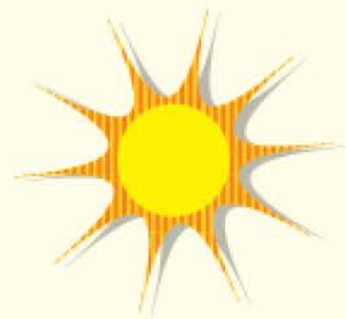




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总题数: 2 答对题数: 2 错误题数: 0 正确率: 100%

总题数: 4 答对题数: 4 错误题数: 0 正确率: 100%

总题数: 2 答对题数: 2 错误题数: 0 正确率: 100%

总题数: 6 答对题数: 6 错误题数: 0 正确率: 100%

总题数: 2 答对题数: 2 错误题数: 0 正确率: 100%

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总题数: 1 答对题数: 1 错误题数: 0 正确率: 100%

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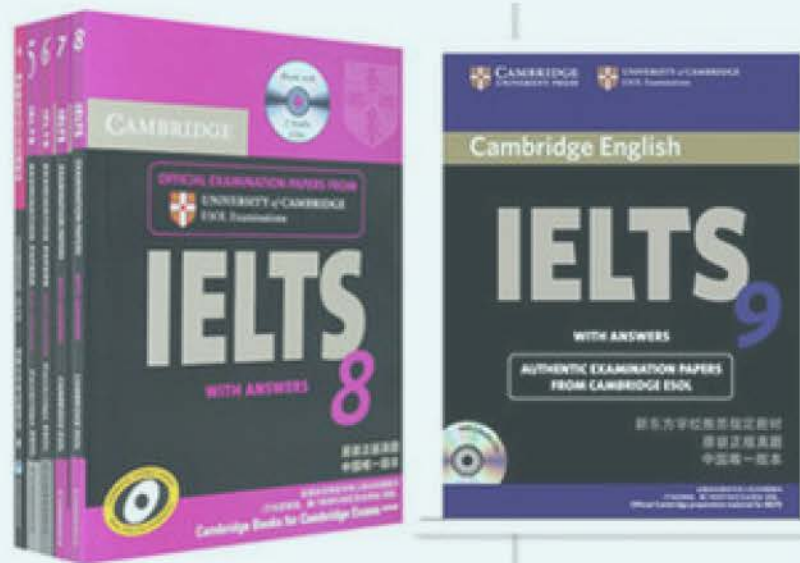


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如何使用理解最浅显的判断逻辑

- 在**理论**没有给出绝对判断的世界下：
- 一个反例总是容易找到！
- 一个正例总是容易找到！



Questions 9-12

(剑桥雅思04年真题, cam4P69) Do the following statements agree with the claims of the writer in Reading Passage 1?
in boxes **9-12** on your answer sheet write

- YES** *if the statement agrees with the claims of the writer*
NO *if the statement contradicts the claims of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

- 9 Any street child can set up their own small business if given enough support.
- 10 In some cases, the families of street children may need financial support from S.K.I
- 11 Only one fixed loan should be given to each child.



- Something you should know firstly

战略型技巧

- 1. 统计分布原则 $Y \geq N \geq NG$
- 2. 当题目数 ≥ 5 , Y, N, NG 都应出现
- 当题目数 ≥ 3 , Y, N 都应出现
- 3. 小顺序原则
- 4. 双定位原则



练习题

不确定的判断宁愿跳过放弃，也不要随便给出不可靠答案！

- A→ 1. T 2.T 3. F 4. F 5...?**?**...
- B→ 1.**?** 2.T 3. NG 4. F 5. F
- C→ 1. T 2.F 3.NG 4. NG 5.T 6.?
- D→ 1. F 2. T 3.F 4. NG 5.**?** 6.**?** 7. NG
- E→ 1. T 2.F 3. **?**



选择常用的逻辑解题判定

- F – FALSE
- L1- linguistic
- L2- logic
- 判断公式 A, B, C.....



FL2A.

题干出现比较级（与原文相反类型）

- 比较题干 明显类型的：
- more than, less than,
- equal =almost the same as
- no less than....
- 隐蔽类型 (来自数学)
- *reflect , correspond to , be proportional to*
- *..... keep pace with*



FL2A. 题干出现比较级（与原文相反类型）

- A is more than B → B is greater than A
- 特别引申：
- A is the same as B → A be significantly lower than B
- be equal to
- **AAA *Surrender /be inferior/more peripheral* to BBB → BBB is more significant/important than AAA**



- FL2B: 比较级否定最高级归属:

【题干】A is the most →

原文状况:

【原文】A is good, yet B is more dramatic
(better)



FL2C 绝对性错误类型

出现逻辑上的绝对意义：

一个反例总是容易找到！

一个正例总是容易找到

(1) 理论不可能的 (2) 目前现实不可能

- 1. 题干绝对，原文NO
- **Guarantee** , entirely, **usually**, always, invariably, fully , totally
- every/all →
- Little, only, any, →
- **only** one → some... some , range Variety
- have **never** been →
- ,



【原文】 the study compared the proportion of wealth poured into transport by **thirty-seven** cities around the world

【题干】 the Istp study examined public and private systems in **every city of the world.** *(logically mission impossible)*



【原文】 cheap labour **may** make Chinese clothing competitive in America, **but** if delays in shipment tie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.

