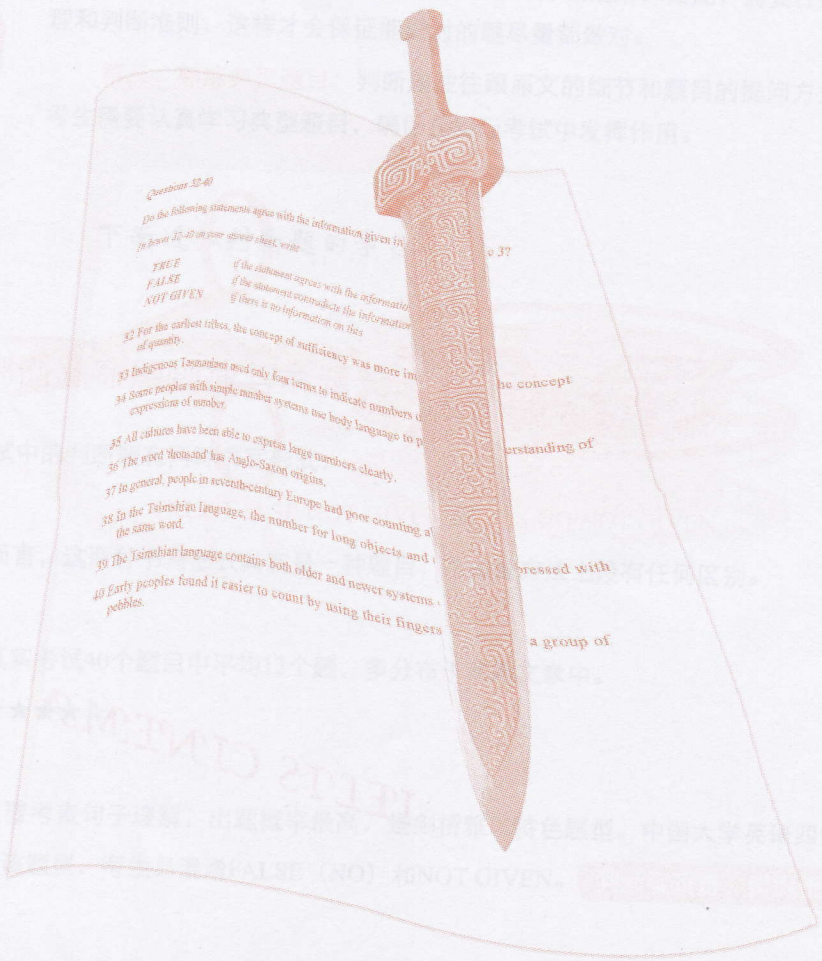
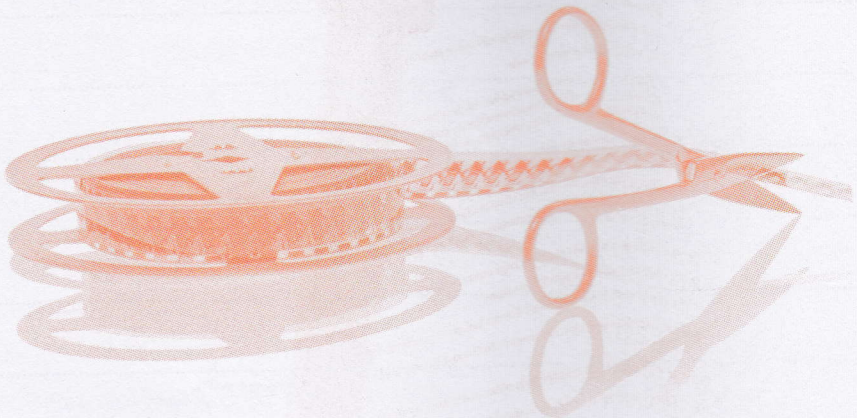
第5回

我有七种意，天下剑桥题



你做了很多这种题，以为苦练就好，勤能补拙，可悟真谛。来，听我讲真经大道，洞察剑桥，笑它翻来覆去七种意。叹不过是一生二，二生三，三生万物矣。



IELTS CINEMA

如果说读一篇文章如同看一部电影，那么是非判断题可以理解成这部电影的精彩片段剪辑。导演从影片里各个场景中抽取出了单独的镜头，为增加趣味性将其中一些修改增删，然后问观众：这个镜头这部电影里有吗？女主人公Christine 是喜欢Phantom的吗？是？不是？还是电影里没说，留下了悬念？

