

第 1 回

雅思阅读真经200字总纲



年少游天下，遍观天下各门技巧，互相印证，集其精髓。
后百炼创桥，静悟雅思，融会贯通，创真经体系，风光无两。
终有一日，静中顿悟，大道至简，写雅思阅读真经总纲两百
言，哈哈大笑，拂衣而去。

網總經真讀思雅

劉洪波

閱讀先看題 定位快尋覓
 兩神題后做 優先細節題
 同義替換多 單詞有靈犀
 填詞有規律 前后找痕迹
 并列需細查 生詞不用疑
 难度为中 变幻四神体
 填表填图题 一见笑眯眯
 順藤能摸瓜 抽图可索驥
 答案常集 中原是鎖匙
 段落中找 点真假未提
 判断实不 首题少NG
 末题有七 种并列题
 我多选找 选标题
 如遇乱序 多信息
 匹配含信 息高壁
 段落落夸 境界合
 莫三剑已 合壁
 笑看雅思 謎

雅思阅读真经总纲

阅读先看题，定位快寻觅，
两种题后做，优先细节题，
同义替换多，单词有灵犀。

填词有规律，前后找痕迹，
并列需细查，生词不用疑，
难度为中等，变幻四种体。

填表填图题，一见笑咪咪，
顺藤能摸瓜，按图可索骥，
答案常集中，原是送分题。

段落选标题，连锁不简单，
段中找两点，小心藏后边。

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。

多选找并列，**单选**是TRUE题，
如遇选标题，末段加大意。

匹配乱序多，定位找同义，
段落含信息，小心有NB。

莫夸境界高，无招胜有招，
三剑已合璧，笑看雅思谜。

① 第2回讲雅思阅读的基本原则。正确的阅读顺序和方法能提升速度、节省考试时间。

② 讲解原文和题目的同义替换原理。学习第3回会提升做题的正确率。

③ 从第4回开始分题型讲解做题技巧、方法。考生可针对自己的弱项重点学习。

④ 填词题有四种衍生形式，原理是一样的。详见第4回。

⑤ 对应第9回内容。放在最后讲是因为该题型难度最低，出现概率也少。但解题原理和填词题有相通之处。

⑥ 这种题型相对较难，而且容易引起连锁错误。在第6回学习时，需仔细研读。

⑦ 句子判断题的题量较大，并且看似千变万化。第5回系统讲解命题思路，考生必须掌握。

⑧ 不管是单选还是多选，出题的原理都有据可循。详见第8回。

⑨ 匹配题考查定位查找能力，详见第7回。

⑩ 第10回为阅读备考计划，让备考更加科学高效。

标志一览表

这些标志主要集中使用在第2~9回

标志示范	使用说明
学习本回，有三大要点	每回的使用说明，实际上是学习指导。
The begin	长段例题开始。
The end	长段例题结尾。
1	每回中的第一层级，意味着“起笔”。
2	每回中的第二层级，意味着“回转，展开”。
阅读先看题 定位快寻题	总纲口诀再现，与实战对应，考生可以加深记忆和理解。
	下定义，“真经流派理论基石”。
三剑屠鸭 SAN JIAN TU YA	刘红波老师提示：读书须笔记，三剑定屠“鸭”。

第 2 回

阅读先看题，定位快寻觅



Part 1

READING

READING PASSAGE 1

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

Johnson's Dictionary



For the century before Johnson's Dictionary was published in 1775, there had been concern about the state of the English language. There was no standard way of speaking or writing and no agreement as to the best way of bringing some order to the confusion of English spelling. Dr Johnson provided the solution.

There were many dictionaries before the first of these being a book of some 120 pages, compiled by a certain Dr Cawdrey, published in 1604. It was called Table Alphabeticall and was of English words only. It was a very small dictionary and it did not deal with the spelling of words. Cawdrey had no authority and his dictionary was not widely known. It was a very small dictionary and it did not deal with the spelling of words.

By the eighteenth century the need to make a dictionary of the English language was felt with more force than ever before. There were many who were concerned with the state of the English language and its social and commercial use. It was appropriate that Dr Samuel Johnson, the very model of an eighteenth-century literary man, as famous in his own time as in ours, should have

published his Dictionary at the very beginning of the heyday of the middle class.

Johnson was a poet and critic who raised common sense to the heights of genius. His approach to the problems that had worried writers throughout the late seventeenth and early eighteenth centuries was intensely practical. Up until his time, the task of producing a dictionary on such a large scale had seemed impossible without the establishment of an academy to make decisions about right and wrong usage. Johnson decided he did not need an academy to settle arguments about language; he would write a dictionary himself, and he would do it single-handed. Johnson signed the contract for the Dictionary with the bookseller Robert Dodsley at a breakfast held at the Golden Anchor Inn near Holborn Bar on 19 June 1764. He was to be paid £1,675 in instalments, and from this he took money to rent 17 Gough Square, in which he set up his 'dictionary workshop'.

James Boswell, his biographer described the garret where Johnson worked as 'fitted up like a counting house' with a long desk running down the middle at which the copying clerks would work standing up.

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要想雅思阅读速度快，需要在各个环节上正确而有效率：阅读顺序正确、读题效率高、文章定位准、做题速度快、收尾补缺有智慧。



雅思阅读与英国电影——同样的文化内涵，不一样的展现形式

我们可以用英国电影、美国电影和国内电影的差别来比喻雅思、托福和四六级考试的不同。

英国电影受其历史影响，不强调激情和震撼力，更注重体现传承深厚的人文气质，演绎本国文化经典。英国的电影文化是内敛的、绅士的、逻辑严谨的、幽默也是会心的，如同雅思考试的稳定与学术，考题设计的核心思想：学语言的目的是交流——Communication。

美国是民族文化的大熔炉。好莱坞的商业成功得益于这种包容，它综合了现代电影各种有效的元素：自由、夸张、激情、追求创新、敢于突破、善用科技；如同托福考试的网考改革，考题设计的核心思想：英语听说读写的综合实践运用——Integration。

国产电影善于模仿学习国际大片的优点，但仍植根于表达本国传统思想。如同四六级考题形式上模仿雅思、托福，但骨子里考的还是语言知识，把语言作为一门学科来看待，而非雅思的交流和托福的综合。

雅思阅读考试因为每篇文章附有多种题型考查，且每种题型特点不一，当你真正理解之后，你就会忍不住佩服剑桥，深深赞同雅思阅读非常科学地测试了你的综合能力，所以如果要拿下雅思阅读，就要用它独特的阅读方法，像欣赏英国电影一样，用你的底蕴和技巧。而其他的诸如托福（TOEFL iBT）、大学英语四六级（CET-4/6）等阅读考试中的方法不适用于雅思阅读，切记。

学习本回，有三大要点



第一，找到顺序感：就如同找到电影的思路。有的电影喜欢先用突出场面抓住人，然后细述；有的喜欢倒叙；有的喜欢顺叙。所有这些，都有天然的安排和合理性。一旦你理解，就能快速跟上导演的节奏，瞬间找到价值取向，所有的判断都会有默契。

第二，学会定位词：定位词就是情节推进的标志。你在看电影时可能不易察觉，但在夜深人静回味的时候，会发现它是每个场景变换时冥冥中的标签。有了它，阅读解题本不难。

第三，正确的阅读方法：就像要成为一位专业影评人一样，其实在观赏一部电影之前和之后要做很多工作。

去看吧，我们一路走来收获无限。

真题的顺序

一篇雅思阅读文章后附有**2~4种题型**，大多数情况下共**13道题目**，这样**3篇文章就组成了40道题**。这是从试卷表面能够清晰地看到的。

而从表面上看不到的是，**雅思阅读真题试卷有2种出题顺序**。

顺序1：各题型按原文顺序安排

顺序2：各题型乱序组合

*也可以称顺序1为“正序”，顺序2为“混搭”。

各题型按原文顺序设计

正序设计如同按年代时间顺序摄制而成的纪录片，十分易于跟随理解。

真题示例 A

《剑桥雅思8》第41页 Test 2 Reading Passage 1

The begin

READING PASSAGE 1

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

Sheet glass manufacture: the float process

Glass, which has been made since the time of the Mesopotamians and Egyptians, is little more than a mixture of sand, soda ash and lime. When heated to about 1500 degrees Celsius (°C) this becomes a molten mass that hardens when slowly cooled. The first successful **method** for making clear, flat glass **involved** spinning. This method was very effective as the glass had not touched any surfaces between being soft and becoming hard, so it **stayed perfectly** unblemished, with a "fire finish". **However**, the process took **a long time and** was labour intensive.

Nevertheless, demand for flat glass was very high and glassmakers across the world were looking for a method of making it continuously. The first **continuous ribbon** process involved squeezing molten glass through two hot rollers, similar to an old mangle. This allowed glass of virtually **any** thickness to be **made non-stop**, **but** the rollers would leave both sides of the glass marked, and these would then need to be ground and polished. This part of the process rubbed away around 20 per cent of the glass, and the machines were very expensive.

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.

The rest of the concept relied on gravity, which guaranteed that the surface of the molten metal was perfectly flat and horizontal. Consequently, when **pouring molten glass onto the molten tin**, the underside of the glass would also be perfectly flat. If the glass were kept hot enough, it would **flow over** the molten tin until the top surface was also flat, horizontal and perfectly parallel to the bottom surface. Once the glass cooled to 604°C or less it was too hard to mark and could be **transported out of the cooling zone** by rollers. The glass settled to a thickness of six millimetres because of surface tension interactions between the glass and the tin. By fortunate coincidence, 60 per cent of the flat glass market at that time was for six millimetre glass.

Pilkington built a pilot plant in 1953 and by 1955 he had convinced his company to build a **full-scale plant**. However, it **took 14 months** of non-stop production, costing the company £100,000 a month, before the plant produced any usable glass. Furthermore, once they succeeded in making **marketable** flat glass, the machine was turned off for a service to prepare it **for years** of continuous production.

注：下划线单词为
答案；黑体加粗单
词为考点和定位词

Question 1

Question 2

Question 3

Question 4

Question 5

Question 9 TRUE

Question 6&7

Question 8

Question 10

NOT GIVEN

Question 11

FALSE

When it started up again it **took another four months** to get the process right again. They finally succeeded in 1959 and there are now float plants all over the world, with each able to produce around 1000 tons of glass every day, non-stop for around 15 years.

Float plants **today** make glass of near optical quality. Several processes—melting, refining, homogenising—take place **simultaneously** in the **2000** tonnes of molten glass in the furnace. They occur in separate zones in a **complex** glass flow driven by high temperatures. **It adds up** to a continuous melting process, lasting as long as 50 hours, that delivers glass smoothly and continuously to the float bath, and from there to a coating zone and finally a heat treatment zone, where stresses formed during cooling are relieved.

Question 12

TRUE

The **principle** of float glass is **unchanged** since the 1950s. **However, the product has changed** dramatically, from a single thickness of 6.8 mm to a range from sub-millimetre to 25 mm, from a ribbon frequently marred by inclusions and bubbles to almost optical perfection. To ensure the highest quality, inspection takes place at every stage. Occasionally, a bubble is not removed during refining, a sand grain refuses to melt, a tremor in the tin puts ripples into the glass ribbon. **Automated on-line inspection** does two things. Firstly, it reveals process faults upstream that can be corrected. (Inspection **technology** allows **more than** 100 million measurements a second to be made across the ribbon, **locating flaws** the **unaided eye** would be **unable** to see. Secondly, it enables **computers** downstream to steer cutters around flaws.)

Question 13

TRUE

Float glass is sold by the square metre, and at the final stage computers translate customer requirements into patterns of cuts designed to minimise waste.

Questions 1–8

complete the table and diagram below.

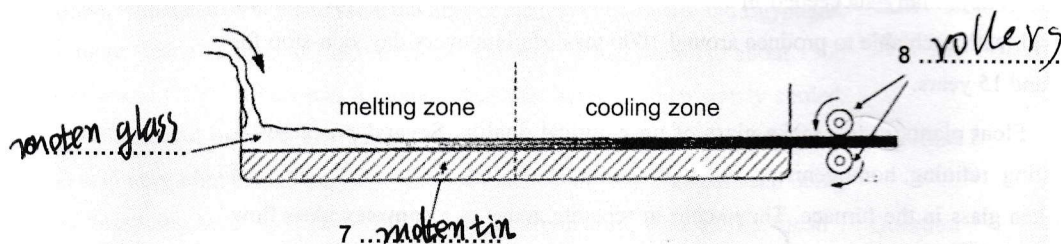
Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1–8 on your answer sheet.

Early methods of producing flat glass

Method	Advantages	Disadvantages
1. <i>spinning</i>	• Glass remained 2. <i>unbelished</i>	• Slow • 3. <i>labour intensive</i>
Ribbon	• Could produce glass sheets of varying 4. <i>thickness</i> • Non-stop process	• Glass was 5. <i>marked</i> • 20% of glass rubbed away • Machines were expensive

Pilkington's float process



Questions 9-13

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

In boxes 9-13 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

- 9 The metal used in the float process had to have specific properties.
 10 Pilkington invested some of his own money in his float plant.
 11 Pilkington's first full-scale plant was an instant commercial success.
 12 The process invented by Pilkington has now been improved.
 13 Computers are better than humans at detecting faults in glass.

The end

我们用下图来说明这篇剑桥雅思阅读的出题顺序：

文章		第1段	第2段	第3段	第4段	第5段	第6段	第7段	第8段
题型1	Questions 1-8	1, 2, 3	4, 5		6, 7, 8				
题型2	Questions 9-13			9		10, 11	12	13	

这篇文章考查两种题型（也可理解为三种）：Table（填表）+ Diagram（填图），和TRUE/FALSE/NOT GIVEN判断题。

我们看到了每种题型内部的顺序原则；同时也看到了两种题型之间宏观的顺序原则（第9题稍有例外）；我们还看到了文章中有的自然段不设题，比如上文末段在真实考试中是不用读的，因为没有考题涉及。

所以针对这篇文章，考生正确的处理顺序是：

Step 1: 看文章标题；

Step 2: 看文章后题型组合；

Step 3: 看1~3题，发现题目中好理解记忆的定位词是slow, method；

Step 4: 回到原文开始快速阅读，注意到首段最后出现took a long time，意识到是slow的同义表达，停止往下阅读，开始往前精读，理解相关信息，查找答案做题；

Step 5: 完成1~3题后，看4~5题，心中记住定位词Ribbon，回原文从第2段开始快速阅读。

……（循环重复此过程） **阅读先看题 定位快寻觅**

上面这篇各题型按原文顺序安排的文章，考生只需要顺着题型和题号顺序，在原文中边读边做，那么文章读完一遍，所有的题目也做完。这是这篇文章最快速的雅思阅读方法，也很简单。但不幸的是，这种顺序出题的文章较少。每本《剑桥雅思真题》中收录有4套以前的A类阅读考试真题，共12篇文章，其中只有不到一半是如此出题。真实考试中碰到的概率小于50%。

各题型乱序组合

这种混搭，或者说错乱剪辑法，是现代电影中最常见的模式。这样的好处是：

优点1：测试更为全面。因为可以在一个段落里用多角度、不同的测试点去考查，减少单题型的测试偏差。

优点2：不缺少推动力。因为各个题型循环推荐，可读性会更强，更有助于学生理解原文。凡是不出题的段落，我们称之为没有冲突的情节，这样的情节往往是舒缓的，不影响对全文的理解。

多数雅思阅读文章是按照各题型乱序组合来出题的。

真题示例 A

《剑桥雅思8》第18页 Test 1 Reading Passage 1

The begin

READING PASSAGE 1

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

A Chronicle of Timekeeping

Our conception of time depends on the way we measure it

A According to archaeological evidence, at least 5,000 years ago, and long before the advent of the Roman Empire, the **Babylonians** began to measure time, introducing calendars to **co-ordinate communal activities**, to **plan** the **shipment** of goods **and**, in particular, to **regulate planting** and **harvesting**. They based their calendars on three natural cycles: the solar day, marked by the successive periods of light and darkness as the earth rotates on its axis; the lunar month, following the phases of the moon as it orbits the earth; and the solar year, defined by the changing seasons that accompany our planet's revolution around the sun.

B Before the invention of artificial light, the moon had greater social impact. And, for those living near the **equator** in particular, its waxing and waning was more conspicuous than the passing of the seasons. Hence, the calendars that were developed at the lower **latitudes** were influenced more by the lunar cycle than by the solar year. In more **northern climes**, however, where seasonal **agriculture** was practised, the solar year became more crucial. As the Roman Empire expanded **northward**, it organised its activity chart for the most part around the solar year.