【题干】 cheap labour **guarantees** effective trade conditions



TL2G 绝对之否定 → TURE

- Despite 条件B ,S → +/-
- → 【题干】
- 条件B **fails to** guarantee → TRUE
- Not necessarily=in some case, it is(not)
- not always =occasionally, sometimes



List of Headings

- i The influence of Monbusho
- ii Helping less successful students
- iii The success of compulsory education
- iv Research findings concerning achievements in maths
- v The typical format of a maths lesson
- vi Comparative expenditure on maths education
- vii Background to middle-years education in Japan
- viii The key to Japanese successes in maths education
- ix The role of homework correction

Example
Section A

Answer
iv

- 1 Section B
- 2 Section C
- 3 Section D
- 4 Section E
- 5 Section F

剑桥雅思8
-P88



Question 6-9 《剑桥雅思8》 P91

YES if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 6 There is a wider range of achievement amongst English pupils studying maths than amongst their Japanese counterparts.
- 7 The percentage of Gross National Product spent on education generally reflects the level of attainment in mathematics.
- 8 Private schools in Japan are more modern and spacious than state-run lower secondary schools.
- 9 Teachers mark homework in Japanese schools.



Question 10-13

Write the correct letter in boxes 10-13 on your answer sheet.

10 Maths textbooks in Japanese schools are

- A cheap for pupils to buy.
- B well organised and adapted to the needs of the pupils.
- C written to be used in conjunction with TV programmes.
- D not very popular with many Japanese teachers.

11 When a new maths topic is introduced,

- A students answer questions on the board.
- B students rely entirely on the textbook.
- C it is carefully and patiently explained to the students.
- D it is usual for students to use extra worksheets.

12 How do schools deal with students who experience difficulties?

- A They are given appropriate supplementary tuition.
- B They are encouraged to copy from other pupils.
- C They are forced to explain their slow progress.
- D They are placed in a mixed-ability class.

13 Why do Japanese students tend to achieve relatively high rates of success in maths?

- A It is a compulsory subject in Japan.
- B They are used to working without help from others.
- C Much effort is made and correct answers are emphasised.
- D There is a strong emphasis on repetitive learning.

LAND OF THE RISING SUM

A Japan has a significantly better record in terms of average mathematical attainment than England and Wales. Large sample international comparisons of pupils' attainments since the 1960s have established that not only did Japanese pupils at age 13 have better scores of average attainment, but there was also a larger proportion of 'low' attainers in England, where, incidentally, the variation in attainment scores was much greater. The percentage of Gross National Product spent on education is reasonably similar in the two countries, so how is this higher and more consistent attainment in maths achieved?



Lower secondary schools in Japan cover three school years, from the seventh grade (age 13) to the ninth grade (age 15). Virtually all pupils at this stage attend state schools; only 3 per cent are in the private sector. Schools are usually modern in design, set well back from the road and spacious inside. Classrooms are large and pupils sit at single desks in rows. Lessons last for a standardised 50 minutes and are always followed by a 10-minute break, which gives the pupils a chance to let off steam. Teachers begin with a formal address and mutual bowing, and then concentrate on whole-class teaching.

Classes are large – usually about 40 – and are unstreamed. Pupils stay in the same class for all lessons throughout the school and develop considerable class identity and loyalty. Pupils attend the school in their own neighbourhood, which in theory removes ranking by school. In practice in Tokyo, because of the relative concentration of schools, there is some competition to get into the 'better' school in a particular area.



C Traditional ways of teaching form the basis of the lesson and the remarkably quiet classes take their own notes of the points made and the examples demonstrated. Everyone has their own copy of the textbook supplied by the central education authority, Monbusho, as part of the concept of free compulsory education up to the age of 15. These textbooks are, on the whole, small, presumably inexpensive to produce, but well set out and logically developed. (One teacher was particularly keen to introduce colour and pictures into maths textbooks: he felt this would make them more accessible to pupils brought up in a cartoon culture.) Besides approving textbooks, Monbusho also decides the highly centralised national curriculum and how it is to be delivered.