学习本回，有三大要点

第一，了解判断题的注意事项：这里讲述的是一些普遍规律。特别是在考生感到无从下手的时候，具有特别重要的指导意义。

第二，熟悉出题原理：中国学生最熟悉的判断题的形式是“正/误”判断。而雅思中加入了“未提及”。这让很多同学会产生混淆。因此，需要仔细研读出题原理和判断准则，这样才会保证能做对的题尽量都做对。

第三，熟练典型题目：判断题往往跟原文的细节和题目的提问方式紧密相连。考生需要认真学习典型题目，确保在实际考试中发挥作用。

下面进入判断题的学习。

是非判断题命题规律与解题要诀

雅思考试中的判断题有两种书写形式：

TRUE/FALSE/NOT GIVEN 和 YES/NO/NOT GIVEN

对考生而言，这两种书写形式其实是一种题目，在做题方法上没有任何区别。

概率：真实考试40个题目中平均12个题，多分布于两篇文章中。

难度：★★★★☆

该题型主要考查句子理解，出题概率最高，是剑桥雅思特色题型。中国大学英语四级考试阅读中已经引进了该题型，考生易混淆FALSE（NO）和NOT GIVEN。判断实不难，真假未提及

两个问题

问题1：TRUE/FALSE/NOT GIVEN和YES/NO/NOT GIVEN有区别吗？

Harvey回答：对考生来说没有区别。只是出题时如文章是议论文则采用YES/NO/NOT GIVEN；文章是说明文则采用TRUE/FALSE/NOT GIVEN。

问题2：在答卷上我写T代表TRUE能得分吗？

Harvey回答：能。《剑桥雅思3》后面官方给的标准答案中就是这样写的。N=NO；Y=YES；F=FALSE；T=TRUE；NG=NOT GIVEN。但注意Y≠TRUE；N≠FALSE。不能混淆。

答案概率

有学生问："我基础差，上了考场时间不够，题也读不懂，全靠蒙。有人说句子长的蒙TRUE；句子短的蒙FALSE；不长不短NOT GIVEN。对吗？"不会吧，我数数。

有学生说："实在没戏，全写TRUE，全TRUE法。"有点道理，但太极端，全TRUE法上不了5分的，没有实际意义。

让我们一起来看看《剑桥雅思》真题系列的答案统计表，找出答案概率的规律。

《剑桥雅思8》

（T=TRUE；F=FALSE；Y=YES；N=NO；NG=NOT GIVEN；F14=该题选FALSE，题目长度是14个单词）

	TEST 1			TEST 2			TEST 3			TEST 4		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
1		F14		T12			N11	T18	N13	Y16	NG11	T10
2		F11		NG11			Y13	T12	Y14	N17	Y14	NG9
3		NG10		F9			NG8	F12	NG15	NG15	N17	T8
4		T11		T9				T15	Y9	N6	Y8	F15
5		T13		T10				T18				
6		F9						NG22				
7		T12						T9				
8								NG10				

※ 统计结果：

共39题，占总题数24.4%

TRUE/YES（19题，占49%）> FALSE/NO（11题，占28%）> NOT GIVEN（9题，占23%）

《剑桥雅思7》

	TEST 1			TEST 2			TEST 3			TEST 4		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
1		N16	F18	Y9	Y10	N6	F10		NG15	T15	F10	
2		Y11	F16	N12	NG8	Y16	T11		F14	F12	NG11	
3		NG11	T16	NG15	N9	N13	NG10		T8	NG8	T7	
4		N9	NG10	Y17	Y12	Y17	T14		F12	T9	NG13	
5		Y11	NG10			NG15	F16		F8	F15	T12	
6		NG10	T14				NG10		F8	NG13	T13	
7									T15	T15	F14	

※ 统计结果：

共52题，占总题数32.5%

TRUE/YES（20题，占38%）> FALSE/NO（18题，占35%）> NOT GIVEN（14题，占27%）

《剑桥雅思6》

	TEST 1			TEST 2			TEST 3			TEST 4		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
1		T12		F14		T16	Y13	N16	N12	N11	NG18	
2		F6		T11		F11	NG15	NG11	Y12	Y12	N25	
3		NG7		NG9		T16	NG8	N8	Y12	N12	Y25	
4		T10		F10		F10	N7	Y11	NG8	Y11	Y20	
5		NG7		T18		NG7		NG9	Y18	NG13	N19	
6						T11		Y10		Y9	NG19	
7						F17						
8						T11						
9						NG17						