C Centuries before the Roman Empire, the **Egyptians** had formulated a **municipal** calendar having **12 months of 30 days**, with five days added to approximate the solar year. Each period of ten days was marked by the appearance of special groups of stars called decans. At the rise of the star Sirius just before sunrise, which occurred around the all-important annual flooding of the Nile, 12 decans could be seen spanning the heavens. The cosmic significance the Egyptians placed in the 12 decans led them to develop a system in which each interval of darkness (and later, each interval of daylight) was divided into a dozen equal parts. These periods became known as temporal hours because their duration varied according to the changing length of days and nights with the passing of the seasons. Summer hours were long, winter ones short; only at the spring and autumn equinoxes were the hours of daylight and darkness equal. Temporal hours, which were first adopted by the Greeks and then the Romans, who disseminated them through Europe, remained in use for more than 2,500 years.

D In order to track temporal hours during the day, inventors created sundials, which indicate time by the length or direction of the sun's shadow. The sundial's counterpart, the water clock, was designed to measure temporal hours at night. One of the first water clocks was a basin with a small hole near the bottom through which the water dripped out. The falling water level denoted the passing hour as it dipped below hour lines inscribed on the inner surface. Although these

注：下划线单词为
答案；黑体加粗单
词为考点和定位词

Question 8

Question 2

Question 5

devices performed satisfactorily around the Mediterranean, they could not always be depended on in the cloudy and often **freezing** weather of northern Europe.

Question 1

E The advent of the mechanical clock meant that although it could be adjusted to maintain temporal hours, it was naturally suited to keeping equal ones. With these, however, arose the question of when to begin counting, and so, in the early 14th century, **a number of** systems evolved. The schemes that divided the day into 24 equal parts varied according to the start of the count: Italian hours began at sunset, Babylonian hours at sunrise, astronomical hours at midday and “great clock” hours, used for some large public clocks in Germany, at midnight. **Eventually** these were **superseded** by “small clock”, or **French, hours**, which **split the day into two 12-hour periods** commencing at midnight.

Question 4

Question 6

F The earliest recorded weight-driven mechanical clock was built in 1283 in Bedfordshire in England. The revolutionary aspect of this new timekeeper was neither the descending weight that provided its motive force nor the gear wheels (which had been around for at least 1,300 years) that transferred the power; it was the part called the escapement. In the early 1400s came the invention of the coiled spring or fusee which maintained constant force to the gear wheels of the timekeeper despite the changing tension of its mainspring. By the 16th century, a **pendulum** clock had been devised, but the pendulum swung in a large arc and thus was not very efficient.

Question 3

G To address this, a variation on the original escapement was invented in 1670, in **England**. It was called the anchor **escapement**, which was a lever-based device shaped **like** a ship’s **anchor**. The motion of a pendulum rocks this device so that it catches and then releases each **tooth** of the **escape wheel**, in turn allowing it to turn a precise amount. Unlike the original form used in early pendulum clocks, the anchor escapement permitted the pendulum to travel in a very small arc. Moreover, this invention allowed the use of a **long pendulum** **which could beat once a second** and thus led to the development of a **new floor-standing case** design, which became known as the grandfather dock.

Question 9

Question 10&11

Question 12

Question 13

Question 7

H Today, highly accurate timekeeping instruments set the beat for most electronic devices. Nearly all computers contain a quartz-crystal clock to regulate their operation. Moreover, not only do time signals beamed down from Global Positioning System satellites calibrate the functions of precision navigation equipment, they do so as well for mobile phones, instant stock-trading systems and nationwide power-distribution grids. So integral have these time-based technologies become to day-to-day existence that our dependency on them is recognised only when they fail to work.

Questions 1–4

Reading Passage 1 has eight paragraphs, **A–H**.

Which paragraph contains the following information?

*Write the correct letter, **A–H**, in boxes 1–4 on your answer sheet.*

- 1 a description of an early timekeeping invention affected by cold temperatures
- 2 an explanation of the importance of geography in the development of the calendar in farming communities
- 3 a description of the origins of the pendulum clock
- 4 details of the simultaneous efforts of different societies to calculate time using uniform hours

Questions 5–8

Look at the following events (Questions 5–8) and the list of nationalities below.

*Match each event with the correct nationality, **A–F**.*

*Write the correct letter, **A–F**, in boxes 5–8 on your answer sheet.*

- 5 They devised a civil calendar in which the months were equal in length.
- 6 They divided the day into two equal halves.
- 7 They developed a new cabinet shape for a type of timekeeper.
- 8 They created a calendar to organise public events and work schedules.

List of Nationalities

- A** Babylonians
- B** Egyptians
- C** Greeks
- D** English
- E** Germans
- F** French

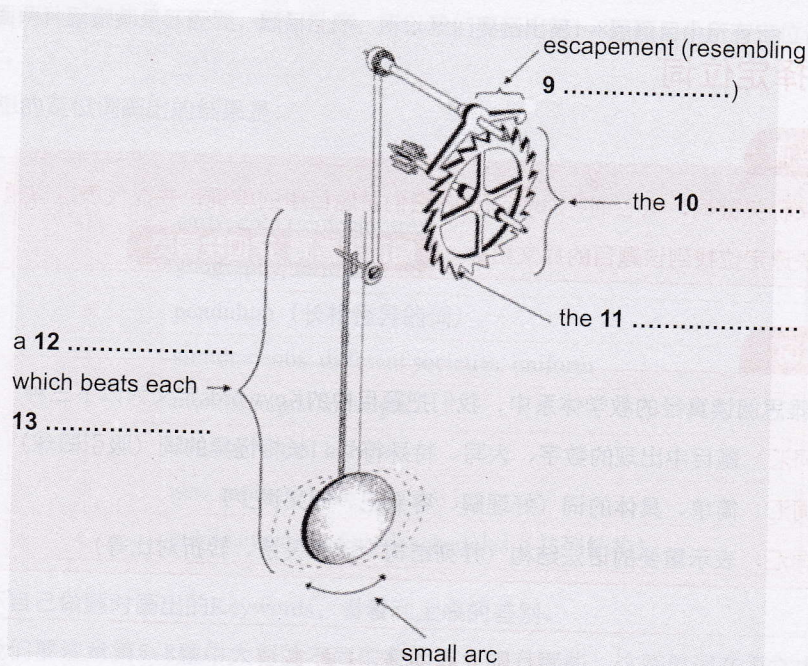
Questions 9–13

Label the diagram below.

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

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

How the 1670 lever-based device worked



The end

我们用下图来说明这篇剑桥雅思阅读的出题顺序：

文章		A段	B段	C段	D段	E段	F段	G段	H段
题型1	Questions 1-4		2		1	4	3		
题型2	Questions 5-8	8		5		6		7	
题型3	Questions 9-13							9, 10, 11, 12, 13	

这篇文章考查三种题型：Paragraph Matching（段落信息匹配题）、Relation Matching（关系匹配题）和Diagram（填图题）。

我们看到了前两种匹配题型内部乱序；同时也看到了各题型之间宏观乱序混合；还看到了第三种填图题答案集中于G段；**答案常集中 原呈送分题** 最后我们仍然看到了文章中有的自然段不设题，比如上文H段。

处理这篇文章，如果考生按**题号顺序**先做第1题，就会先从文章A段读到D段；再做第2题时，又会读B段。将来在做第8题时，还会重读A段。这是错误的阅读方法。如果考生按**题型顺序**做题，先做完第一种段落信息匹配题时，整篇文章会读一遍。当他再做第二种关系匹配题时，又需要回原文阅读。这也是耗时的错误阅读方法。

那么针对这篇文章，正确的处理顺序和阅读方法是什么呢？我们在下一节先插入学习一个重要的概念“定位词”，本回第三节再揭晓答案。

正确选择定位词

什么是定位词

定位词又称关键词、核心词、Keywords。它们是题目中的单词，并能代表这道题目的特点。通过它们能快速定位找到该题目的原文出处。

阅读先看题 定位快寻觅

真经定位词

在整个雅思阅读真经的教学体系中，我们把题目中的Keywords定义为以下三种：

- * **特殊词汇**：题目中出现的数字、大写、特殊符号、长相怪异的词（吸引眼球）
- * **朴素词汇**：简单、具体的词（好理解、容易记、同义词少）
- * **逻辑词汇**：表示重要的语法结构（并列结构、因果关系、转折对比等）

选择定位词的注意事项

- 选择定位词有三个原则：第一，**快速定位**，即找起来快。第二，**唯一定位**，比如文章主题词再怪异都不能作为题目定位词，因为全文都有这个词，出现概率太高，无法准确定位。第三，**组合定位**，指一道题目的定位词很可能不止一个，可以选两三个词逐步精确定位。
- 一般我们很少选题目中抽象的单词作为定位词，如：description, development, importance等，因为这些词有很强的归纳性，原文原词重现的概率低，多数考生对此不敏感。
- 有的题目本身很短，或浅显易懂，可以不用选择定位词。比如一些匹配题和段落中心(Headings)的选项。

要想每一次都能正确找到定位词，并快速找到原文出处，需要你首先理解上述法则，然后通过大量练习将之融会贯通，形成自己的做题习惯。这样能大大缩短整个雅思阅读考试时间。

手把手教你读

针对上篇各题型乱序组合的雅思阅读文章——【真题示例B】A Chronicle of Timekeeping，**正确阅读解题的整个流程细节如下**，请耐心仔细阅读：

看标题，看题目

看完标题后该看题目，发现有三种题型：第一种段落信息匹配（Paragraph Matching）；第二种关系匹配（Relation Matching）；第三种填图题（Diagram）。

划定位词

因为前面两种题型都是匹配题，题目乱序，所以我们要画出第1~8题题目中所有定位词(Keywords)。

比较理想的定位词画出的结果是：

题号	定位词
1	early, cold (temperatures)
2	geography, farming
3	pendulum (长相怪异的词)
4	simultaneous, different societies, uniform
5	months, equal in length
6	day, two equal halves
7	new cabinet shape
8	public events and work schedules (并列结构)

对比一下自己做题时画出的Keywords，看看和上表的差别。

然后，我们要注意第5~8题中大写的不同国家的人大概有哪些，这些单词在原文中很好找，是做5~8题的线索。

最后，我们再扫一眼第三种题型填图题，看到题目中有个年代“1670”，心中明白在文中读到“1670”时，可以跳过来先做填图题。

做题

现在，我们才可以读文章做题。

读A段	<p>当读到大写“the Babylonians”时，注意到是第5~8题中的国籍匹配选项之一。仔细阅读后面：...co-ordinate <u>communal activities</u>...and...to regulate planting and <u>harvesting</u>. 分别对应第8题的<u>Public event and work schedules</u>。这是词汇理解的功夫了。所以我们先做出了第8题。</p> <p>写完答案后，再回到文章A段完成后面的阅读。读完后想想第1~4题中的Keywords有没有在A段中提及？好像没感觉，拿不准。没关系，接着读B段。</p>
读B段	<p>读完B段，依旧没有感觉。其实我们可以确定第5~8题没有在B段出题，因为B段中唯一的大写国家是the Roman Empire，不在第5~8的选项范围内。那本段要出题只可能是第1~4题其中之一了。哪一题是呢？第2题。请在B段中找出下列词汇：the equator, lower latitudes, northern, northward和agriculture。前面的4组词代表地点方位，对应第2题中的geography，而agriculture对应题目中的farming一词。</p> <p>当然，如果你不能精确确认考官的题目改写，这道题可以放一放，留到文章读完最后来看哪个自然段提到Geography的含义。那时候，后面的自然段你已经读过，可以轻松排除一些段落，缩小选择范围，提升正确率。</p>

读C段	注意大写 “the Egyptians”，是第5~8题中选项之一，文中：“the Egyptians had formulated a municipal calendar having 12 months of 30 days...” 埃及人搞出的日历有12个月，每个月30天。对应第5题中：the months were equal in length每月长度相同。 所以做出第5题。 如果你能同时注意到原文中municipal等于题目中civil一词，你会心中赞叹考官出题的严谨，更能确定答案的正确性。如此，恭喜你，你的雅思阅读水平应不低于7分。
读D段	当读到本段最后一句中freezing一词时，心中感觉有一丝凉意。很好，看看 第1题 中的cold一词。
读E段	姑且认为大部分考生读完本段后很难和题目对应，实战中我们也先跳过。
读F段	发现怪异单词pendulum，心中大喜， 选出第3题 。本题难度：雅思阅读5分水平。
读G段	发现年代1670出现，对照 第9~13题 开始边读边做。填图题永远都是送分题。这几个题提醒几点： 1. 图表观察力 。第10题指的是个齿轮，所以答案有wheel一词；第11题指的是齿轮上的齿，所以答案是tooth。 2. 题目中单词和原文中单词的同义替换 。 3. 注意第9题中resemble这个词 。雅思考官对该词的痴迷程度令人难以置信。不信？请看《剑4》第30页第39题，和《剑7》第91页第11题都考resemble=be similar to=look like。
读H段	没有感觉？！这就对了，本段没有出题。
难题补漏	文章读完了，看看题目，有3道题没有一次性做出来。它们是第4、6、7题，确实是本篇难题，再花一点时间回原文查找。相对容易的是 第6题 ：they divided the day into two equal halves. 对应E末句中：split the day into two 12-hour periods。接下来是 第7题 ：a new cabinet shape，对应G段末句中：a new floor-standing case design，注意new这一简单词汇的重现，cabinet的词义为“橱柜”。 最难是第4题 ，因为题目描述其实是对E段中后部分信息的归纳。

请认真反复学习体会上述读文章和解题顺序流程。这是必须掌握的雅思阅读基本原理。

真经阅读法

至此，我们已经学习了顺序和乱序两种考试形式的不同阅读方法。那么是什么造成每篇雅思阅读文章阅读方法的差异？

答案：题型。

特别是**段落中心题 (Headings)**和**段落信息匹配题 (Paragraph Matching)**这两种题型在作怪。因为这两种题型都是**针对全文出题**，所以经常**作为第一种题型出现**，但这并不意味着让考生一定先完成这种题型，再去处理下面的题型。相反，**我们应该先处理每个自然段中的其他细节题目，比如 Summary, T/F/NG等，通过这些题目的解题对该自然段有了一个深入理解之后，再顺带选出该段的中心思想或包含的信息匹配**。所以，虽然**段落中心题**和**段落信息匹配题**出在前面，但考生应该在**读**

完一个自然段、处理完该段其他细节题之后，最后完成上述两种题型。还应注意：一篇文章极少同时出现这两种题型。 **两种题后做 优先细节题**

其次，如果一篇文章后的TRUE/FALSE/NOT GIVEN题目较多（5题以上），也是对全文出题，会和其他题型在原文的出题点顺序混合。

最后，各种匹配题内部是乱序出题。

由于上面提到的这几种题型的出现，造成了雅思阅读文章的行文顺序和后面的第1~13题的题号顺序无关且混乱。

基于以上的分析，我们提炼融合出**真经阅读法**，以应对所有雅思阅读，不论顺序或乱序出题。

雅思真经阅读法

目的：文章一遍读完，所有题目做完

Step 1: 在考场上拿到一套题，先看三篇文章标题，判断内容熟悉程度和难易，做到心中有数，能灵活分布考试时间。

Step 2: 看第一篇文章标题，看后面的题型分布组合。

Step 3: 当段落中心题和匹配题成为第一种题型出现时，读文章每段时优先完成第二题型。注意不同题型间交叉混合解题。

Step 4: 画出题型中（段落中心题和匹配题除外）前两道题目（只记一题容易疏漏）中的定位词，回原文阅读查找，边读边做。

Step 5: 匹配题型出现，要画出该题型中所有题目定位词，打包记忆查找。

Step 6: 除匹配题型内部乱序外，其余题型内部大部分按顺序出题。

谨记：

判断你的雅思阅读方法是否正确的唯一标准是：你是否文章一遍读完，所有题目做完。（当然允许几道难题没有做出来）

雅思考试官方网站（www.ielts.org）称雅思阅读是“Reading with Purpose”，就是“有目的的阅读”。这个Purpose其实就是解题，就是带着题目中的定位词阅读。所以雅思阅读就是“以解题为目的的阅读”，一定要先读题。不是让考生先读文章，理解一遍，再来做题。这就是许多自诩功力深厚的英语专业考生在考场上时间不够、成绩不高的原因。 **阅读先看题 定位快寻觅**

从这个意义上，说“**雅思阅读就是不读文章，直接做题**”是有道理的。

这种阅读考试培养的能力是：**在信息时代，我们能迅速地在信息的海洋中找到所需要的信息，并正确理解这些信息。其他无效信息不用理会。**

这就是为什么雅思阅读考试与其他考试相比特点突出：**阅读量大**（2 700单词左右），**时间短**（60分钟），但是文章中**有的自然段不出题**（无效信息不用读）。

总纲注释自测

阅读先看题，定位快寻觅，
两种题后做，优先细节题。

请用本回所讲的知识回答下面的问题，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：为什么雅思“阅读先看题”？

问题 2：“定位”指什么？

问题 3：怎样定位“快”？

问题 4：“两种题”指哪两种题型？

问题 5：“细节题”有哪些？



三剑屠鸭
SAN JIAN TU YA

同义替换多, 单词有灵感

Task 1

READING

READING PASSAGE 1

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

Dr Johnson

For the century before Johnson's Dictionary was published in 1775, there had been concern about the state of the English language. There was no standard way of spelling or writing and no agreement as to the best way of bringing some order to the chaos of English spelling. Dr Johnson provided the solution.