D Lessons all follow the same pattern. At the beginning, the pupils put solutions to the homework on the board, then the teachers comment, correct or elaborate as necessary. Pupils mark their own homework: this is an important principle in Japanese schooling as it enables pupils to see where and why they made a mistake, so that these can be avoided in future. No one minds mistakes or ignorance as long as you are prepared to learn from them.

After the homework has been discussed, the teacher explains the topic of the lesson, slowly and with a lot of repetition and elaboration. Examples are demonstrated on the board; questions from the textbook are worked through first with the class, and then the class is set questions from the textbook to do individually. Only rarely are supplementary worksheets distributed in a maths class. The impression is that the logical nature of the textbooks and their comprehensive coverage of different types of examples, combined with the relative homogeneity of the class, renders work sheets unnecessary. At this point, the teacher would circulate and make sure that all the pupils were coping well.



E It is remarkable that large, mixed-ability classes could be kept together for maths throughout all their compulsory schooling from 6 to 15. Teachers say that they give individual help at the end of a lesson or after school, setting extra work if necessary. In observed lessons, any strugglers would be assisted by the teacher or quietly seek help from their neighbour. Carefully fostered class identity makes pupils keen to help each other – anyway, it is in their interests since the class progresses together.

This scarcely seems adequate help to enable slow learners to keep up. However, the Japanese attitude towards education runs along the lines of 'if you work hard enough, you can do almost anything'. Parents are kept closely informed of their children's progress and will play a part in helping their children to keep up with class, sending them to 'Juku' (private evening tuition) if extra help is needed and encouraging them to work harder. It seems to work, at least for 95 per cent of the school population.



F So what are the major contributing factors in the success of maths teaching? Clearly, attitudes are important. Education is valued greatly in Japanese culture; maths is recognised as an important compulsory subject throughout schooling; and the emphasis is on hard work coupled with a focus on accuracy.

Other relevant points relate to the supportive attitude of a class towards slower pupils, the lack of competition within a class, and the positive emphasis on learning for oneself and improving one's own standard. And the view of repetitively boring lessons and learning the facts by heart, which is sometimes quoted in relation to Japanese classes, may be unfair and unjustified. No poor maths lessons were observed. They were mainly good and one or two were inspirational.



判断题综合技巧-课后练习

- 《剑桥雅思4》 P20 Q1-Q8
- 《剑桥雅思4》 P48 Q16-Q23



Questions 1-8

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-8 on your answer sheet write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 1 The plight of the rainforests has largely been ignored by the media.
- 2 Children only accept opinions on rainforests that they encounter in their classrooms.
- 3 It has been suggested that children hold mistaken views about the 'pure' science that they study at school.
- 4 The fact that children's ideas about science form part of a larger framework of ideas means that it is easier to change them.
- 5 The study involved asking children a number of yes/no questions such as 'Are there any rainforests in Africa?'
- 6 Girls are more likely than boys to hold mistaken views about the rainforests' destruction.
- 7 The study reported here follows on from a series of studies that have looked at children's understanding of rainforests.
- 8 A second study has been planned to investigate primary school children's ideas about rainforests.



- 剑桥雅思4
- P20

Adults and children are frequently confronted with statements about the alarming rate of loss of tropical rainforests. For example, one graphic illustration to which children might readily relate is the estimate that rainforests are being destroyed at a rate equivalent to one thousand football fields every forty minutes – about the duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests – what and where they are, why they are important, what endangers them – independent of any formal tuition. It is also possible that some of these ideas will be mistaken.



Many studies have shown that children harbour misconceptions about 'pure', curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to re-express their ideas and so have them tested and refined by teachers and their peers.

Despite the extensive coverage in the popular media of the destruction of rainforests, little formal information is available about children's ideas in this area. The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools.

The study surveys children's scientific knowledge and attitudes to rainforests. Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were descriptions which are self-evident from the term 'rainforest'. Some children described them as damp, wet or hot. The second question concerned the geographical location of rainforests. The commonest responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%). Some children also gave more general locations, such as being near the Equator.

Question 16-23 《剑桥4》 P48

- 16 Australians have been turning to alternative therapies in increasing numbers over the past 20 years.
- 17 Between 1983 and 1990 the numbers of patients visiting alternative therapists rose to include a further 8% of the population.
- 18 The 1990 survey related to 550,000 consultations with alternative therapists.
- 19 In the past, Australians had a higher opinion of doctors than they do today.
- 20 Some Australian doctors are retraining in alternative therapies.
- 21 Alternative therapists earn higher salaries than doctors.
- 22 The 1993 Sydney survey involved 289 patients who visited alternative therapists for acupuncture treatment.
- 23 All the patients in the 1993 Sydney survey had long-term medical complaints.