※ 统计结果：

共46题，占总题数28.8%

TRUE/YES（19题，占41%）> FALSE/NO（14题，占30%）> NOT GIVEN（13题，占28%）

《剑桥雅思5》

	TEST 1			TEST 2			TEST 3			TEST 4		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
1	T14	NG10	Y13	T14	F9	NG9	T17	Y14	NG17	Y15	T12	T7
2	F9	T16	NG12	F10	NG10	F14	F14	NG15	F8	Y16	NG9	T10
3	NG11	F11	N13	F10	T13	T18	NG11	N13	NG12	N9	F14	NG8
4	F13	F8	NG8		F12			Y16	T10	Y21		F6
5	F10		Y9		T8			NG11	F13	N11		F15
6	T13		N11		NG10			Y10	T15	NG13		T10
7					T8							F9

※ 统计结果：

共60题，占总题数37.5%

TRUE/YES（23题，占38%）> FALSE/NO（22题，占37%）> NOT GIVEN（15题，占25%）

《剑桥雅思4》

	TEST 1			TEST 2			TEST3			TEST 4		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
1	F12			N13	Y15		N14			T8	Y9	N13
2	F12			Y14	N20		NG14			NG11	NG10	Y22
3	T18			NG9	Y10		N10			F13	N10	Y15
4	T23			Y7	Y14		Y12			F10	Y8	NG11
5	F18				Y8					NG11	NG10	NG19
6	NG14				NG7					T17	N10	
7	T19				N14							
8	NG14				Y12							

※ 统计结果：

共41题，占总题数25.6%

TRUE/YES（17题，占41%）> FALSE/NO（13题，占32%）> NOT GIVEN（11题，占27%）

总结：

对这5本教材，20套雅思阅读考试真题统计后，我们发现：

① 该题型占总题数30%。即平均一套阅读考题出12题，分布在两篇文章中。

② 选TRUE/YES的概率41.4%；大于选FALSE/NO的概率32.4%；大于选NOT GIVEN的概率26.2%。

③ 在44组该题型中，只有6组在首题选NG，概率为13.6%（很小）。

④ 在44组该题型中，只有4组在末题选择FALSE或NO，概率为9%（非常小）。

所以总纲真言有云：**末题少驳斥，首题少NG**。

这样的命题设计其实是有道理的，人性化的。

大家还可以在上面这些答案密码表格中继续分析，如有新奇发现，请告知探讨。

四项注意

做是非判断题要注意以下四点：

要点*1*：放慢速度，读懂题目

有的题干本身较长，包含从句。要多读几遍尽量理解题干含义。如果题目本身就读不懂，该题不太可能做对。

要点*2*：90%顺序原则

题型内部90%的题是对应原文顺序出题的，偶尔1道题可能会出现乱序。做这种题型我们应该

一次读两道题，记忆这两道题的Keywords，再回原文查找做题。这样既可以避免前面一题漏找，也防止偶尔出现的乱序题的干扰，还便于确定答案是NOT GIVEN的题目在原文的出题范围。

要点3：常见题目中考点

题目中如出现：only, all, most, first, 比较级，最高级，比较结构（more...than...），数字，因果关系等，这些词是该题的考点。

要点4：首题不蒙NG，末题不蒙FALSE

TRUE题命题规律

天下间所有剑桥雅思阅读真题中，TRUE题的命题方法只有下面三种。

	命题原则	约占所有TRUE题概率	相对难度
1	题目是对原文中一句话的同义替换改写	50%	低
2	题目是对原文信息（相邻的两个句子或同一自然段中上下文信息）的归纳总结	45%	中
3	题目是对原文中不同自然段中信息归纳总结	5%	高

原则1：题目是对原文中一句话的同义替换改写。

真题示例A

《剑桥雅思7》第25页 Test 1 Reading Passage 2 第22题

原文：

B **Food production** has kept pace with **soaring** populations **mainly because of** the **expansion** of artificial irrigation systems that make possible the growth of 40% of the world's food.

题目：**Feeding increasing** populations is possible **due primarily to improved** irrigation systems.

答案：YES

考点：考官主要想考查考生能否理解题目和原文中的同义词替换：feeding=food production；increasing=soaring；due to=because of；primarily=mainly；improved=expansion。

真题示例B

《剑桥雅思7》第51页 Test 2 Reading Passage 3 第34题

原文：Interesting facts regarding transport were found: 95% was on foot; **80%** was **within** the locality; and 70% was related to the collection of water and firewood and travelling to grinding mills.

题目：The survey concluded that one-fifth or **20%** of the household transport requirement as **outside** the local area.

答案：YES

考点：考官命题时用两组反义词设置来表达同义替换。20%—80%；outside—within。

原则2：题目是对原文信息（相邻的两个句子或同一自然段中上下文信息）的归纳总结。

真题示例 A

《剑桥雅思7》第42页 Test 2 Reading Passage 1 第1题

原文：In a land swept by typhoons and shaken by earthquakes, how have **Japan's** tallest and seemingly flimsiest old buildings—500 or so wooden **pagodas**—remained standing for centuries? Records show that only **two** have collapsed during the past 1400 years.