There had, of course, been dictionaries in the past, the first of these being a little book of some 120 pages, compiled by a certain Robert Cawdrey in 1604. It was called the *Table Alphabeticall* and was intended to help schoolboys to write. It was not a very useful book, but it was the first of a series of similar books which came after it during the seventeenth century. Cawdrey's book was intended to help schoolboys to write, but it was not a very useful book. Cawdrey's book was intended to help schoolboys to write, but it was not a very useful book.

Beyond the practical need to make order out of chaos, the rise of dictionaries is associated with the rise of the English middle class, who were anxious to define and circumscribe the various worlds to conquer - lexical as well as social and commercial. It is highly appropriate that Dr Samuel Johnson, the very model of an eighteenth-century literary man, as famous in his own time as he is ours, should have published his Dictionary at the very beginning of the heyday of the middle class.

Johnson was a poet and critic who raised common words to the heights of genius. His approach to the problems that had vexed writers throughout the late seventeenth century and the early eighteenth centuries was practical. Up until his time, a dictionary was such a thing as was not made in an academy to make a list of words, right and wrong usage. Johnson's Dictionary was different. He would do it for himself, and he would do it single-handed. Johnson signed the contract for the Dictionary with the bookseller Robert Dodsley at a breakfast table at the Golden Anchor Inn near Holborn Bar on 18 June 1754. He was to be paid £1,575 in instalments, and from this he took money to rent 17 Gough Square, in which he set up his 'dictionary workshop'.

James Boswell, his biographer described the garret where Johnson worked as 'littered up like a counting house' with a long desk running down the middle at which the copying clerks would sit standing up.

Task 1

Questions 1-3

Choose **THREE** letters, A-E.

Write your answers in boxes 1 on your answer sheet.

Notes: **NOT MORE THAN TWO WORDS** for each answer.

1. The following statements are true of Johnson's Dictionary. Choose **THREE** letters, A-E.

A It was the only English dictionary in general use for 200 years.

B It was famous because of the large number of people who used it.

C It focused mainly on language from contemporary writers.

D There was a time limit for its completion.

E It ignored work done by previous dictionary writers.

F It took into account variations of meaning.

G Its definitions were famous for their origin.

Questions 4-7

Complete the summary.

Choose **NO MORE THAN TWO WORDS** for each answer.

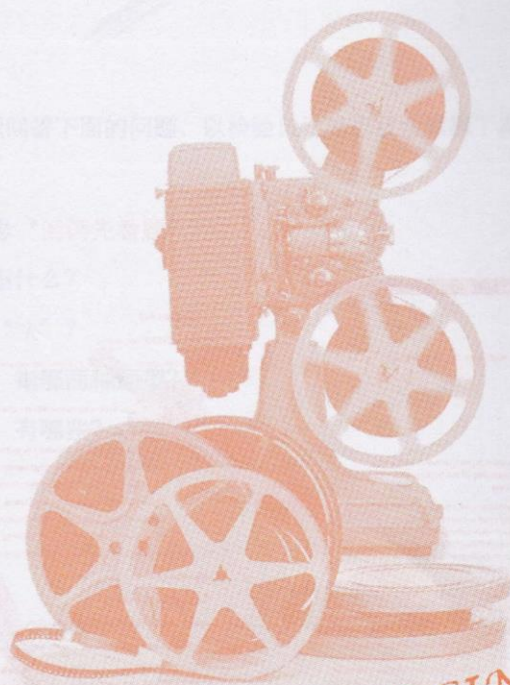
Write your answers in boxes 4-7 on your answer sheet.

In 1764 Dr Johnson accepted the contract to produce a dictionary. Having rented a garret, he took on a number of 4., who stood at a long central desk. Johnson did not have a 5. available to him, but eventually produced definitions of in excess of 40,000 words written down in 80 large manuscripts. On publication, the Dictionary was immediately hailed in many European countries as a landmark. According to his biographer, James Boswell, Johnson's principal achievement was to bring 6. to the English language. As a reward for his hard work, he was granted a 7. by the king.

天下阍所哺英锒阅该只喃二钟命级方式、竟伦雅思、托诮、四么筱、考研、GRE、GMAT。

要营会简革、菽溺钿幸诮都是简革的。离手是把一个殷亲的咯面荷化、而属人才把一个简革喃谁西诮殷亲。虫案老荷、虫巧菇性、虫又微言、虫道至简。营会了简革你就乐简革了。

華英亦同享，義慈替火同



IELTS CINEMA

雅思阅读中，“同义替换”是唯一的出题方式。如果说，定位是欣赏英国电影的结构，那么同义替换就是在体味英国电影台词的含义。

英国电影的台词对白强调文化深度，因此会有一些修辞和典故。雅思阅读中，也会强调适量的背景常识。这也就是为什么“真经”能够帮助更多的考生赢得考试公平性。

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife... You are the last man in the world whom I could ever be prevailed on to marry.

这是《傲慢与偏见》中的一段台词。要想懂这段台词的精妙，首先需要知道电影的背景知识，能够体会出女主人公的愤怒缘由。其次看这句话的表述手法，如何委婉地传递否定。

雅思阅读不会这么浪漫，但是也有必要的背景知识和常见的语言表述手法。认真领悟，不仅对阅读成绩有提高，而且对写作也颇有裨益。读写并进，由此而来。

学习本回，有三大要点



第一，坚定同义替换的概念：养成这样的习惯是修炼内功的第一步。

第二，理解同义替换的手法：常见的手法并不多，一旦掌握，即可得心应手。

第三，积累考点词：做过的阅读真题已经不具有测试意义了，但是可以帮你印证和理解考点词的奥秘。大家可以对照《剑桥雅思阅读考点词真经》体验“无招胜有招”的绝佳境界。

阅读，其实不难。

无招胜有招

雅思阅读各种题型的解题技巧可以比喻成《笑傲江湖》中令狐冲所学之独孤九剑，有什么破刀式、破掌式、破剑式等独立的心法。本书从第4回起，就是主要讨论各题型的解题技巧，如同在分别传授破剑式、破刀式、破掌式等等。而在这一回里，我们先直接讨论独孤九剑练至深处的最高境界：无招胜有招。

如果你能顿悟，直接进入了雅思阅读无招胜有招的境界，那么你可以不用去学习具体的招数了。这也就意味着本书的学习至本回已基本结束。

莫言境界高 无招胜有招

下面我们开始，一起先试一试顿悟模式。当然，不行也没关系，我们还有从下一回开始的渐悟模式。

请牢记：

无论什么招数，只要有招数，就有破绽。

无论什么题型，只要是题目，就有题干。

——刘洪波

只要是题目，就有题干，而题干中的每一个单词必然来自原文或是原文的同义替换。题干中有first，原文中一定有first或同义表达；题干中有most，原文中一定有most或majority；题干中有最高级，原文中一定有最高级或它的同义表达；题干中有并列结构，原文中也一定存在并列关系。

如违反上述原则，题目表达的含义就会偏离原文，造成出题不严谨或有瑕疵。这显然不是英国剑桥严格学术之风范。

所以，雅思阅读考题只有一种命题方式——同义替换 (Paraphrase)。

同义替换的三种手法

在题干中实现同义替换表达有三种常用手法：**同义替换多 单词有灵犀**

	同义替换方式	雅思阅读中出题概率
1	同义词设计	80%
2	双重反义词设计	10%
3	对原文思想归纳总结	10%

手法1：同义词设计

真题示例 A

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

题型：TRUE/FALSE/NOT GIVEN (是非判断题)

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

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.

【答案解析】

注意题干中每一个单词在原文中的来源：feeding来自原文中的food production；increasing来自soaring；due to来自because of；primarily来自mainly；improved来自expansion。考官很严谨而敬业，改写很仔细而辛苦，所以答案是YES。

手法2：双重反义词设计

真题示例 A

《剑桥雅思7》第20页 Test 1 Reading Passage 1 第2题

题型：Paragraph Matching (段落信息匹配)

题目：How early mammals avoided dying out

原文：

A ...In the time when the dinosaurs dominated the daytime economy, our mammalian ancestors probably only managed to survive at all because they found ways of scraping a living at night...

【答案解析】

注意题目中early一词的含义来自原文ancestors（祖先）；avoid（避免，没有做）的反义词是manage to do（成功地做了）；die out（灭绝）的反义词是survive（幸存）。所以题干是双重反义表达原文同义的设计。

手法3：对原文思想归纳总结

真题示例 A

《剑桥雅思8》第52页 Test 2 Reading Passage 3 第35题

题型：Multiple Choice（选择题）

题目：What is the writer doing in paragraph C?

- A supporting other research
- B making a proposal
- C rejecting a common belief
- D describing limitations

原文：

C In spite of its importance to our emotional and sensory lives, smell is probably the most **undervalued sense in many cultures**. The reason often given for the **low regard** in which smell is held is that, in comparison with its importance among animals, the human sense of smell is feeble and undeveloped. **While it is true that** the olfactory powers of humans are nothing like as fine as those possessed by certain animals, **they are still** remarkably acute. Our noses are able to recognise thousands of smells, and to perceive odours which are present only in extremely small quantities.

【答案解析】

答案是C选项rejecting a common belief。注意C选项中的几个单词原文中没有出现，也没有明显的同义词。如果考生读懂C段大意，会发现“在许多文化中人们低估了嗅觉这种感知”就是一种common belief。common一词=in many cultures；belief指的是嗅觉的low regard。

rejecting（反驳）一词是来自一个句型：While it is true that..., they are still...这是一个让步转折：“虽然（你说的有一定道理），但是（我还是要反驳你）。”雅思命题者通过这个句子归纳总结出了reject这个单词。

归纳题是难题。

以上三组例题分别对应三种不同的同义改写，同时对应了三种不同的雅思阅读题型。所以我们再次强调：不同题型的命题方式本质只有一种——同义替换。

莫登境界高 无招胜有招

高手和低手的区别

想成为雅思阅读顶级高手，笑傲考场吗？

先体会一下顶级高手做题的感觉吧，那就是：**做完题目之后不用比对标准答案，心里知道肯定全对！**

口说无凭，举例为证。

真题示例 A

《剑桥雅思7》第21页 Test 1 Reading Passage 1 第13题

题型： Sentence Completion (句子填空)

题目： The word "echolocation" was first used by someone working as a (NO MORE THAN TWO WORDS)

原文：

E ...The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term "**echolocation**" to cover both sonar and radar, whether used by animals or by human instruments.

【答案解析】 (低手)

定位题干中Keywords为带引号的echolocation → 在原文中找到该词出处 → 前后一看，发现someone就是大写人名Donald Griffin → 再看看他的工作 → 答案zoologist。

【答案解析】 (高手)

定位题干中Keywords为带引号的echolocation → 在原文中找到该词出处 → 前后一看，发现：① 题干中word=原文中term；② 题干中someone=原文中Donald Griffin；③ 题干中working=原文中-gist (后缀-gist表示“学家，从事的职业”)；④ 题干中first used=原文中coined (捏造新词)；⑤ 题干中空格前是a，所以不能填American zoologist → 填完答案zoologist，心想：“考官出题不错，严谨”。

真题示例 B

《剑桥雅思7》第91页 Test 4 Reading Passage 1 第13题

题型： Summary (总结填空)

题目： In addition, over two thousand years ago kites were used in China as weapons, as well as for sending (NO MORE THAN TWO WORDS)

原文：

...And other ancient civilisations certainly knew about kites; as early as 1250 BC, the Chinese were using them to deliver messages and dump flaming debris on their foes.

【答案解析】（低手）

定位题干中Keywords为China → 在原文中找到该词出处Chinese → 往后一看，发现deliver（发送）=sending → 答案messages。

【答案解析】（高手）

定位题干中Keywords为China → 在原文中找到该词出处Chinese → 前后一看，发现：①over two thousand years ago=原文中as early as 1250 BC（心想：“原来这是上个世纪出的雅思老题”）；②题干中as well as=原文中and这个并列结构；**并列需细查** ③并列结构其中一个deliver（发送）=sending；④题干中并列结构另一个weapons（武器）和原文中dump flaming debris on their foes（敌人，敌军）有关系，是同义；→ 精确确认答案为messages而非flaming debris，心想：“不填它填什么呢？不用看后面的答案，该题100%正确。”

通过以上解题时心理独白的对比，可以清楚地看到高手和低手解题的区别就是：**他们看懂的题干和原文中同义词对应组数的数量是不同的**。这句话有些拗口，但需要多读一读，认真体会。

阅读真经原文标注法

体会到了高手的境界和心态，并非意味着你已经成为那样的高手，还需要通过大量的真题练习去加强和反复体会这种命题思路，巩固这种境界感悟。尤其重要的是，平时在做雅思阅读练习时，一定要采用**阅读真经原文标注法**。

阅读真经原文标注法

- ① 用双下划线画出某题目定位词在原文的出处；
- ② 尽可能找出题干中的所有单词（a, the可以不管）对应于原文中的同义词出处，并用下划线把原文出处的对应单词画出来；
- ③ 最后用圈将答案在原文中圈出来。

再以刚才的【真题示例A】为例：

题型：Sentence Completion（句子填空）

题目：The word “echolocation” was first used by someone working as azoologist..... (NO MORE THAN TWO WORDS)

原文：

...The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term “echolocation” to cover both sonar and radar, whether used by animals or by human instruments.

心中的做题流程是：

- ① 通过题目中带引号“echolocation”一词定位，找到原文出处。

② 仔细阅读发现：因为它（word）等于它（term）；因为它（someone）等于它（Donald Griffin）；因为它（working as）等于它（zoologist）；因为它（first used）等于它（coined）；所以答案是它（zoologist）。

在这个因果关系推导中，我们可以清晰地看到：**原因越多，逻辑就越缜密，推导出的结果正确率就越高。** **同义替换多 单词有灵犀**

这种同义词原文标注习惯养成后，考生可以迅速提升正确率，并且便于错题检查，搞清楚出错的原因；同时以便于将来的再次复习。**因为你在原文中完整地记录了你当时的解题思路。**

雅思考生做过的阅读教材原文上不应该是干净无笔记的，也不应该是乱勾乱划没有规律章法的。每做一篇文章都应该采用这种**阅读真经原文标注法**来巩固境界，提醒自己。真实考场上也要采用此**标注法**，在考卷文章的原文上做标注，这是雅思阅读考试允许的，因为最后考官不会看你的阅读考卷，只看答题卡。

1 修炼阅读内功

现在大家应该意识到了词汇量在雅思阅读中的重要性，特别是雅思常考单词的同义词替换，或者称为**雅思阅读考点同义词**。这就是雅思阅读中的内功。如果大家内功深厚，就能体会《九阳真经》中的口诀：“**他强由他强，清风拂山岗；他横由他横，明月照大江。他自狠来他自恶，我自一口真气足。**”（他=雅思阅读；真气=词汇）

强烈建议修炼《剑桥雅思阅读考点词真经》中的——**真题考点同义词替换清单**。这是**剑桥正宗真气**。 **同义替换多 单词有灵犀**

1 总纲注释自测

同义替换多，单词有灵犀。

莫夸境界高，无招胜有招。

请用本回所讲的知识回答下面的问题，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：“同义替换”有哪几种？

问题 2：“单词有灵犀”中的“灵犀”指什么？

问题 3：“无招胜有招”在雅思阅读中指什么？

第4回

填词有规律，前后找痕迹



Questions 23-26

Complete the summary using the list of words A-K, below.
Write the correct letter A-K, in boxes 23-26 on your answer sheet.

Reading

THE TRANSPORT REVOLUTION

Modern cargo-handling methods have had a significant effect on 23 as the business of moving freight around the world becomes increasingly streamlined. Manufacturers of computers, for instance, are able to import 24 from overseas, rather than having to rely on a local supplier. The introduction of 25 has meant that bulk cargo can be safely and efficiently moved over long distances. While international shipping is now efficient, there is still a need for governments to reduce 26 in order to free up the domestic cargo sector.

