是被动吸烟有害健康。第九个选项"A report as good as any"所表达的思想，就是"哪个报告都一样"。这个题，靠"topic sentence"的办法，同样是不行的。更多的是靠英语的基本功：不仅要能准确地理解段落，还要知道"A report as good as any"的意思。做这样的题没有捷径、窍门，必须通读全段，而且要有非常好的理解。

G 段：答案是 iii。这一段说的是反对吸烟的一些团体对这场诉讼的态度。第三个标题"Activists' opinion of the lawsuit"与这个思想最为接近。

Exercise 1

In this exercise, you will read a passage and then answer the questions that follow. The suggested time for reading the passage and answering the questions is 15 minutes.

A Giant Step for Artificial Enzymes

1 Chemists in Britain have come a step nearer to building an "artificial enzyme" — a molecule which could speed up some reactions that are useful to industry.

2 Jeremy Sanders and his colleagues at the University of Cambridge have designed and synthesized a large cyclic "receptor" molecule, which makes one such reaction proceed almost 60,000 times as fast as usual. The receptor is similar to another built last year by the same team (*New Scientist*, *Science*, 1 February 1992). It consists of a ring of three porphyrin molecules linked by bridging chemical groups. Each porphyrin molecule contains a zincion at its centre. The central cavity of the new receptor is slightly smaller than before, and the researchers have also anchored pyridine groups to two of the zincions to act as bonding sites.

3 Sanders and his colleagues have used their receptor to speed up and control the products of the so-called Diels-Alder reaction, a mainstay of chemical synthesis. The reaction occurs between two molecules — a "diene", which has two carbon-carbon bonds separated by a single bond, and a diene-seeking molecule, or "dienophile". In the right conditions, these two molecules transfer the electrons involved in their double bonds from atom to atom to form new bonds that complete a ring of six carbon atoms with a single double bond. The creation of such six-membered rings is the crucial first step in making many pharmaceuticals and agrochemical.

4 Some Diels-Alder reactions are too slow to be useful industrially. The researchers therefore designed their receptor so that it would hold the diene and dienophile, via the pyridine (Py) groups, in the right positions to react quickly. According to Sanders, the receptor acts like a "molecular reaction vessel in which the effective concentration of reactants can be increased dramatically, so allowing a fast reaction".

5 Normally, Diels-Alder reactions produce a mixture of two products. But because in the receptor the reactants are forced into a specific orientation relative to each other, only one of the two possible products can form.

6 Sanders hopes to modify the receptor to bring together in the cavity two molecules that do not normally react. This could lead to be the synthesis of compounds which everyday synthetic chemistry cannot make.

7 The receptor differs from an enzyme or other catalyst in one important respect. Only a tiny amount of an enzyme is needed to make a reaction thousands of times faster, but large quantities of the receptor are needed to make a significant difference to the speed of a reaction. However, Sanders is confident that in the future his team will be able to increase the turnover or able to increase the turnover of reactants by designing new features into the receptor. This would reduce the amount of receptor needed to speed up a reaction by a given amount. The researchers report further details of their results in the latest issue of *Journal of the Chemical Society, Chemical Communications* (p 458).

Questions 1-6

Match the following headings with appropriate paragraphs. Note there are more headings than paragraphs. The first has been done as an example.

A. British chemists' achievement (*example*)
B. The creation of six-membered rings
C. Products produced by Diels-Alder reactions
D. The large receptor molecule designed by British chemists
E. The drawback of the receptor
F. The Diels-Alder reaction
G. Fast reactions due to the receptor
H. Further efforts to be made on the receptor

Example: Paragraph 1	Answer: *A*

1. Paragraph 2: ____ 2. Paragraph 3: ____ 3. Paragraph 4: ____

4. Paragraph 5: ____ 5. Paragraph 6: ____ 6. Paragraph 7: ____

Questions 7-9

7. How fast can the receptor molecule make reactions proceed?

_____

8. What is the mainstay of chemical synthesis?

_____

9. What is crucial to making many pharmaceuticals and agrochemicals?

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Exercise 2

In this exercise, you will read a passage and then answer the questions that follow. The suggested time for reading the passage and answering the questions is 10 *minutes.*

Population Growth and Food Supply

1 About two-thirds of the world's population live in what are loosely called "developing countries". Of course, strictly speaking all countries are developing, but the term is used to describe those which are undeniably poor. Although the rich countries have only about 34% of the world's population, they earn about 90% of the world's income. They also possess about 90% of the world's financial resources, and more than 80% of the world's scientists and technicians. They produce 80% of the world's protein — including 70% of its meat — and they eat it.

2 Thanks to an impressive succession of agricultural revolutions, man's food-growing capacity is now hundreds of times larger than it was at the turn of the century, and we are now feeding more people than at any time in history. Nonetheless, the number of hungry and malnourished people is also larger than at any time in history. Admittedly, total food production has increased since 1961 in most parts of the world. Yet per capita food production is little changed from the inadequate levels of the early 1960s. In short, world and regional production have barely kept up with population growth, as Fig. 1 shows.

3 There appear to be five food problems. First, there is the problem of quantity — of every human being getting enough calories to provide him with the energy to work and progress. Second, there is that of quality — of everyone getting enough protein, vitamins, and necessary minerals. Next there is the matter of distribution: we have to find satisfactory ways of transporting, storing and issuing food. Then there is the problem of poverty: many people in developing countries do not have money to buy food in sufficient quantity and of sufficient quality. And last, we must find ways of avoiding ecological side-effects. In other words, we