题目：Only **two Japanese pagodas** have collapsed in 1400 years.

答案：YES

考点：考官主要想考查考生能否理解原文中第二句话中的two指代的是上一句话中的Japan's pagodas。该题相对简单。

真题示例 B

《剑桥雅思8》第44页 Test 2 Reading Passage 1 第9题

原文：**The float process** for making flat glass was invented by Alistair Pilkington. This process allows the manufacture of clear, tinted and coated glass for buildings, and clear and tinted glass for vehicles. Pilkington had been experimenting with improving the melting process, and in 1952 he had the idea of using a bed of molten metal to form the flat glass, eliminating altogether the need for rollers within the float bath. **The metal had to melt at a temperature less than the hardening point of glass (about 600°C), but could not boil at a temperature below the temperature of the molten glass (about 1500°C). The best metal for the job was tin.**

题目：The metal used in the **float process** had to have **specific properties**.

答案：TRUE

考点：考官主要考查考生理解题目中specific properties（特性）这个词组是对原文该自然段最后两句话的归纳总结。为什么tin（锡）这种金属最适合，因为它符合该段倒数第二句所描述的特性。同时考生定位题目中的float process，来自该段的首句。所以要做对这道题，考生需要通读该自然段所有句子，通过上下文结合理解。较难。

注意在这种命题方式中，由于specific properties在原文中没有出现，是归纳总结出来的单词，考生易错选NOT GIVEN。

原则3：题目是对原文中不同自然段中的信息归纳总结（约占所有TRUE题中5%）。

真题示例A

《剑桥雅思8》第25页 Test 1 Reading Passage 2 第24题

原文：

E段 ...In general, from **365m above** the ground and higher, the entire country is blanketed by **controlled** airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground...

G段 ...**Uncontrolled** air space is designated **Class F**...

题目：**Class F** airspace is airspace which is **below 365m** and not near airports.

答案：TRUE

考点：考生定位题目中的两个Keywords：Class F和365m，会找到原文中不同的两个自然段。仔细阅读这两处，发现这两处信息可以通过controlled和uncontrolled这个含义来连接，最后归纳推导出题目描述为正确。难题，考生易错选NOT GIVEN。

FALSE题命题规律

要让一道题最后选出FALSE，剑桥命题者必须在题干中设置出和原文相反、直接驳斥的单词或含义。所以FALSE题只有两种命题原则：

	命题原则	约占所有FALSE题概率	相对难度
1	题目和原文出现了反义词设置	60%	低
2	题目中描述的关系或事实驳斥原文描述（关系型驳斥）	40%	高

原则1：题目和原文出现了反义词设置。

真题示例A

《剑桥雅思8》第25页 Test 1 Reading Passage 2 第21题

原文：

B Rudimentary air traffic control (ATC) existed well **before** the Grand Canyon disaster.

题目：Air Traffic Control started **after** the Grand Canyon crash in 1956.

答案：FALSE

考点：题目中after一词和原文中before构成反义词。

真题示例 B

《剑桥雅思7》第25页 Test 1 Reading Passage 2 第21题

原文：

A At the height of the Roman Empire, nice major systems, with an innovative layout of pipes and well-built sewers, supplied the occupants of Rome with **as much as** water per person as is provided in many parts of the industrial world today.

题目：Water use per person is **higher** in the industrial world than it was in Ancient Rome.

答案：NO

考点：题目中higher一词和原文中as much as构成反义词。

原则2：题目中描述的关系或事实驳斥原文描述（关系型驳斥）。

真题示例 A

《剑桥雅思8》第96页 Test 4 Reading Passage 2 第20题

原文：...**biological control**, involving the selective use of **natural enemies** of the pest population...

题目：**Biological control** entails using **synthetic chemicals** to try and change the genetic make-up of the pests' offspring.

答案：NO

考点：原文中提到生物控制是使用害虫的天敌，以虫制虫；原文其实还提到pesticides（杀虫剂）是运用synthetic chemicals（人工化学品）。而题目中说生物控制是用人工化学品。虽然natural enemies和synthetic chemicals不算反义词组，但该题是张冠李戴，驳斥原文描述的关系。

真题示例 B

《剑桥雅思7》第76页 Test 3 Reading Passage 3 第28题

原文：Those **confined to particular geographical areas**, such as countries bordering the Mediterranean or the Nordic countries therefore had to be discarded.

题目：Problems in Nordic countries were excluded because they are **outside the European Economic Community**.