A tariffs
D output
G trade
J software

B components
E employees
H freight
K international standards

C container ships
F insurance costs
I fares

不要说答案词汇不认识，词汇量不够，所以卷子上才四大皆空，空空如也。俯耳过来：“空格前后动词名词处，才是醉翁之意也。”

(我们从这种题型学起，是因为它主要考查单词理解，不像TRUE/FALSE/NOT GIVEN是理解判断一个句子；而这Headings则是理解归纳自然段。因此该题型难度适中，阅读6分水平的考生应控制该题型错在两道题以内。其实单词填写题还可以包括填表格、填图题；但填表格和填图题更为简单，而且出现概率不高，因此本书中留作最后一种题型来归类总结。)

问题4：什么方法能有助于达到“境界高”？

学习本回，有三大要点



第一，词汇语法并重：看似考查填空题单词，实际暗含词性判断、并列结构等语法考点。

第二，熟悉出题形式：此类题型有四种出题形式，重点不一，但是解题方法相若。对此，需加以深刻理解。

第三，熟练典型题目：从本回起，进入了具体的题型分析，熟悉典型题目方能举一反三。

让我们从单词填写题开始。

单词填写题命题规律与解题要诀

单词填写题可细分为：

- 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）：★★☆☆☆☆

难度为中等，变幻四种体

单词填写题型中出现概率最大的是填空完成摘要，简称Summary。

如果说读一篇文章如同看一部电影，那么Summary题可以理解成这部电影的影评或剧情简介。有人看电影不爱提前看简介和剧透，害怕破坏了悬念，少了惊喜；但作为雅思考生则恰恰相反，我们希望剧透越多越好，越透越好；这样会减小我们读文章的难度，并降低考查文章中心大意题的难度。

所以，我们再一次强调：第一，先看题，再读文章；**阅读先看题，定位快寻觅** 第二，单词

填写题是细节题，优先做。**两种题后做，优先细节题**

原文选词填空完成摘要

从原文选词填空Summary做题步骤	
Step 1	<p>确定整个Summary在原文的出处</p> <p>具体技巧：</p> <ol style="list-style-type: none"> ① 看题型描述中是否已给出信息。（e.g. The summary below is based on Part C of the passage.） ② 看Summary的题型位置。（如Summary是第二种题型，则大多是对文章中间的1~3个自然段的总结；如Summary是最后一种题型，则大多是对文章末尾的1~3个自然段的总结。注意Summary较少作为第一题型出现） ③ 定位Summary首句中的Keywords，在原文中查找。
Step 2	<p>判断所需空格词性</p> <p>真实考试中空格填名词 (n.) 的概率占到80%；填动词 (v.) 占到10%；而填形容词 (adj.)、副词 (adv.) 和数词 (num.) 共占到10%。注意不考介词、连词、代词、冠词。</p>
Step 3	<p>根据空格前后信息在原文中锁定答案</p> <p>这是最重要的一个解题步骤。“空格前后的信息”指的是空格前后重要的单词，特别是动词和名词。“锁定答案”是一个夹心饼干原则：题目的空格就是夹心饼干的“心”，空格前后的单词就是两块“饼干”；要找到“心”在原文的出处，我们就需要拿着这两块“饼干”在原文中一夹，就夹出来了。但要特别注意这两块“饼干”在原文中的同义词替换。 填词有规律，前后找痕迹</p>
Step 4	<p>填完后通读一遍Summary</p> <p>这种题型检查起来简单有效，只需将所填答案代入空格中，将Summary整个通读一遍，从逻辑、语义和语法上即可检查。</p>

NB（注意）：

- ① 空格答案有字数限制，如：Use **NO MORE THAN THREE WORDS**，解题前要看清楚。
- ② 空格答案大多数情况下符合原文顺序原则，有可能出现1~2题倒序。
- ③ 一个Summary题型中会设置1~2道难题。
- ④ 空格答案有可能需要变换原文单词的词性。
- ⑤ 空格答案经常是**高难词或生词**。 **生词不用疑**
- ⑥ 该题型重点考查空格前后的单词对应原文中的同义词理解。 **填词有规律，前后找痕迹**

真题示例 A

《剑桥雅思7》第90页 Test 4 Reading Passage 1 第8段

The begin

Others feel there is more of a case for the theory. Harnessing the wind would not have been a problem for accomplished sailors like the Egyptians. And they are known to have used wooden pulleys, which could have been made strong enough to bear the weight of massive blocks of stone. In addition, there is some physical evidence that the ancient Egyptians were interested in flight. A wooden artefact found on the step pyramid at Saqqara looks uncannily like a modern glider. Although it dates from several hundred years after the building of the pyramids, its sophistication suggests that the Egyptians might have been developing ideas of flight for a long time. And other ancient civilisations certainly knew about kites; as early as 1250 BC, the Chinese were using them to deliver messages and dump flaming debris on their foes.

Questions 8–13

Complete the summary below.

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

Write your answers in boxes 8–13 on your answer sheet.

Additional evidence for theory of kite-lifting

The Egyptians had 8....., which could lift large pieces of 9....., and they knew how to use the energy of the wind from their skill as 10..... . The discovery on one pyramid of an object which resembled a 11..... suggests they may experimented with 12..... . In addition, over two thousand years ago kites were used in China as weapons, as well as for sending 13..... .

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
9	定位题目中大写Egyptians，找到原文。 注意到原文中which引导的定位从句，看懂lift（举起）=bear the weight；large pieces of=massive blocks of。先填第9题答案： stone 。
8	再填第8题答案： wooden pulleys （which指代的名词）。 生词不用疑
10	定位题目中wind一词。在原文中顺序向下找没有，只好向前找。在该段第二句出现wind；题目中use=原文中harnessing；题目中skill=原文中accomplished（熟练的）；发现该题是倒序，因为and这个并列结构前后信息可调换。 并列需细查 注意第10题空格要填名词，而原文该句只有四个名词：wind, a problem, sailors和Egyptians。先排除wind和Egyptians，再从语义上排除a problem。第10题答案是 sailors 。

11	定位题目中pyramid一词，找到原文句子。 注意到discovery=found; object=artefact (人工制品); looks like=resemble; 原文中还有一个冠词a; 所以第11题答案是 modern glider 。 生词不用查
12	定位题目中experimented一词，回原文没有找到。再定位suggested和they，找到原文...suggests that the Egyptians might have been developing ideas of flight for a long time. 注意到要填名词，只有ideas, flight和a long time可选。从语义上确定第12题填 flight 。
13	定位题目中China一词，找到原文Chinese。 看到as well as=and 并列需细查 ; sending=deliver, 所以第13题答案是 messages 。 (还可参考第3回中该题更详细的分析)

真题示例 B

《剑桥雅思6》第27页 Test 1 Reading Passage 3 C、D段

The begin

- ...
- C The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home. Farming is out of the question and nature offers meagre pickings. Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish. The environment tested them to the limits: sometimes the colonists were successful, sometimes they failed and vanished. But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs, pottery and iron tools. They are the ancestors of today's Inuit people.
- D Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing. Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer. It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat. Economic opportunities are scarce, and for many people state benefits are their only income.
- ...

Questions 33–40

Complete the summary of paragraphs C and D below.

Choose **NO MORE THAN TWO WORDS** from paragraphs C and D for each answer.

Write your answers in boxes 33–40 on your answer sheet.

If you visit the Canadian Arctic, you immediately appreciate the problems faced by people for whom this is home. It would clearly be impossible for the people to engage in 33..... as a means of supporting themselves. For thousands of years they have had to rely on catching 34..... and 35..... as a means of sustenance. The harsh surroundings saw many who tried to settle there pushed to their limits, although some were successful. The 36..... people were an example of the latter and for them the environment did not prove unmanageable. For the present inhabitants, life continues to be a struggle. The territory of Nunavut consists of little more than ice, rock and a few 37..... In recent years, many of them have been obliged to give up their 38..... lifestyle, but they continue to depend mainly on 39..... for their food and clothes. 40..... produce is particularly expensive.

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
33	首先要注意题目提示Summary来自C和D段。 定位题目中impossible，等于原文中out of the question。填第33题答案： farming 。
34、35	定位第34题和第35题中thousands of years, catching（抓捕）和and这个并列结构，找到原文。注意rely on=by; sustenance（食物）=surviving。所以第34、35题答案为 sea mammals 和 fish 。 并列需细查
36	判断第36题要填形容词，哪一种人。注意题目中the latter指代上一句话中some were successful。理解该句要找哪一种人成功战胜了环境。找到原文...one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people...注意these一词指代上一句中的一组，下划线表达“成功适应环境”。所以第36题答案是 Thule 。 生词不用疑
37	定位题目中专有名词Nunavut和并列结构中的ice、rock。找到原文D段第二句，注意rock, ice和a handful of islands是并列结构。 第37题填名词，答案为 islands 。 并列需细查
38	判断填形容词，定位题目中give up和lifestyle。 找到原文abandoned=give up; ways（方式）=lifestyle（生活方式）。所以第38题答案为 nomadic 。 生词不用疑

39	判断填名词，定位题目中depend mainly on和food and clothes。 找到原文中rely heavily on=depend mainly on和food and clothing；所以答案是nature。
40	判断要填形容词。因为该句谓语是is；前面的produce词性一定是名词作主语。produce作名词指“（农牧）产品”。 定位题目中produce和expensive，回原文寻找“什么样的产品很昂贵”。原文没有出现produce一词，但出现了costly=expensive。但是原文讲costly air networks(昂贵的空运网络)。向下再读一句话发现：如果用imported meat进口肉制品取代自己狩猎所获，一个家庭为此将会花很多钱。注意在这里meat（肉）是一种produce（产品），所以第40题答案是Imported，注意要大写首字母。难题，如做对有雅思阅读7分以上水平。

从单词列表中选词填空完成摘要

这种Summary的解题方法与从原文选词填空是一致的，只是多了一个步骤：从原文中找出心目中的答案单词后，还要在题目后面的单词列表中选一选，看看哪一个选项单词是原文答案，或原文答案的同义表达。

所以从这个角度来说，这种题型可能需要考生多做一次同义替换理解：原文答案单词和正确选项的同义替换。这样就增加了难度。

但是从另一个角度来说，因为限定了单词选项，也提供了考生通过词性词义选择或通过排除法来正确解题的可能性。

真题示例 A

《剑桥雅思8》第65页 Test 3 Reading Passage 1 第5~6段

The begin

...

And anyway, who would want to fire streams of rockets in a populated area? “What goes up must come down,” points out Jean-Claude Diels of the University of New Mexico. Diels is leading a project, which is backed by EPRI, to try to use lasers to discharge lightning safely—and safety is a basic requirement since no one wants to put themselves or their expensive equipment at risk. With around \$500,000 invested so far, a promising system is just emerging from the laboratory.

The idea began some 20 years ago, when high-powered lasers were revealing their ability to extract electrons out of atoms and create ions. If a laser could generate a line of ionisation in the air all the way up to a storm cloud, this conducting path could be used to guide lightning to Earth, before the electric field becomes strong enough to break down the air in an uncontrollable surge. To stop the laser itself being struck, it would not be pointed straight at the clouds. Instead it would be directed at a mirror, and from there into the

sky. The mirror would be protected by placing lightning conductors close by. Ideally, the cloud-zapper (gun) would be cheap enough to be installed around all key power installations, and portable enough to be taken to international sporting events to beam up at brewing storm clouds.

...

Questions 7-10

Complete the summary using the list of words, A-I, below.

Write the correct letter, A-I, in boxes 7-10 on your answer sheet.

In this method, a laser is used to create a line of ionisation by removing electrons from 7..... This laser is then directed at 8..... in order to control electrical charges, a method which is less dangerous than using 9..... As a protection for the lasers, the beams are aimed firstly at 10.....

A cloud-zappers	B atoms	C storm clouds
D mirrors	E technique	F ions
G rockets	H conductors	I thunder

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
7	定位题目中怪词ionisation和electrons。找到原文出处。 注意题目中remove from=原文中extract out of，所以答案是atoms。不能填ions，因为前面动词是create，是题目remove的反义词，要仔细理解原文and这个并列结构。第7题答案： B 并列需细查
8	注意空格后control一词对应原文中guide一词；in order to=原文中be used to。向前查找名词只有a storm cloud可填；且directed=原文中way。答案： C
9	本题在第二段没有具体出处，而是一道考context（上下文）理解的题。注意题目中less dangerous 等于上一段中提及的safely，想想lasers方法的这个优点是相对于以前的rockets方法来讲的。答案： G
10	题目中protection和firstly在原文中不是简单同义词对应，而是归纳出来的。protection=原文中To stop the baser itself being struck；firstly=it would not be pointed straight at the clouds. Instead it would be directed at a mirror... 注意题目中aimed at=directed at。答案： D

真题示例 B

《剑桥雅思7》第68页Test 3 Reading Passage 1 第3~6段

The begin

They(ants) have never mastered fire nor progressed. Their fungus farming and aphid herding crafts are sophisticated when compared to the agricultural skills of humans five thousand years ago but have been totally overtaken by modern human agribusiness.

Or have they? The farming methods of ants are at least sustainable. They do not ruin environments or use enormous amounts of energy. Moreover, recent evidence suggests that the crop farming of ants may be more sophisticated and adaptable than was thought.

Ants were farmers fifty million years before humans were. Ants can't digest the cellulose in leaves—but some fungi can. The ants therefore cultivate these fungi in their nests, bringing them leaves to feed on, and then use them as a source of food. Farmer ants secrete antibiotics to control other fungi that might act as "weeds", and spread waste to fertilise the crop.

It was once thought that the fungus that ants cultivate was a single type that they had propagated, essentially unchanged from the distant past. Not so. Ulrich Mueller of Maryland and his colleagues genetically screened 862 different types of fungi taken from ants' nests. These turned out to be highly diverse: it seems that ants are continually domesticating new species. Even more impressively, DNA analysis of the fungi suggests that the ants improve or modify the fungi by regularly swapping and sharing strains with neighbouring ant colonies.

Questions 7-13

Complete the summary using the list of words, A-O, below.

Write the correct letter, A-O, in boxes 7-13 on your answer sheet.

Ants as farmers

Ants have sophisticated methods of farming, including herding livestock and growing crops, which are in many ways similar to those used in human agriculture. The ants cultivate a large number of different species of edible fungi which convert 7 into a form which they can digest. They use their own natural 8 as weed-killers and also use unwanted materials as 9 Genetic analysis shows they constantly upgrade these fungi by developing new species and by 10 species with neighbouring ant colonies. In fact, the farming methods of ants could be said to be more advanced than human agribusiness, since they use 11 methods, they do not affect the 12 and do not waste 13

A aphids	B agricultural	C cellulose	D exchanging
E energy	F fertilizers	G food	H fungi
I growing	J interbreeding	K natural	L other species
M secretions	N sustainable	O environment	

..... 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
7	<p>判断要填名词。定位fungi和digest。找到原文。</p> <p>原文中：Ants can't digest the cellulose in leaves—but some fungi can.该句中可填名词为cellulose和leaves。看选项单词列表，没有leaves，只有C选项cellulose，选出C。</p> <p>生词不用疑</p>
8	<p>定位weed-killers。找到原文。</p> <p>原文中：Farmer ants secrete antibiotics to control other fungi that might act as “weeds”... 注意control=kill；所以原文中antibiotics就是weed-killer。看选项单词列表，没有antibiotics。失望。再细看原文：secrete antibiotics（分泌出抗生素）；选项中M选项secretions（分泌物）可以替换。所以答案为M。 生词不用疑</p>
9	<p>定位并列结构and和unwanted material，找到原文出处：waste。</p> <p>原文中：...spread waste to fertilise the crop. 用垃圾给农作物施肥。所以答案为F：fertilizers（化肥）。 并列需细查</p>
10	<p>定位neighbouring, new species和genetic analysis，找到原文：DNA analysis of the fungi suggests that the ants improve or modify the fungi by regularly swapping and sharing strains with neighbouring ant colonies.</p> <p>注意到genetic=DNA；constantly=regularly；upgrade=improve or modify；species=strains；可以判断答案为原文swapping（交换）and sharing（分享）。注意到选项中从词性上判断只有D exchanging（交换）和J interbreeding（杂交）可填。从词义上判断该题答案为D。</p>
11	<p>定位蚂蚁和人类农业的对比。在原文顺序向下读找不到，只好向前寻找。找到第7题原文出处的上一自然段。其实再往上看一个自然段的末尾部分，在讲蚂蚁和人类农业的对比。</p> <p>注意要填形容词，什么样的methods。原文：The farming methods of ants are at least sustainable. 注意at least是和人类农业方式相比较而言的。所以答案是N。</p>

12/13

承接上题可迎刃而解了。注意题目中并列结构and, 否定词do not, 和waste一词在原文的同义表达。所以第12题答案是O, 第13题答案是E。

并列需细查

原文选词填空完成句子

填空完成句子解题方法和从原文选词填空Summary一致。可理解为一句话Summary题型。

真题示例 A

《剑桥雅思7》第18页Test 1 Reading Passage 1 E段

..... The begin

E The Sonar and Radar pioneers didn't know it then, but all the world now knows that bats, or rather natural selection working on bats, had perfected the system tens of millions of years earlier, and their "radar" achieves feats of detection and navigation that would strike an engineer dumb with admiration. It is technically incorrect to talk about bat "radar", since they do not use radio waves. It is sonar. But the underlying mathematical theories of radar and sonar are very similar, and much of our scientific understanding of the details of what bats are doing has come from applying radar theory to them. The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term "echolocation" to cover both sonar and radar, whether used by animals or by human instruments.