答案：NO

考点：题目和原文描述的原因不一致。原文说“因为地理位置的关系，不考虑北欧国家”；题目中“因为它们不属于欧洲经济共同体，所以不考虑北欧国家”。注意题目和原文中虽然没有出现明显的一组反义词，但题目描述的原因驳斥了原文已经清晰表明的原因。难题，考生易错选NOT GIVEN。

NOT GIVEN题命题规律

很多考生说当读不懂的时候就选NOT GIVEN。但是我们已经知道，选NG的概率是最少的。所以当真读不懂的时候应该蒙TRUE。

通过上面TRUE和FALSE一些真题的分析大家已经注意到，我们经常提到："难题，考生易错选NOT GIVEN"。为什么大家对英国剑桥出的这种NOT GIVEN选项如此纠结呢?

一是确实存在东西方的文化思维差异。东方讲究儒家文化，是非黑白要分明，不知道NG是一种存疑的科学态度；二是很多考生单纯地认为NG就是原文中根本找不到。其实有些NG题目在原文中能找到出处，能找到部分对应信息。所以我们应该这样理解NG题目："根据原文无法确定，或题目描述是原文的一种可能性"。

其实，剑桥雅思绝大部分NG题目只运用了两种命题原则。（曾研究过澳大利亚出的雅思仿真题，在NG题目设计上还有一些其他花招，本书中忽略不探讨）

	命题原则	约占所有FALSE题概率	相对难度
1	题目陈述句中前或后的信息原文没有提及（大多是具体名词如：government, country, doctor, scientist, capital等）	50%	低
2	题目中描述的关系原文没有提及（如：比较关系more than等）	50%	中

原则1：题目陈述句中前或后的具体信息原文没有提及（大多是具体名词如：government, country, doctor, scientist, capital等）。

真题示例A

《剑桥雅思7》第25页 Test 1 Reading Passage 2 第26题

原文：无明确出处

题目：In the future, **governments** should maintain ownership of water infrastructures.

答案：NOT GIVEN

考点：因为该题是全文最后一题，所以按顺序原则应定为到最后一段寻找，但文章没有出现过government这个具体名词，事实上整篇文章都没有出现过。

真题示例B

《剑桥雅思7》第51页 Test 2 Reading Passage 3 第35题

原文：无明确出处

题目：MIRTP hoped to improve the movement of goods from Makete district to the country's **capital**.

答案：NOT GIVEN

考点：同上题一样，全文没有出现过capital（首都）这个具体名词。

原则2：题目中描述的关系原文没有提及。

真题示例A

《剑桥雅思8》第91页 Test 4 Reading Passage 1 第8题

原文：

B **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.

题目：Private schools in Japan are **more** modern and spacious **than** state-run lower secondary schools.

答案：NOT GIVEN

考点：题目中前面的private schools和后面的state-run lower secondary schools原文都提到了；原文也提到modern and spacious。但是题目中间的比较关系more than，原文中没有提及。

真题示例B

《剑桥雅思7》第42页 Test 2 Reading Passage 1 第3题

原文：

第1段：...Yet it left the magnificent five-storey **pagoda at the Toji temple** in nearby Kyoto unscathed, though it leveled a number of **buildings in the neighbourhood**.

第2段：... It was only **thirty years ago** that the building industry felt confident enough to erect office blocks of steel and reinforced concrete that had more than a dozen floors.

题目：**The other buildings near the Toji pagoda** had been built in the **last 30 years**.

答案：NOT GIVEN

考点：题目陈述句中前或后的具体信息出现在原文不同的两个自然段。题目中前面信息

“Toji宝塔附近的建筑”在第1自然段提到；题目后面的信息“最近30年”在原文第2自然段提到。但题目中间的关系“had been built”原文没有提及。

大多数考生在备考雅思时至少会做完《剑桥雅思4—9》，共6本书，24套A类考题，共288道T/F/NG题。

事实上，我们其实不断地在练习7道题而已。**判断实不难，真假未提及**

在练习中，我们可以称它们为T1，T2，T3，F1，F2，NG1，NG2。以此来严格要求自己，体会命题者思路，追求完美正确率。

我有七种意，天下剑桥题

T1：TRUE题第1种命题原则：单句同义改写

T2：TRUE题第2种命题原则：相邻句子归纳

T3：TRUE题第3种命题原则：不相邻句子归纳

F1：FALSE题第1种命题原则：反义词设置

F2：FALSE题第2种命题原则：关系型驳斥

NG1：NOT GIVEN题第1种命题原则：题干中前面或后面的信息不存在

NG2：NOT GIVEN题第2种命题原则：题干中间描述的关系不存在

真题示例 A

《剑桥雅思6》第48页 Test 2 Reading Passage 3

The begin

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27–40** which are based on Reading Passage 3 below.*

Numeration

One of the first great intellectual feats of a young child is learning how to talk, closely followed by learning how to count. From earliest childhood we are so bound up with our system of numeration that it is a feat of imagination to consider the problems faced by early humans who had not yet developed this facility. Careful consideration of our system of numeration leads to the conviction that, rather than being a facility that comes naturally to a person, it is one of the great and remarkable achievements of the human race.