Questions 10-13

Complete the sentences below.

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

Write your answers in boxes 10-13 on your answer sheet.

- 10 Long before the invention of radar, had resulted in a sophisticated radar-like system in bats.
- 11 Radar is an inaccurate term when referring to bats because are not used in their navigation system.
- 12 Radar and sonar are based on similar
- 13 The word "echolocation" was first used by someone working as a

..... 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
10	判断要填名词。定位连字符单词radar-like和时间long before，找到原文。 理解radar-like=原文中“radar”；long before=tens of millions of years earlier；sophisticated（精密复杂）一词则来自原文归纳：“人类工程师只有羡慕的份儿。”所以答案是 natural selection 。
11	判断要填名词。定位因果关系because，顺序往下找到原文。 理解inaccurate=原文中incorrect；referring to=talk about；because=since；答案是 radio wave 。
12	判断要填名词。定位并列结构and，顺序往下找到原文。 并列需细查 理解based on=underlying；答案是 mathematical theories 。
13	判断要填名词。定位引号单词“echolocation”和someone找人名，往下找到原文。 理解word=term；first used=coined；someone=Donald Griffin；答案是 zoologist 。注意不能填American zoologist，因为空格前是a不是an。

从原文选词回答问题

题目为What, Which, Why, Where, When等引导的疑问句，要求从原文中选词以作为该疑问句的答案。与其他填词题一样，该题型答案字数有限定。

解题时注意疑问词本身：问到who回原文找人名；where找地名；when找时间；how/why找due to, thanks to, based on, by等介词后的名词；问到what找名词。

注意：真题示例及答案解析请参考本书第6回第84页【真题示例C】和第9回第122页【真题示例A】。

总纲注释自测

填词有规律，前后找痕迹，
并列需细查，生词不用疑，
难度为中等，变幻四种体。

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: 单词填写题的“规律”有哪些?

问题 2: 填空题的真正考点是什么? 对应哪一句口诀?

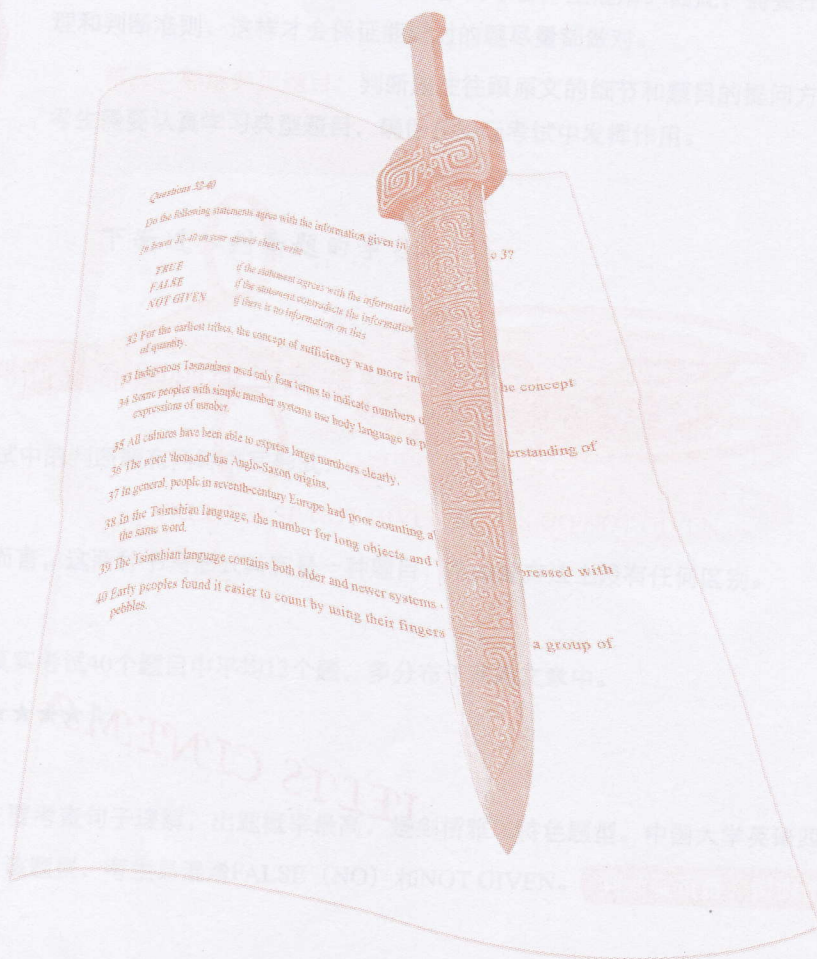
问题 3: 为什么“并列”结构在单词填写题中出题这么高频? (思考题)

问题 4: 为什么“生词不用疑”? (思考题)

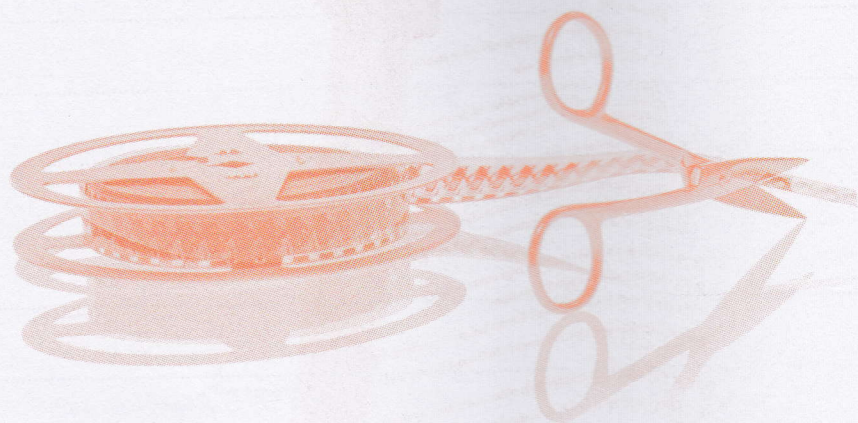


第 5 回

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			TEST 3			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。所以要答对这道题, 考生需要通读该自然段所有句子, 通过上下文结理解。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题目在原文中能找出出处，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	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 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	<p>答案：TRUE (T2)</p> <p>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 <i>Is this enough? rather than How many?</i></p>
33	<p>答案：FALSE (F1)</p> <p>对应原文第三段中：The indigenous peoples of Tasmania were only able to count one, two, many...</p> <p>原文为：one, two, many 共3种；题目是4种。</p>
34	<p>答案：TRUE (T2)</p> <p>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。</p>
35	<p>答案：FALSE (F1)</p> <p>对应原文第四段中：The lack of ability of some cultures to deal with large numbers is not really surprising.</p> <p>all和some为反义。</p>
36	<p>答案：NOT GIVEN (NG1)</p> <p>对应原文第四段中，“thousand”这个具体信息原文没有提到。</p>
37	<p>答案：TRUE (T2)</p> <p>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!</p>
38	<p>答案：FALSE (F1)</p> <p>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.</p> <p>原文中distinct（不同的，有区别的）和题目中same为反义。</p>
39	<p>答案：TRUE (T2)</p> <p>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。</p>

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 atmosphere 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, plants 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	<p>答案：B</p> <p>选雅思阅读文章的选标或中心思想，重点读最后一段。</p> <p>注：该题型解题要诀见本书第8回。</p>

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**”。



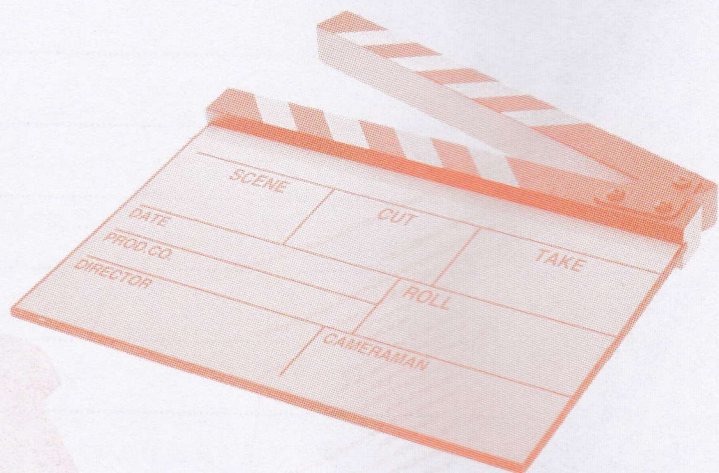
第 6 回

段中找两点，中心藏后边



自幼苦练主谓宾，怎消受短语heading。更休提，段落理解，归纳中心！

来来来，我有秘传云：段中两点阴阳鱼，从此不间中心句。



IELTS CINEMA

在电影院看电影和在家里看光碟的感觉是截然不同的。灯光、椅子、音响都不同，会有一种完全不同的气氛。要想真正享受电影，就必须去电影院。在英国，人们很爱看电影，有大片放映的时候，各种影评铺天盖地。

这点似乎跟雅思考试一样啊。上考场跟在家模拟也完全不可比拟。考场的氛围需要考生适应。雅思的铅笔和橡皮也是世界上最贵的。据说集齐七色笔，能召唤雅思小神兽。每次考试之后，各种回忆，各论，也是铺天盖地。

我在澳洲上学那会儿，也没少去电影院看大片。就像我参加了11次雅思考试，每次上考场，都很享受。

人有时候就是这样，如果你感受到了快乐，就会上瘾。所以，浸入考试氛围，熟悉规则，掌握方法，备考是人生中最值得回忆的一个片段。我决定，每个月开云中课堂，第一时间在微博和YY频道里跟大家分享心得感受。

学习本回，有三大要点



第一，了解段落题的注意事项：很多注意事项是经验之谈，不可忽视。

第二，掌握解题方法：这种题型很难，好在Harvey给大家介绍了很好的方法。读到这里的时候，你会觉得之前那200字总纲，真的好精髓。

第三，熟练典型题目：从理解到实战是有距离的。所以要认真领悟，通过例题去印证。Anyhow，如果你觉得你已经理解了，做一些《雅思阅读真经5》里面的分项题型吧。然后再做真题，这样真题的使用效率最高。

下面进入段落题的学习。

段落中心题命题规律与解题诀窍

这种题型，是整个剑桥雅思考试中唯一出在文章之前的题型。就冲这一条，你就知道这种题型有多特别了吧，而且你也应该明白出题人的潜台词：先看题目再看文章，是在有效时间内完成题目的必经之路。

这种题目，要求阅读自然段，选出自然段中心思想。

概率：真实考试40个题目中平均6个题，通常只针对一篇出题。

难度：★★★★★

这种题型其实是雅思阅读考试中对考生理解能力要求最高的题型。它要求考生真正读懂一个自然段，并有相应的归纳能力。而且它出现的概率极高，一般来说一套题里面会有一篇文章设计该题型。也有接连两篇文章出现该题型的，比如《剑桥雅思8》Test 2。如一套题中没有该题型，则会出现段落信息匹配题（Paragraph Matching）。这种题还不能随便蒙，会引起连锁错误。

段落选标题，连锁不简单

如果说读一篇文章如同看一部电影，那么段落中心题就是理解这部电影中每个场景的主题目的。要求观众们不能只陶醉于某一具体情节，欣赏某个视觉特效，他们还应该领悟整个影片故事的演绎逻辑，看导演如何在各场景间变换衔接。

四项注意

选段落中心题要注意以下四点：

- ① 首先划掉例子中对应的heading。
- ② 选过的heading随时划掉，并不可再选。
- ③ 拿不准的段落先放弃，难题最后做。因为把有把握的headings选完后会缩小选择范围，利于排除法做题。
- ④ 先做每个段落中包含的细节题（如：summary, TRUE/FALSE/NOT GIVEN等），最后选该段的heading。

下面我们学习两种解题方法：

第1种是中心句对应法：针对阅读基础较好的考生，能清晰辨认自然段中心句，或者当某个自然段本身中心句明显时使用；

第2种是关键词对应法：针对基础薄弱的考生，阅读完一个自然段后没有印象，或者当某个自然段本身中心句不明显时使用。

当然，这两种方法结合使用效果最佳。

中心句对应法

找出每个自然段的中心句，看哪个heading是这句话的短语改写。

那么哪句话是中心句呢？或者说中心句有什么明显特点呢？

自然段首句总结

真题示例 A

《剑桥雅思8》第89页 Test 4 Reading Passage 1 D段

The begin

正确Heading: v The typical format of a maths lesson

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.

..... *The end*



自然段首句设问

真题示例 A

《剑桥雅思8》第90页 Test 4 Reading Passage 1 F段

..... *The begin*

正确Heading: **viii** The key to Japanese successes in maths education

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.

..... *The end*



举例前的观点句

真题示例 A

《剑桥雅思8》第75页 Test 3 Reading Passage 3 D段

..... *The begin*

正确Heading: **vii** A stable life span despite improvements

D Every organism has a life span which is highly characteristic. There are striking differences in life span between different species, but within one species the parameter is relatively constant. For example, the average duration of human life has hardly changed in thousands of years. Although more and more people attain an advanced age as a result of developments in medical care and better nutrition, the characteristic upper limit for most remains 80 years. A further argument against the simple wear and tear theory is the observation that the time within which organisms age lies between a few days (even a few hours for unicellular organisms) and several thousand years, as with mammoth trees.

The end



转折词所在句子

真题示例 A

《剑桥雅思7》第24页 Test 1 Reading Passage 2 E段

The begin

正确Heading: i Scientists' call for a revision of policy

E At the outset of the new millennium, however, the way resource planners think about water is beginning to change. The focus is slowly shifting back to the provision of basic human and environmental needs as top priority—ensuring “some for all”, instead of “more for some”. Some water experts are now demanding that existing infrastructure be used in smarter ways rather than building new facilities, which is increasingly considered the option of last, not first, resort. This shift in philosophy has not been universally accepted, and it comes with strong opposition from some established water organisations. Nevertheless, it may be the only way to address successfully the pressing problems of providing everyone with clean water to drink, adequate water to grow food and a life free from preventable water-related illness.

The end



强调句型或有强调语气词所在句子

真题示例 A

《剑桥雅思7》第24页 Test 1 Reading Passage 2 H段

The begin

正确Heading: x The need to raise standards

H On the other hand, dams, aqueducts and other kinds of infrastructure will still have to be built, particularly in developing countries where basic human needs have not been met. But **such projects must be built to higher specifications** and with more accountability to local people and their environment than in the past. And even in regions where new projects seem warranted, we must find ways to meet demands with fewer resources, respecting ecological criteria and to a smaller budget.

..... The end

起定义功能的句子

真题示例 A

《剑桥雅思8》第23页 Test 1 Reading Passage 2 D段

..... The begin

正确Heading: v An oversimplified view

D Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realised that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.

..... The end

下一自然段首句

要重点理解这一法则，它来源于写文章时自然段首句常用的承上启下手法。首句总结上段中心同时引起本段讨论内容。 **中心藏后边**

真题示例 A

《剑桥雅思7》第23页 Test 1 Reading Passage 2 C、D段

..... The begin

正确Heading: vii The relevance to health

C Yet there is a dark side to this picture: despite our progress, half of the world's population still suffers, with water services inferior to those available to the ancient Greeks and Romans. As the United Nations report on access to water reiterated in November 2001, more than one billion people lack

D The consequences of our water policies extend beyond jeopardising human health...

The end

运用这种方法要参悟下面三幅图解的奥妙：

段中找两点

下面，我们就上述知识来做一篇真题。

真题示例 A

The begin

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on the following pages.

Questions 14–20

Reading Passage 2 has seven paragraphs, A–H.

Choose the correct heading for paragraphs A and C–H from the list of headings below.

Write the correct number, i–xi, in boxes 14–20 on your answer sheet.

List of Headings	
i	Scientists' call for a revision of policy
ii	An explanation for reduced water use
iii	How a global challenge was met
iv	Irrigation systems fall into disuse
v	Environmental effects
vi	The financial cost of recent technological improvements
vii	The relevance to health
viii	Addressing the concern over increasing populations
ix	A surprising downward trend in demand for water
x	The need to raise standards
xi	A description of ancient water supplies

14 Paragraph A

Example	Answer
Paragraph B	iii

15 Paragraph C

16 Paragraph D

17 Paragraph E

18 Paragraph F

19 Paragraph G

20 Paragraph H

Making Every Drop Count

A The history of human civilisation is entwined with the history of the ways we have learned to manipulate water resources. As towns gradually expanded, water was brought from increasingly remote sources, leading to sophisticated engineering efforts such as dams and aqueducts. At the height of the Roman Empire, nine major systems, with an innovative layout of pipes and well-built sewers,

supplied the occupants of Rome with as much water per person as is provided in many parts of the industrial world today.

- B** During the industrial revolution and population explosion of the 19th and 20th centuries, the demand for water rose dramatically. Unprecedented construction of tens of thousands of monumental engineering projects designed to control floods, protect clean water supplies, and provide water for irrigation and hydropower brought great benefits to hundreds of millions of people. 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. Nearly one fifth of all the electricity generated worldwide is produced by turbines spun by the power of falling water.
- C** Yet there is a dark side to this picture: despite our progress, half of the world's population still suffers, with water services inferior to those available to the ancient Greeks and Romans. As the United Nations report on access to water reiterated in November 2001, more than one billion people lack access to clean drinking water; some two and a half billion do not have adequate sanitation services. Preventable water-related diseases kill an estimated 10,000 to 20,000 children every day, and the latest evidence suggests that we are falling behind in efforts to solve these problems.
- D** The consequences of our water policies extend beyond jeopardising human health. Tens of millions of people have been forced to move from their homes—often with little warning or compensation—to make way for the reservoirs behind dams. More than 20% of all freshwater fish species are now threatened or endangered because dams and water withdrawals have destroyed the free-flowing river ecosystems where they thrive. Certain irrigation practices degrade soil quality and reduce agricultural productivity. Groundwater aquifers are being pumped down faster than they are naturally replenished in parts of India, China, the USA and elsewhere. And disputes over shared water resources have led to violence and continue to raise local, national and even international tensions.
- E** At the outset of the new millennium, however, the way resource planners think about water is beginning to change. The focus is slowly shifting back to the provision of basic human and environmental needs as top priority—ensuring “some for all”, instead of “more for some”. Some water experts are now demanding that existing infrastructure be used in smarter ways rather than building new facilities, which is increasingly considered the option of last, not first, resort. This shift in philosophy has not been universally accepted, and it comes with strong opposition from some established water organisations. Nevertheless, it may be the only way to address successfully the pressing problems of providing everyone with clean water to drink, adequate water to grow food and a life free from preventable water-related illness.
- F** Fortunately—and unexpectedly—the demand for water is not rising as rapidly as some predicted. As a result, the pressure to build new water infrastructures has diminished over the past two decades.

Although population, industrial output and economic productivity have continued to soar in developed nations, the rate at which people withdraw water from aquifers, rivers and lakes has slowed. And in a few parts of the world, demand has actually fallen.

G What explains this remarkable turn of events? Two factors: people have figured out how to use water more efficiently, and communities are rethinking their priorities for water use. Throughout the first three-quarters of the 20th century, the quantity of freshwater consumed per person doubled on average; in the USA, water withdrawals increased tenfold while the population quadrupled. But since 1980, the amount of water consumed per person has actually decreased, thanks to a range of new technologies that help to conserve water in homes and industry. In 1965, for instance, Japan used approximately 13 million gallons of water to produce \$1 million of commercial output; by 1989 this had dropped to 3.5 million gallons (even accounting for inflation)—almost a quadrupling of water productivity. In the USA, water withdrawals have fallen by more than 20% from their peak in 1980.

H On the other hand, dams, aqueducts and other kinds of infrastructure will still have to be built, particularly in developing countries where basic human needs have not been met. But such projects must be built to higher specifications and with more accountability to local people and their environment than in the past. And even in regions where new projects seem warranted, we must find ways to meet demands with fewer resources, respecting ecological criteria and to a smaller budget.

Questions 21–26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 21–26 on your answer sheet, write

- | | |
|------------------|---|
| YES | <i>if the statement agrees with the claims of the writer</i> |
| NO | <i>if the statement contradicts the claims of the writer</i> |
| NOT GIVEN | <i>if it is impossible to say what the writer thinks about this</i> |

- 21 Water use per person is higher in the industrial world than it was in Ancient Rome.
- 22 Feeding increasing populations is possible due primarily to improved irrigation systems.
- 23 Modern water systems imitate those of the ancient Greeks and Romans.
- 24 Industrial growth is increasing the overall demand for water.
- 25 Modern technologies have led to a reduction in domestic water consumption.
- 26 In the future, governments should maintain ownership of water infrastructures.

The end

【答案解析】

为确保学习效果，请先做题，再看解析。

★ 段落中心题

运用**关键词对应法**和**中心句对应法**解题。

题目	解题思路与答案
14	<p>答案：xi A description of ancient water supplies</p> <p>图解2。Ancient对应A段中4个词：2个history，2个Rome。 段中找两点</p>
15	<p>答案：vii The relevance to health</p> <p>图解2。Health对应C段中4组词：water services，clean drinking water，sanitation services和water-related diseases。注意第vii个Heading易错选给D段，因为D段首句中出现了health一词。但这是属于图解1，不可选。同时属于中心句对应法第7种。</p> <p>段中找两点，中心藏后边</p>
16	<p>答案：v Environmental effects</p> <p>图解2。Environmental 对应D段中people，fish，ecosystems，soil，agricultural productivity。人类、动物、植物、土壤、生态，这些词用最广泛的词来概括，只有environment。注意该项易错选给E段，因为E段中出现了environmental一词。但这是属于图解1，不可选。同时属于中心句对应法第7种。 段中找两点，中心藏后边</p>
17	<p>答案：i Scientists' call for a revision of policy</p> <p>图解3。scientists对应E段中resource planners和experts；revision（修正）对应E段中change和shift（改变）。 段中找两点</p>
18	<p>答案：ix A surprising downward trend in demand for water</p> <p>图解3。Surprising对应F段中unexpectedly；downward对应F段中diminished，slowed，fallen。 段中找两点</p>
19	<p>答案：ii An explanation for reduced water use</p> <p>G段首句为中心句，设问。What explains this remarkable turn of events? 段落后面的内容都是explanation。 段中找两点</p>
20	<p>答案：x The need to raise standards</p> <p>图解3。need对应H段中2个must；raise对应H段中higher；standards对应H段中specifications（规格）和criteria（标准）。同时，该段第2句话明显是中心句。</p> <p>段中找两点</p>

★是非判断题（复习第5回）

题目	解题思路与答案
21	NO (F1)

22	YES (T1)
23	NOT GIVEN (NG2)
24	NO (F1)
25	YES (T1)
26	NOT GIVEN (NG1)

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：一组反义词设置

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

注意运用第2回讲到的“真经阅读法”解题，真实做题顺序应该是：

21题 → 14题 → 22题 → 23题 → 15题 → 16题 → 17题 → 24题 → 18题 → 19题 → 25题 → 26题 → 20题。

真题示例 B

《剑桥雅思8》第22页 Test 1 Reading Passage 2

The begin

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on the following pages.

Questions 14–19

Reading Passage 2 has seven paragraphs, A–G.

Choose the correct heading for paragraphs A and C–G from the list below.

Write the correct number, i–x, in boxes 14–19 on your answer sheet.

List of Headings

- i Disobeying FAA regulations
- ii Aviation disaster prompts action

- iii Two coincidental developments
- iv Setting altitude zones
- v An oversimplified view
- vi Controlling pilots' licences
- vii Defining airspace categories
- viii Setting rules to weather conditions
- ix Taking off safely
- x First steps towards ATC

14 Paragraph A

Example	Answer
Paragraph B	x

15 Paragraph C

16 Paragraph D

17 Paragraph E

18 Paragraph F

19 Paragraph G

AIR TRAFFIC CONTROL IN THE USA

- A An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.
- B Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.

- C In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes, reducing pilots' margin of error and practically demanding some set of rules to keep everyone well separated and operating safely in the air.
- D Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realised that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.
- E To meet this challenge, the following elements were put into effect. First, ATC extends over virtually the entire United States. 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, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA regulations apply. Elsewhere, in uncontrolled airspace, pilots are bound by fewer regulations. In this way, the recreational pilot who simply wishes to go flying for a while without all the restrictions imposed by the FAA has only to stay in uncontrolled airspace, below 365m, while the pilot who does want the protection afforded by ATC can easily enter the controlled airspace.
- F The FAA then recognised two types of operating environments. In good meteorological conditions, flying would be permitted under Visual Flight Rules (VFR), which suggests a strong reliance on visual cues to maintain an acceptable level of safety. Poor visibility necessitated a set of instrumental Flight Rules (IFR), under which the pilot relied on altitude and navigational information provided by the plane's instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace. However, a pilot can only choose to fly IFR if they possess an instrument rating which is above and beyond the basic pilot's license that must also be held.
- G Controlled airspace is divided into several different types, designated by letters of the alphabet. Uncontrolled airspace is designated Class F, while controlled airspace below 5,490m above sea

level and not in the vicinity of an airport is Class E. All airspace above 5,490m is designated Class A. The reason for the division of Class E and Class A airspace stems from the type of planes operating in them. Generally, Class E airspace is where one finds general aviation aircraft (few of which can climb above 5,490m anyway), and commercial turboprop aircraft. Above 5,490m is the realm of the heavy jets, since jet engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are IFR, and pilots must be instrument-rated, that is, skilled and licensed in aircraft instrumentation. This is because ATC control of the entire space is essential. Three other types of airspace, Classes D, C and B, govern the vicinity of airports. These correspond roughly to small municipal, medium-sized metropolitan and major metropolitan airports respectively, and encompass an increasingly rigorous set of regulations. For example, all a VFR pilot has to do to enter Class C airspace is establish two-way radio contact with ATC. No explicit permission from ATC to enter is needed, although the pilot must continue to obey all regulations governing VFR flight. To enter Class B airspace, such as on approach to a major metropolitan airport, an explicit ATC clearance is required. The private pilot who cruises without permission into this airspace risks losing their license.

Questions 20–26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 20–26 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

+

- 20 The FAA was created as a result of the introduction of the jet engine.
- 21 Air Traffic Control started after the Grand Canyon crash in 1956.
- 22 Beacons and flashing lights are still used by ATC today.
- 23 Some improvements were made in radio communication during World War II.
- 24 Class F airspace is airspace which is below 365m and not near airports.
- 25 All aircraft in Class E airspace must use IFR.
- 26 A pilot entering Class C airspace is flying over an average-sized city.

..... The end

【答案解析】

为确保学习效果，请先做题，再看解析。

★段落中心题

运用**关键词对应法**和**中心句对应法**解题。

题目	解题思路与答案
14	<p>答案：ii Aviation disaster prompts action</p> <p>图解3：an accident=disaster; in the skies=aviation; resulted in=prompts; the establishment of the FAA=action 段中找两点</p>
15	<p>答案：iii Two coincidental developments</p> <p>C段首句中提到第二次世界大战带来的radar and radio communication技术被ATC应用。战争催生的技术进步对应coincidental development。本题Heading设计其实不好，它是C段包含的信息，但不是C段的中心思想。C段的中心是后面强调FAA的重要性而非radar and radio communication的重要性。请仔细阅读本段体会。</p>
16	<p>答案：v an oversimplified view</p> <p>该Heading是D段第二句This is a very incomplete part of the picture的改写。这是起定义功能的中心句。</p>
17	<p>答案：iv Setting altitude zones</p> <p>图解2。注意altitude一词在E段中的对应：higher, from 365m above, down to 215m, below 365m, 都是关于高度限定的表达。 段中找两点</p>
18	<p>答案：viii Setting rules to weather conditions</p> <p>图解2。注意weather一词在F段中的对应：good meteorological(气象的) conditions, on a clear day等。 段中找两点</p>
19	<p>答案：vii Defining airspace categories 定义空域类别</p> <p>G段首句总结为中心句：Controlled airspace is divided into several different types. 后面分别讲解从class A到class F的定义。注意types和categories是同义词。</p>

★是非判断题（复习第5回）

题目	解题思路与答案
20	答案：FALSE (F2)
21	答案：FALSE (F1)
22	答案：NOT GIVEN (NG1)
23	答案：TRUE (T1)

24	答案: TRUE (T3)
25	答案: FALSE (F2)
26	答案: TRUE (T2)

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 C

《剑桥雅思2》第17页 Test 1 Reading Passage 2

The begin

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–27** which are based on Reading Passage 2 on the following pages.

Questions 14–18

Reading Passage 2 has six paragraphs A–F.

Choose the most suitable headings for paragraphs B–F from the list of headings below.

Write the appropriate numbers (i–ix) in boxes 14–18 on your answer sheet.

NB There are more headings than paragraphs, so you will not use them all.

List of Headings

- i Ottawa International Conference on Health Promotion
- ii Holistic approach to health
- iii The primary importance of environmental factors
- iv Healthy lifestyles approach to health
- v Changes in concepts of health in Western society
- vi Prevention of diseases and illness

- vii Ottawa Charter for Health Promotion
- viii Definition of health in medical terms
- ix Socio-ecological view of health

<i>Example</i>	<i>Answer</i>
Paragraph A	v

- 14 Paragraph B
- 15 Paragraph C
- 16 Paragraph D
- 17 Paragraph E
- 18 Paragraph F

Changing Our Understanding of Health

- A The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.
- B For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.
- C In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that "health is a complete state of physical, mental and social wellbeing and is not merely the absence of disease" (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.
- D The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion

programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

- E During the 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable ecosystem, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements. (WHO, 1986)

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health, must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

- F At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986)

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of "enabling people to increase control over and to improve their health" (WHO, 1986).

Questions 19–22

Using **NO MORE THAN THREE WORDS** from the passage, answer the following questions.

Write your answers in boxes 19–22 on your answer sheet.

- 19 In which year did the World Health Organisation define health in terms of mental, physical and social well-being?
- 20 Which members of society benefited most from the healthy lifestyles approach to health?
- 21 Name the three broad areas which relate to people's health, according to the socio-ecological view of health.
- 22 During which decade were lifestyle risks seen as the major contributors to poor health?

Questions 23–27

Do the following statements agree with the information in Reading Passage 2? In boxes 23–27 on your answer sheet write

YES	if the statement agrees with the information
NO	if the statement contradicts the information
NOT GIVEN	if there is no information on this in the passage

- 23 Doctors have been instrumental in improving living standards in Western society.
- 24 The approach to health during the 1970s included the introduction of health awareness programs.
- 25 The socio-ecological view of health recognises that lifestyle habits and the provision of adequate health care are critical factors governing health.
- 26 The principles of the Ottawa Charter are considered to be out of date in the 1990s.
- 27 In recent years a number of additional countries have subscribed to the Ottawa Charter.