It is impossible to learn the sequence of events that led to our developing the concept of number. Even the earliest of tribes had a system of numeration that, if not advanced, was sufficient for the tasks that they had to perform. Our ancestors had little use for actual numbers; instead their considerations would have been more of the kind *Is this enough?* rather than *How many?* when they were engaged in food gathering, for example. However, when early humans first began to reflect on the nature of things around them, they discovered that they needed an idea of number simply to keep their thoughts in order. As they began to settle, grow plants and herd animals, the need for a sophisticated number system became paramount. It will never be known how and when this numeration ability developed, but it is certain that numeration was well developed by the time humans had formed even semipermanent settlements.

Evidence of early stages of arithmetic and numeration can be readily found. The indigenous peoples of Tasmania were only able to count *one, two, many*; those of South Africa counted *one, two, two and one, two twos, two twos and one*, and so on. But in real situations the number and words are often accompanied by gestures to help resolve any confusion. For example, when using the *one, two, many* type of system, the word many would mean, *Look of my hands and see how many fingers I am showing you*. This basic approach is limited in the range of numbers that it can express, but this range will generally suffice when dealing with the simpler aspects of human existence.

The lack of ability of some cultures to deal with large numbers is not really surprising. European languages, when traced back to their earlier version, are very poor in number words and expressions. The ancient Gothic word for ten, *tachund*, is used to express the number 100 as *tachund tachund*. By the seventh century, the word *teon* had become interchangeable with the *tachund* or *hund* of the Anglo-Saxon language, and so 100 was denoted as *hund teontig*, or ten times ten. The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact, to qualify as a witness in a court of law a man had to be able to count to nine!

Perhaps the most fundamental step in developing a sense of number is not the ability to count, but rather to see that a number is really an abstract idea instead of a simple attachment to a group of particular objects. It must have been within the grasp of the earliest humans to conceive that four birds are distinct from two birds; however, it is not an elementary step to associate the number 4, as connected with four birds, to the number 4, as connected with four rocks. Associating a number as one of the qualities of a specific object is a great hindrance to the development of a true number sense. When the number 4 can be registered in the mind as a specific word, independent of the object being referenced, the individual is ready to take the first step toward the development of a notational system for numbers and, from there, to arithmetic.

Traces of the very first stages in the development of numeration can be seen in several living languages today. The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of

words for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated. It seems that the last is a later development while the first six groups show the relics of an older system. This diversity of number names can also be found in some widely used languages such as Japanese.

Intermixed with the development of a number sense is the development of an ability to count. Counting is not directly related to the formation of a number concept because it is possible to count by matching the items being counted against a group of pebbles, grains of corn, or the counter's fingers. These aids would have been indispensable to very early people who would have found the process impossible without some form of mechanical aid. Such aids, while different, are still used even by the most educated in today's society due to their convenience. All counting ultimately involves reference to something other than the things being counted. At first it may have been grains or pebbles but now it is a memorised sequence of words that happen to be the names of the numbers.

Questions 32–40

Do the following statements agree with the information given in Reading Passage 3?

In boxes 32–40 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*

32 For the earliest tribes, the concept of sufficiency was more important than the concept of quantity.

33 Indigenous Tasmanians used only four terms to indicate numbers of objects.

34 Some peoples with simple number systems use body language to prevent misunderstanding of expressions of number.

35 All cultures have been able to express large numbers clearly.

36 The word "thousand" has Anglo-Saxon origins.

37 In general, people in seventh-century Europe had poor counting ability.

38 In the Tsimshian language, the number for long objects and canoes is expressed with the same word.

39 The Tsimshian language contains both older and newer systems of counting.

40 Early peoples found it easier to count by using their fingers rather than a group of pebbles.

The end

【答案解析】

为确保学习效果，请先做题，再看解析。

题目	解题思路与答案
32	答案：**TRUE** (T2) 对应原文第二段中：Even **the earliest of tribes** had a system of numeration that, if not advanced, was sufficient for the tasks that they had to perform. Our ancestors had **little use for actual numbers**; instead their considerations would have been more of the kind ***Is this enough*** ? **rather than** ***How many*** ?
33	答案：**FALSE** (F1) 对应原文第三段中：The indigenous peoples of Tasmania were only able to count ***one, two, many...*** 原文为：one, two, many 共3种；题目是4种。
34	答案：**TRUE** (T2) 对应原文第三段中：But in real situations the number and words are often accompanied by **gestures** to help **resolve any confusion**. 题目中Some peoples with simple number systems 是对原文上一句的总结。
35	答案：**FALSE** (F1) 对应原文第四段中：The **lack of ability of some cultures** to deal with large numbers is not really surprising. all和some为反义。
36	答案：**NOT GIVEN** (NG1) 对应原文第四段中，“thousand”这个具体信息原文没有提到。
37	答案：**TRUE** (T2) 对应原文第四段中两个句子：The average person in the seventh century in Europe was **not as familiar with numbers** as we are today. In fact, to qualify as a witness in a court of law a man had to **be able to count to nine**!
38	答案：**FALSE** (F1) 对应原文第六段中：The numeration system of the **Tsimshian language** in British Columbia contains **seven distinct sets of words** for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, **for long objects** and trees, **for canoes**, for measures, and for counting when no particular object is being numerated. 原文中distinct（不同的，有区别的）和题目中same为反义。
39	答案：**TRUE** (T2) 对应原文第六段中：It seems that the last is a **later** development while the first six groups show the relics of an **older** system；和原文上一句中提及的The Tsimshian language。

40	答案：**NOT GIVEN** (NG2) 对应原文第七段中：Counting is not directly related to the formation of a number concept because it is possible to count by matching the items being counted against a group of **pebbles**, grains of corn, or the counter's **fingers**. 原文没有using fingers和pebbles的比较。

T1：TRUE题第1种命题原则：单句同义改写

T2：TRUE题第2种命题原则：相邻句子归纳

T3：TRUE题第3种命题原则：不相邻句子归纳

F1：FALSE题第1种命题原则：反义词设置

F2：FALSE题第2种命题原则：关系型驳斥

NG1：NOT GIVEN题第1种命题原则：题干中前面或后面的信息不存在

NG2：NOT GIVEN题第2种命题原则：题干中间描述的关系不存在

真题示例 B

《剑桥雅思4》第18页 Test 1 Reading Passage 1

The begin

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1–14** which are based on Reading Passage 1 below.*

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.

Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer mentioned the indigenous populations of rainforests. More girls (70%) than boys (60%) raised the idea of rainforest as animal habitats.

Similarly, but at a lower level, more girls (13%) than boys (5%) said that rainforests provided human habitats. These observations are generally consistent with our previous studies of pupils' views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views which seem to place an intrinsic value on non-human animal life.

The fourth question concerned the causes of the destruction of rainforests. Perhaps encouragingly, more than half of the pupils (59%) identified that it is human activities which are destroying rainforests, some personalising the responsibility by the use of terms such as "we are". About 18% of the pupils referred specifically to logging activity.

One misconception, expressed by some 10% of the pupils, was that acid rain is responsible for rainforest destruction; a similar proportion said that pollution is destroying rainforests. Here, children are confusing rainforest destruction with damage to the forests of Western Europe by these factors. While two fifths of the students provided the information that the rainforests provide oxygen, in some cases this response also embraced the misconception that rainforest destruction would reduce atmospheric oxygen, making the atmospheric incompatible with human life on Earth.

In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest

destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some children expressed the idea that the conservation of rainforests is not important.

The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils' responses indicate some misconceptions in basic scientific knowledge of rainforests' ecosystems such as their ideas about rainforests as habitats for animals, paints and humans and the relationship between climatic change and destruction of rainforests.

Pupils did not volunteer ideas that suggested that they appreciated the complexity of causes of rainforest destruction. In other words, they gave no indication of an appreciation of either the range of ways in which rainforests are important or the complex social, economic and political factors which drive the activities which are destroying the rainforests. One encouragement is that the results of similar studies about other environmental issues suggest that older children seem to acquire the ability to appreciate, value and evaluate conflicting views. Environmental education offers an arena in which these skills can be developed, which is essential for these children as future decision-makers.

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.

Questions 9–13

The box below gives a list of responses **A–P** to the questionnaire discussed in Reading Passage 1.

*Answer the following questions by choosing the correct responses **A–P**.*

Write your answers in boxes 9–13 on your answer sheet.

9 What was the children's most frequent response when asked where the rainforests were?

10 What was the most common response to the question about the importance of the rainforests?

11 What did most children give as the reason for the loss of the rainforests?

12 Why did most children think it important for the rainforests to be protected?

13 Which of the responses is cited as unexpectedly uncommon, given the amount of time spent on the issue by the newspapers and television?