..... The end

【答案解析】

为确保学习效果，请先做题，再看解析。

★ 段落中心题

运用关键词对应法和中心句对应法解题。

题目	解题思路与答案
14	<p>答案: viii Definition of health in medical terms</p> <p>中心句为定义功能句: Health in this sense has been defined as the absence of disease or illness and is seen in medical terms.</p> <p>同时下段首句出现了medically。 中心句后边</p>
15	<p>答案: ii Holistic approach to health</p> <p>图解2。Holistic对应段落中: holistically, complete, physical, mental and social wellbeing 和mind/body/spirit。 段中找两点</p>
16	<p>答案: iv Healthy lifestyles approach to health</p> <p>图解2。lifestyles一词多次出现。同时下段首句出现了lifestyle。</p> <p>段中找两点，中心句后边</p>
17	<p>答案: ix Socio-ecological view of health</p> <p>中心句为定义功能句: This broad approach to health is called the socio-ecological view of health.</p>
18	<p>答案: vii Ottawa Charter for Health Promotion</p> <p>图解2。Ottawa Charter一词多次出现。 段中找两点</p>

★ 从原文选词回答问题 (复习第4回)

题目	解题思路与答案
19	<p>答案: 1946</p> <p>题目中: In which year提示答案为哪一年; mental, physical and social well-being提示在C段找; World Health Organisation提示在答案在WHO附近。</p>
20	<p>答案: the wealthy members</p> <p>题目中: Which members of society提示答案为某类人; lifestyles提示在D段找。</p>
21	<p>答案: social, economic, environmental</p> <p>题目中: Name the three提示答案为3个单词并列; socio-ecological提示在E段找; broad提示在答案在broad附近。</p>
22	<p>答案: the 1970s</p> <p>题目中: which decade提示答案为10年; lifestyle提示在D段找。</p>

★是非判断题（复习第5回）

题目	解题思路与答案
23	答案：NOT GIVEN(NG1)
24	答案：YES (T2)
25	答案：NO (F2)
26	答案：NO (F1)
27	答案：NOT GIVEN(NG1)

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：一组反义词设置

F2：FALSE题第2种命题原则：关系型驳斥，张冠李戴

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

总纲注释自测

段落选标题，连锁不简单，
段中找两点，中心藏后边。

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：“连锁”说明解题时要注意什么？

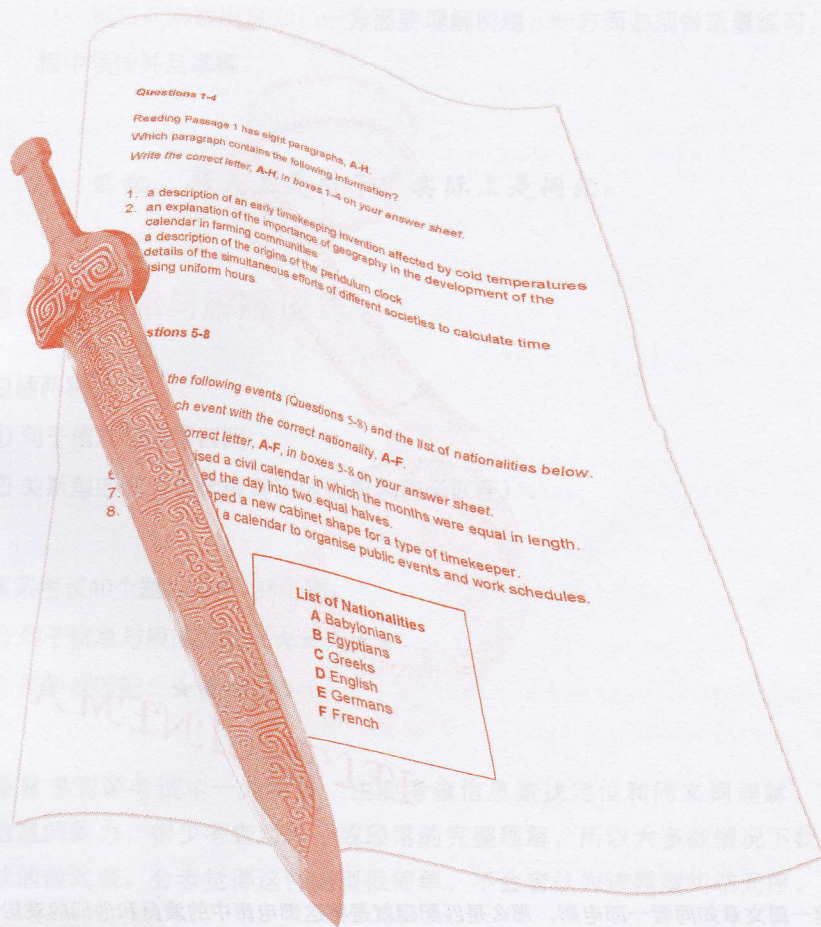
问题2：“找两点”有几种图解对应？

问题3：为什么说“中心藏后边”？



第 7 回

匹配乱序多，定位找同义



匹配难，难在定位；定位难，难在词汇。化解之道在于提升同义词间的敏感度。平时练习时切忌情绪烦躁，应平心静气，方可进悟天人感应。

义同此卦象，是气结通西



如果说读一篇文章如同看一部电影，那么是匹配题就是将这部电影中的演员和他们的戏份对应起来。观众们手里拿着一份演员表，要做一个连线题：哪个角色拯救了女主人公？哪个角色是大反派？哪个演员只在片头跑了个龙套？

有一点是共识的：所有的人物设计、剧情安排都是符合整体导向的。就如同剑桥在选考点的时候，也要根据测试目的去选择文章，根据文章导向去选择考点。

考点词；因此很重要。

学习本回，有三大要点



第一，匹配题是一种特殊题型：这一点需要反复强调。考生要特别理解出题规律和应对方法。

第二，深刻理解考点：这种题型对考点词的要求非常高。只有理解考点，掌握必要的词汇基础，才有可能战胜这类题目。

第三，实践出真知：一方面要理解例题，一方面必须做适量练习，在练习的过程中领悟并且掌握。

匹配，形式上是句子，实际上是词汇。

匹配题命题规律与解题诀窍

匹配题包括两种：

- ① 句子信息与段落匹配；
- ② 关系型匹配（包含单词短语匹配和句子匹配）。

概率：真实考试40个题目中平均8个题。

难度：① 句子信息与段落匹配：★★★★★

② 关系型匹配：★★★☆☆

匹配题是雅思阅读考试中一大特色，主要考查信息查找定位和同义词理解，强调在原文中查找细节信息的能力，很少考查对句子或段落的完整理解，所以大多数情况下找到了，看看同义词替换就能做对题。会者觉得这种题型很简单，不会者认为该题型纠结无序，一团乱麻。

匹配乱序多，定位找同义

句子信息与段落匹配

该题型标志为：Which paragraph contains the following information?

虽然信息段落匹配只是匹配题型的一个分支，但它的重要性、出题概率和难度可以和**选自然段中心Heading**、**是非判断题TRUE/FALSE/NOT GIVEN**媲美。这三种题型是雅思阅读考试中最难、考生失分最多的题型，是雅思阅读的**三座大山**。通过对历年来学员的成绩分析，**能熟练应对这三种题型后雅思阅读成绩是7分以上水平。**

	解题步骤与技巧	注释
1	仔细阅读该题型中所有题目信息，画出所有题目中的Keywords，并短暂记忆。	乱序，不能按题号顺序做，要打包做题。
2	接着看下一题型，记忆下一题型中题目Keywords。	通常作为第一题型出现。
3	回原文从首段开始阅读，在阅读中优先 选做其他题型在该段落中的题目 。最后做该段落和句子信息的匹配。	该题型题目应最后完成。
4	只要某段落中有某题目中Keywords的同义词出现（即使只出现过一次），即可确认选择。	因为不是选段落中心思想，是选信息包含，所以只要有，就可选。
5	注意： NB You may use any letter more than once. 看到 NB 出现， 有段落会被选两次 。	但从未出现选三次的情况。 段落含信息，小心有 NB
6	难题可酌情使用排除法，缩小阅读范围。	因为第5条：答案为 [0, 2]，所以排除法有风险。

真题示例 A

《剑桥雅思7》第44页 Test 2 Reading Passage 2

The begin

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–17**, which are based on Reading Passage 2 below.

The True Cost of Food

- A** For more than forty years the cost of food has been rising. It has now reached a point where a growing number of people believe that it is far too high, and that bringing it down will be one of the great challenges of the twenty first century. That cost, however, is not in immediate cash. In the West at least, most food is now far cheaper to buy in relative terms than it was in 1960. The cost is in the collateral damage of the very methods of food production that have made the food cheaper: in the pollution of water, the enervation of soil, the destruction of wildlife, the harm to animal welfare and the threat to human health caused by modern industrial agriculture.
- B** **First** mechanisation, **then** mass use of chemical fertilisers and pesticides, **then** monocultures, **then** battery rearing of livestock, **and now** genetic engineering—the onward march of intensive farming has seemed unstoppable in the last half-century, as the yields of produce have soared. But the

damage it has caused has been colossal. In Britain, for example, many of our best-loved farmland birds, such as the skylark, the grey partridge, the lapwing and the corn bunting, have vanished from huge stretches of countryside, as have even more wild flowers and insects. This is a direct result of the way we have produced our food in the last four decades. Thousands of miles of hedgerows, thousands of ponds, have disappeared from the landscape. The faecal filth of salmon farming has driven wild salmon from many of the sea lochs and rivers of Scotland. Natural soil fertility is dropping in many areas because of continuous industrial fertiliser and pesticide use, while **the growth of algae is increasing in lakes because of the fertiliser run-off.**

- C Put it all together and it looks like a battlefield, but consumers rarely make the connection at the dinner table. That is mainly because the costs of all this damage are **what economists refer to as externalities**: they are outside the main transaction, which is for example producing and selling a field of wheat, and are borne directly by neither producers nor consumers. To many, the costs may **not even appear** to be financial at all, but merely aesthetic—a terrible shame, but nothing to do with money. And anyway they, as consumers of food, certainly aren't paying for it, are they?
- D But the costs to society can actually be quantified and, when added up, can amount to staggering sums. A remarkable exercise in doing this has been carried out by one of the world's leading thinkers on the future of agriculture, Professor Jules Pretty, Director of the Centre for Environment and Society at the University of Essex. Professor Pretty and his colleagues calculated the externalities of British agriculture for one particular year. They added up the costs of repairing the damage it caused, and came up with a total figure of £2,343m. This is equivalent to £208 for every hectare of arable land and permanent pasture, almost as much again as the total government and EU spend on British farming in that year. And according to Professor Pretty, it was a conservative estimate.
- E The costs included: £120m for removal of pesticides; £16m for removal of nitrates; £55m for removal of phosphates and soil; **£23m for the removal of the bug cryptosporidium from drinking water** by water companies; £125m for damage to wildlife habitats, hedgerows and dry stone walls; £1,113m from emissions of gases likely to contribute to climate change; £106m from soil erosion and organic carbon losses; £169m from food poisoning; and £607m from cattle disease. Professor Pretty draws a simple but memorable conclusion from all this: our food bills are actually threefold. We are paying for our supposedly cheaper food in three separate ways: once over the counter, secondly through our taxes, which provide the enormous subsidies propping up modern intensive farming, and thirdly to clean up the mess that modern farming leaves behind.

- F** So can the true cost of food be brought down? Breaking away from industrial agriculture as the solution to hunger may be very hard for some countries, but in Britain, where the immediate need to supply food is less urgent, and the costs and the damage of intensive farming have been clearly seen, it may be more feasible. The government needs to create sustainable, competitive and diverse farming and food sectors, which will contribute to a thriving and sustainable rural economy, and advance environmental, economic, health, and animal welfare goals.
- G** But if industrial agriculture is to be replaced, what is a viable alternative? Professor Pretty feels that organic farming would be too big a jump in thinking and in practices for many farmers. Furthermore, the price premium would put the produce out of reach of many poorer consumers. He is recommending the immediate introduction of a “Greener Food Standard”, which would push the market towards more sustainable environmental practices than the current norm, while not requiring the full commitment to organic production. Such a standard would comprise agreed practices for different kinds of farming, covering agrochemical use, soil health, land management, water and energy use, food safety and animal health. It could go a long way, he says, to shifting consumers as well as farmers towards a more sustainable system of agriculture.

Questions 14–17

Reading Passage 2 has seven paragraphs, A–G.

Which paragraph contains the following information?

Write the correct letter, A–G, in boxes 14–17 on your answer sheet.

NB You may use any letter more than once.

- 14 a cost involved in purifying domestic water
- 15 the stages in the development of the farming industry
- 16 the term used to describe hidden costs
- 17 one effect of chemicals on water sources

..... The end

【答案解析】

为确保学习效果，请先做题，再看解析。

注意：

- 原文共7段，只针对3个自然段出了4个题。查找难度较大。
- 但是如果在已经标明原文出处的情况下还做错，说明词汇量和词汇理解力薄弱，考生需要增

加每天背单词的时间。

- 实际做题不是按照题号顺序, 而是按照原文出现顺序: 第15题 → 第17题 → 第16题 → 第14题。

题目	解题思路与答案
14	答案: E 题目是对原文的同义词改写: a cost=£23m; purify (净化) =removal of the bug cryptosporidium; domestic (家庭用) water=drinking water。
15	答案: B 注意题目中stages一词是对原文first, then, then, and now表达一系列发展步骤的归纳。难题。
16	答案: C 题目中term (术语) 一词是对原文what economists refer to as externalities的归纳; hidden是not appear的同义表达。
17	答案: B 题目是对原文的同义词改写: chemicals=fertiliser; water sources=lakes; one effect=growth of algae is increasing。

段落含信息, 小心有 NB

真题示例 B

《剑桥雅思6》第18页 Test 1 Reading Passage 1

The begin

READING PASSAGE 1

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

Australia's Sporting Success

- A They play hard, they play often, and they play to win. Australian sports teams win more than their fair share of titles, demolishing rivals with seeming ease. How do they do it? A big part of the secret is an extensive and expensive network of sporting academies underpinned by science and medicine. At the Australian Institute of Sport (AIS), hundreds of youngsters and pros live and train under the eyes of coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice.

- B** Inside the academies, science takes centre stage. The AIS employs more than 100 sports scientists and doctors, and collaborates with scores of others in universities and research centres. AIS scientists work across a number of sports, applying skills learned in one—such as building muscle strength in golfers—to others, such as swimming and squash. They are backed up by technicians who design instruments to collect data from athletes. They all focus on one aim: winning. “We can’t waste our time looking at ethereal scientific questions that don’t help the coach work with an athlete and improve performance,” says Peter Fricker, chief of science at AIS.
- C** A lot of their work comes down to measurement—everything from the exact angle of a swimmer’s dive to the second-by-second power output of a cyclist. This data is used to wring improvements out of athletes. The focus is on individuals, tweaking performances to squeeze an extra hundredth of a second here, an extra millimetre there. No gain is too slight to bother with. It’s the tiny, gradual improvements that add up to world-beating results. To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers. A wire-frame model of a champion swimmer slices through the water, her arms moving in slow motion. Looking side-on, Mason measures the distance between strokes. From above, he analyses how her spine swivels. When fully developed, this system will enable him to build a biomechanical profile for coaches to use to help budding swimmers. Mason’s contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmer’s performance into factors that can be analysed individually—stroke length, stroke frequency, average duration of each stroke, velocity, start, lap and finish times, and so on. At the end of each race, SWAN spits out data on each swimmer.
- D** “Take a look,” says Mason, pulling out a sheet of data. He points out the data on the swimmers in second and third place, which shows that the one who finished third actually swam faster. So why did he finish 35 hundredths of a second down? “His turn times were 44 hundredths of a second behind the other guy,” says Mason. “If he can improve on his turns, he can do much better.” This is the kind of accuracy that AIS scientists’ research is bringing to a range of sports. With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete’s clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete’s ability to run. There’s more to it than simply measuring performance. Fricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes’ saliva. If IgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, IgA levels start rising again, and the danger passes. Since the tests were introduced, AIS athletes in all sports have been remarkably successful at staying healthy.

- E Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a “competition model”, based on what they expect will be the winning times. “You design the model to make *that* time,” says Mason. “A start of *this* much, each free-swimming period has to be *this* fast, with a certain stroke frequency and stroke length, with turns done in *these* times.” All the training is then geared towards making the athlete hit those targets, both overall and for each segment of the race. Techniques like these have transformed Australia into arguably the world’s most successful sporting nation.
- F Of course, there’s nothing to stop other countries copying—and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in 1996, these sliced as much as two per cent off cyclists’ and rowers’ times. Now everyone uses them. The same has happened to the “altitude tent”, developed by AIS to replicate the effect of altitude training at sea level. But Australia’s success story is about more than easily copied technological fixes, and up to now no nation has replicated its all-encompassing system.

Questions 1–7

Reading Passage 1 has six paragraphs, A–F.

Which paragraph contains the following information?

Write the correct letter, A–F, in boxes 1–7 on your answer sheet.

NB You may use any letter more than once.

- 1 a reference to the exchange of expertise between different sports
- 2 an explanation of how visual imaging is employed in investigations
- 3 a reason for narrowing the scope of research activity
- 4 how some AIS ideas have been reproduced
- 5 how obstacles to optimum achievement can be investigated
- 6 an overview of the funded support of athletes
- 7 how performance requirements are calculated before an event

Questions 8–11

Classify the following techniques according to whether the writer states they

- A** are currently exclusively used by Australians

- B will be used in the future by Australians
C are currently used by both Australians and their rivals

Write the correct letter, A, B or C, in boxes 8–11 on your answer sheet.