A There is a complicated combination of reasons for the loss of the rainforests.

B The rainforests are being destroyed by the same things that are destroying the forests of Western Europe.

C Rainforests are located near the Equator.

D Brazil is home to the rainforests.

E Without rainforests some animals would have nowhere to live.

F Rainforests are important habitats for a lot of plants.

G People are responsible for the loss of the rainforests.

H The rainforests are a source of oxygen.

I Rainforests are of consequence for a number of different reasons.

J As the rainforests are destroyed, the world gets warmer.

K Without rainforests there would not be enough oxygen in the air.

L There are people for whom the rainforests are home.

M Rainforests are found in Africa.

N Rainforests are not really important to human life.

O The destruction of the rainforests is the direct result of logging activity.

P Humans depend on the rainforests for their continuing existence.

Question 14

Choose the correct letter **A**, **B**, **C**, **D**, *or* **E**.

Write your answer in box 14 on your answer sheet.

Which of the following is the most suitable title of Reading Passage 1?

A The development of a programme in environmental studies within a science curriculum

B Children's ideas about the rainforests and the implications for course design

C The extent to which children had been misled by the media concerning the rainforests

D How to collect, collate and describe the ideas of secondary school children

E The importance of the rainforests and the reasons for their destruction

The end

【答案解析】

为确保学习效果，请先做题，再看解析。

题目	解题思路与答案
1	答案：**FALSE** (F1) 对应原文第一段中：In the face of the **frequent** and often **vivid** media coverage... 题目中ignore（忽视）和原文frequent、vivid构成反义。
2	答案：**FALSE** (F1) 对应原文第一段中：...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**. 题目中only in classrooms（只通过课堂）和原文independent of any formal tuition（独立于正常教学之外）构成反义。
3	答案：**TRUE** (T1) 对应原文第二段中：**Many studies have shown** that children **harbour misconceptions** about "pure", **curriculum** science.
4	答案：**TRUE** (T1) 对应原文第二段中：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**.
5	答案：**FALSE** (F1) 对应原文第四段中：Secondary school children were asked to complete a questionnaire containing five **open-form questions**. 题目中yes/no questions和原文open-form questions构成反义。
6	答案：**NOT GIVEN** (NG2) 题目前面信息对应原文第六段：Similarly, but at a lower level, **more girls (13%) than boys (5%)** said that rainforests provided human habitats. 题目后面信息对应原文第七段：The fourth question concerned the causes of the **destruction of rainforests**.

7	答案：**TRUE** (T1) 对应原文第六段中：These observations **are generally consistent with** our **previous studies** of **pupils' views about the use and conservation** of rainforests...
8	答案：**NOT GIVEN** (NG1) 在最后两段中，题目中具体名词**a second study**没有提到。当然整篇文章也没有提及。

T1：TRUE题第1种命题原则：单句同义改写

T2：TRUE题第2种命题原则：相邻句子归纳

T3：TRUE题第3种命题原则：不相邻句子归纳

F1：FALSE题第1种命题原则：反义词设置

F2：FALSE题第2种命题原则：关系型驳斥

NG1：NOT GIVEN题第1种命题原则：题干中前面或后面的信息不存在

NG2：NOT GIVEN题第2种命题原则：题干中间描述的关系不存在

★匹配题（预习内容）

题目	解题思路与答案
9	答案：**M** 对应原文第四段中：The commonest responses were continents or countries: **Africa (given by 43% of children)**, South America (30%), Brazil (25%).
10	答案：**E** 对应原文第五段中：The dominant idea, raised by 64% of the pupils, was that rainforests provide **animals** with **habitats**.
11	答案：**G** 对应原文第七段中：...more than half of the pupils (59%) identified that it is **human activities** which are destroying rainforests…
12	答案：**P** 对应原文第九段中：...the majority of children simply said that **we need rainforests to survive**.
13	答案：**J** 对应原文第九段中：Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to **global warming. This is surprising considering the high level of media coverage on this issue.** 该题考查this的指代。
	注：该题型解题要诀见本书第7回。

★选标题（预习内容）

题目	解题思路与答案
14	答案：**B** 选雅思阅读文章的选标或中心思想，重点读最后一段。 注：该题型解题要诀见本书第8回。

总纲注释自测

判断实不难，真假未提及，
末题少驳斥，首题少NG。
我有七种意，天下剑桥题。

请思考并回答下面的问题，以检验自己是否完全掌握了真经总纲中对应的口诀真言。

问题 1：为什么剑桥命题时“末题少驳斥”？（思考题）

问题 2：为什么“首题少NG”？（思考题）

问题 3：请熟练背出“七种意”。

三剑屠鸭
SAN JIAN TU YA