- 8 cameras
9 sensors
10 protein tests
11 altitude tents

The end

【答案解析】

为确保学习效果，请先做题，再看解析。

★ 句子信息与段落匹配

题目	解题思路与答案
1	<p>答案：B</p> <p>题目是对原文的同义词改写：AIS scientists work across a number of sports, applying skills learned in one—such as building muscle strength in golfers—to others, such as swimming and squash.</p> <p>注意：exchange=apply one to others; a number of=different; skills=expertise.</p>
2	<p>答案：C</p> <p>题目是对原文的同义词改写：It collects images from digital cameras...</p> <p>注意：visual=cameras; imaging=images.</p>
3	<p>答案：B</p> <p>题目是对原文的同义词改写：They all focus on one aim: winning. “We can’t waste our time...”</p> <p>注意：focus on=narrowing. 段落含信息，小心有 NB</p>
4	<p>答案：F</p> <p>题目是对原文的同义词改写：Of course, there’s nothing to stop other countries copying—and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes.</p> <p>注意：copying=reproduced.</p>

5	<p>答案：D</p> <p>题目是对原文信息归纳总结：He points out the data on the swimmers in second and third place, which shows that the one who finished third actually swam faster. So why did he finish 35 hundredths of a second down? "His turn times were 44 hundredths of a second behind the other guy," says Mason. "If he can improve on his turns, he can do much better." This is the kind of accuracy that AIS scientists' research is bringing to a range of sports.</p> <p>调查数据 (investigation) 发现这个游泳队员的掉头 (turn) 是他的弱点 (obstacle)。难题。</p>
6	<p>答案：A</p> <p>题目是对原文的同义词改写：Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. 注意：finances=funded。</p>
7	<p>答案：E</p> <p>题目是对原文信息归纳总结：Well before a championship, sports scientists and coaches start to prepare the athlete by developing a "competition model", based on what they expect will be the winning times. "You design the model to make that time," says Mason. "A start of this much, each free-swimming period has to be this fast, with a certain stroke frequency and stroke length, with turns done in these times."</p> <p>that time, this much, this fast, these times表达的就是performance requirements are calculated。难题。</p>

我们注意到这种题型中信息归纳总结（没有明显的同义词对应）的题目是都是难题。

★关系匹配

该题型解题技巧总结见本回下一节。

题目	解题思路与答案
8	<p>答案：A</p> <p>由于题干本身简单易记，所以直接用题干作为Keywords在原文中寻找即可。</p> <p>原文C段中：Mason's contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras...</p>
9	<p>答案：B</p> <p>原文D段中：With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete's clothes or running shoes to monitor heart rate...</p>

10	<p>答案：A</p> <p>原文D段中：After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes saliva.</p>
11	<p>答案：C</p> <p>原文F段中：Now everyone uses them. The same has happened to the “altitude tent”, developed by AIS to replicate the effect of altitude training at sea level.</p>

关系匹配（单词短语）

常考人名和他们各自不同的理论、事物和它们的特点匹配。这种匹配之所以简单是因为选项或题目本身会出现简洁的、明显的Keywords，让考生能迅速在原文中查找定位。不像信息段落匹配题，问：Which paragraph contains the following information? 哪个自然段包含了下面的信息？考生回原文整篇文章找去吧，那是大海捞针的感觉。

	解题步骤与技巧
1	画出该题型中所有题目（或选项）中的Keywords，并短暂记忆。
2	阅读原文时标记出这些Keywords出现的位置。
3	阅读Keywords所在的句子，最后向前和向后各多读一句话。
4	看出原文句子中某单词和某题干单词的同义替换，然后选择。

匹配乱序多，定位找同义

真题示例 A

《剑桥雅思7》第40页 Test 2 Reading Passage 1 第4~7段

..... The begin

...

The multi-storey pagoda came to Japan from China in the sixth century. As in China, they were first introduced with Buddhism and were attached to important temples. The Chinese built their pagodas in brick or stone, with inner staircases, and used them in later centuries mainly as watchtowers. When the pagoda reached Japan, however, its architecture was freely adapted to local conditions—they were built less high, typically five rather than nine storeys, made mainly of wood and the staircase was dispensed with because the Japanese pagoda did not have any practical use but became more of an art object. Because of the typhoons that batter Japan in the summer, Japanese builders learned to extend the eaves of buildings further beyond the walls. This prevents rainwater gushing down the walls.

Pagodas in China and Korea have nothing like the overhang that is found on pagodas in Japan.

The roof of a Japanese temple building can be made to overhang the sides of the structure by fifty per cent or more of the building's overall width. For the same reason, the builders of Japanese pagodas seem to have further increased their weight by choosing to cover these extended eaves not with the porcelain tiles of many Chinese pagodas but with much heavier earthenware tiles.

But this does not totally explain the great resilience of Japanese pagodas. Is the answer that, like a tall pine tree, the Japanese pagoda—with its massive trunk-like central pillar known as *shinbashira*—simply flexes and sways during a typhoon or earthquake? For centuries, many thought so. But the answer is not so simple because the startling thing is that the *shinbashira* actually carries no load at all. In fact, in some pagoda designs, it does not even rest on the ground, but is suspended from the top of the pagoda—hanging loosely down through the middle of the building. The weight of the building is supported entirely by twelve outer and four inner columns.

And what is the role of the *shinbashira*, the central pillar? The best way to understand the *shinbashira*'s role is to watch a video made by Shuzo Ishida, a structural engineer at Kyoto Institute of Technology. Mr Ishida, known to his students as “Professor Pagoda” because of his passion to understand the pagoda, has built a series of models and tested them on a “shake-table” in his laboratory. In short, the *shinbashira* was acting like an enormous stationary pendulum. The ancient craftsmen, apparently without the assistance of very advanced mathematics, seemed to grasp the principles that were, more than a thousand years later, applied in the construction of Japan's first skyscraper. What those early craftsmen had found by trial and error was that under pressure a pagoda's loose stack of floors could be made to slither to and fro independent of one another. Viewed from the side, the pagoda seemed to be doing a snake dance—with each consecutive floor moving in the opposite direction to its neighbours above and below. The *shinbashira*, running up through a hole in the centre of the building, constrained individual storeys from moving too far because, after moving a certain distance, they banged into it, transmitting energy away along the column.

...

Questions 5–10

Classify the following as typical of

- A both Chinese and Japanese pagodas
- B only Chinese pagodas
- C only Japanese pagodas

Write the correct letter, *A, B or C*, in boxes 5–10 on your answer sheet.

- 5 easy interior access to top
- 6 tiles on eaves
- 7 use as observation post
- 8 size of eaves up to half the width of the building
- 9 original religious purpose
- 10 floors fitting loosely over each other

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
5	<p>答案：B</p> <p>对应原文中：...the staircase was dispensed (省掉) with because the Japanese pagoda did not have any practical use but became more of an art object. 日本塔没有楼梯，爬不上去，只是一件艺术品。</p>
6	<p>答案：A</p> <p>对应原文中：...the builders of Japanese pagodas seem to have further increased their weight by choosing to cover these extended eaves not with the porcelain tiles of many Chinese pagodas but with much heavier earthenware tiles. 中国是瓷瓦，日本是陶瓦。</p>
7	<p>答案：B</p> <p>对应原文中：The Chinese built their pagodas in brick or stone, with inner staircases, and used them in later centuries mainly as watchtowers. 注意watch=observe即可。</p>
8	<p>答案：C</p> <p>对应原文中：The roof of a Japanese temple building can be made to overhang the sides of the structure by fifty per cent or more of the building's overall width. 注意fifty per cent=half即可。</p>
9	<p>答案：A</p> <p>对应原文中：As in China (像在中国一样)，they were first introduced with Buddhism (佛教) and were attached to important temples. 注意Buddhism, temples=religious。</p>
10	<p>答案：C</p> <p>对应原文中：What those early craftsmen had found by trial and error was that under pressure a pagoda's loose stack of floors could be made to slither to and fro independent of one another. 注意加粗单词和题目中的单词对应。</p>

关系匹配（句子）

该题型比较唬人的是选项多，而且有的选项很长（是句子），乍一看阅读量很大。其实大多数情况下我们不需要细读每个选项，直接做题即可。

解题步骤与技巧	
1	忽略选项，直接通过题目Keywords回原文定位。
2	再看原文描述符合哪一选项表达，选出该选项并划掉。
3	注意该题型有 <u>顺序</u> 和 <u>乱序</u> 两种命题方式，所以应尽量打包做题，并先做有把握的题，注意 <u>排除法</u> 的运用。

真题示例 A

《剑桥雅思7》第93页 Test 4 Reading Passage 2 第5~9段

The begin

...

The primary reason for such increases is what is known as “In-Season Abundance-Based Management”. There are biologists throughout the state constantly monitoring adult fish as they show up to spawn. The biologists sit in streamside counting towers, study sonar, watch from aeroplanes, and talk to fishermen. The salmon season in Alaska is not pre-set. The fishermen know the approximate time of year when they will be allowed to fish, but on any given day, one or more field biologists in a particular area can put a halt to fishing. Even sport fishing can be brought to a halt. It is this management mechanism that has allowed Alaska salmon stocks—and, accordingly, Alaska salmon fisheries—to prosper, even as salmon populations in the rest of the United States are increasingly considered threatened or even endangered.

In 1999, the Marine Stewardship Council (MSC) commissioned a review of the Alaska salmon fishery. The Council, which was founded in 1996, certifies fisheries that meet high environmental standards, enabling them to use a label that recognises their environmental responsibility. The MSC has established a set of criteria by which commercial fisheries can be judged. Recognising the potential benefits of being identified as environmentally responsible, fisheries approach the Council requesting to undergo the certification process. The MSC then appoints a certification committee, composed of a panel of fisheries experts, which gathers information and opinions from fishermen, biologists, government officials, industry representatives, non-governmental organisations and others.

Some observers thought the Alaska salmon fisheries would not have any chance of certification when, in the months leading up to MSC's final decision, salmon runs throughout western Alaska completely collapsed. In the Yukon and Kuskokwim rivers, chinook and chum runs were probably the poorest since statehood; subsistence communities throughout the region, who normally have priority over commercial fishing, were devastated.

The crisis was completely unexpected, but researchers believe it had nothing to do with impacts of fisheries. Rather, they contend, it was almost certainly the result of climatic shifts, prompted in part by cumulative effects of the el nino/la nina phenomenon on Pacific Ocean temperatures, culminating in a harsh winter in which huge numbers of salmon eggs were frozen. It could have meant the end as far as the certification process was concerned. However, the state reacted quickly, closing down all fisheries, even those necessary for subsistence purposes.

In September 2000, MSC announced that the Alaska salmon fisheries qualified for certification. Seven companies producing Alaska salmon were immediately granted permission to display the MSC logo on their products. Certification is for an initial period of five years, with an annual review to ensure that the fishery is continuing to meet the required standards.

Questions 21–26

Complete each sentence with the correct ending, A–K below.

Write the correct letter, A–K, in boxes 21–26 on your answer sheet.

- 21 In Alaska, biologists keep a check on adult fish
- 22 Biologists have the authority
- 23 In-Season Abundance-Based Management has allowed the Alaska salmon fisheries
- 24 The Marine Stewardship Council (MSC) was established
- 25 As a result of the collapse of the salmon runs in 1999, the state decided
- 26 In September 2000, the MSC allowed seven Alaska salmon companies

- | |
|---|
| <p>A to recognise fisheries that care for the environment.</p> <p>B to be successful.</p> <p>C to stop fish from spawning.</p> <p>D to set up environmental protection laws.</p> <p>E to stop people fishing for sport.</p> |
|---|

- F to label their products using the MSC logo.
 G to ensure that fish numbers are sufficient to permit fishing.
 H to assist the subsistence communities in the region.
 I to freeze a huge number of salmon eggs.
 J deny certification to the Alaska fisheries.
 K close down all fisheries.

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
21	<p>答案: G</p> <p>该题较难, 可先做完其他题目后用排除法缩小选项范围后再处理。</p> <p>对应原文中: There are biologists throughout the state constantly monitoring adult fish as they show up to spawn. The biologists sit in streamside counting towers, study sonar, watch from aeroplanes, and talk to fishermen. The salmon season in Alaska is not pre-set. The fishermen know the approximate time of year when they will be allowed to fish, but on any given day, one or more field biologists in a particular area can put a halt to fishing.</p>
22	<p>答案: E</p> <p>对应原文中: ...one or more field biologists in a particular area can put a halt to fishing. Even sport fishing can be brought to a halt. 注意halt=stop。</p>
23	<p>答案: B</p> <p>对应原文中: It is this management mechanism that has allowed Alaska salmon stocks—and accordingly, Alaska salmon fisheries—to prosper, even as salmon populations in the rest of the United States are increasingly considered threatened or even endangered. 注意prosper (繁荣) =successful。</p>
24	<p>答案: A</p> <p>注意该题和第26题都有Keywords: MSC, 答案易混淆。可先做第26题。</p> <p>本题对应原文: ...The Council, which was founded in 1996, certifies fisheries that meet high environmental standards, enabling them to use a label that recognises their environmental responsibility.</p>

25	<p>答案: K</p> <p>对应原文中: However, the state reacted quickly, closing down all fisheries, even those necessary for subsistence purposes.</p> <p>本题要注意题目中1999的定位。原文中最后一段是讲2000年, 前面三段都是讲1999年发生的事。</p>
26	<p>答案: F</p> <p>对应原文中: In September 2000, MSC announced that the Alaska salmon fisheries qualified for certification. Seven companies producing Alaska salmon were immediately granted permission to display the MSC logo on their products.</p>

总纲注释自测

匹配乱序多, 定位找同义,

段落含信息, 小心有NB。

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: “乱序多”说明还是有顺序的情况, 哪种匹配可能出现顺序出题?

问题 2: “找同义”, 除了同义词, 很有什么情况表示同意替换?

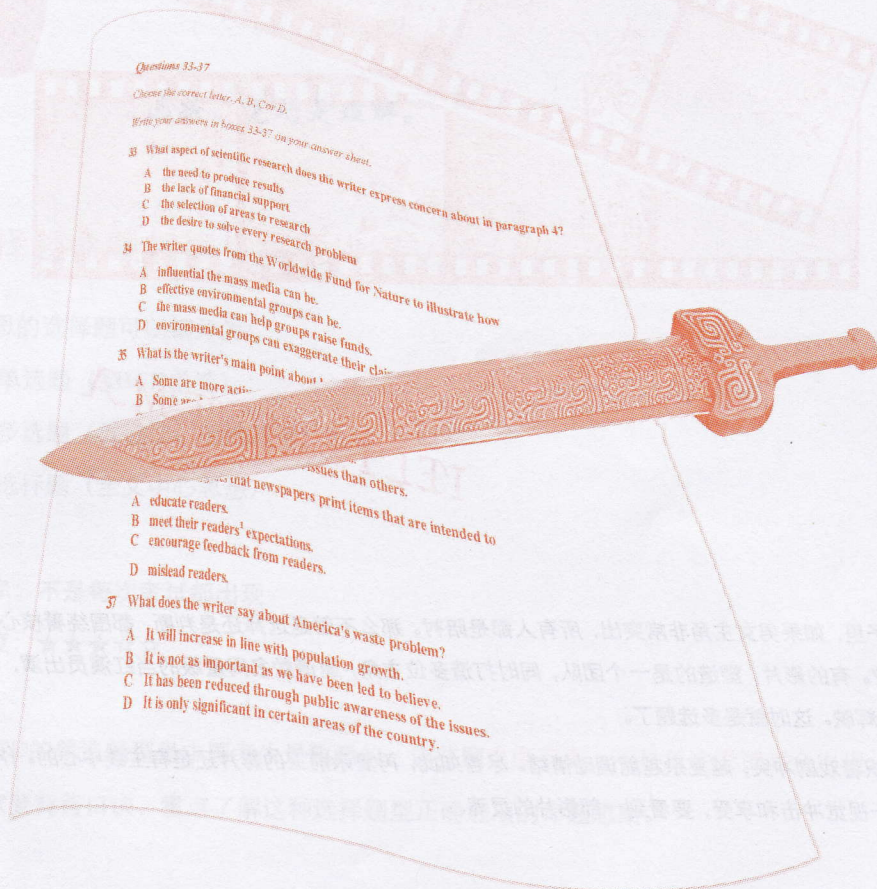
问题 3: “小心有NB”, NB出现会怎样?



三剑屠鸭
SAN JIAN TU YA

第 8 回

多选找并列，单选是TRUE题



Questions 33-37

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

Write your answers in boxes 33-37. On your answer sheet.

- 33 What aspect of scientific research does the writer express concern about in paragraph 4?
- A the need to produce results
 - B the lack of financial support
 - C the selection of areas to research
 - D the desire to solve every research problem

- 34 The writer quotes from the Worldwide Fund for Nature to illustrate how
- A influential the mass media can be.
 - B effective environmental groups can be.
 - C the mass media can help groups raise funds.
 - D environmental groups can exaggerate their claims.

- 35 What is the writer's main point about
- A Some are more active.
 - B Some are more effective.
 - C Some are more influential.
 - D Some are more successful.

- 36 The writer suggests that newspapers print items that are intended to
- A educate readers.
 - B meet their readers' expectations.
 - C encourage feedback from readers.
 - D mislead readers.

- 37 What does the writer say about America's waste problem?
- A It will increase in line with population growth.
 - B It is not as important as we have been led to believe.
 - C It has been reduced through public awareness of the issues.
 - D It is only significant in certain areas of the country.

任它经久不衰纵横四海，通杀雅思托福高考四六级。

我有真言两句，道破天机。



IELTS CINEMA

有的片子里，如果男女主角非常突出，所有人都是陪衬。那么不管是选择还是判断，都围绕着核心进行，基本上没有争议。有的影片，塑造的是一个团队，同时打造多位主角，邀请数名同量级的当红演员出演，一时间星光灿烂，交相辉映。这时就是多选题了。

电影交织着戏剧冲突，越复杂越能调动情绪。尽管如此，再复杂前卫的影片还是有主线中心的。作为观众，不能只感叹于视觉冲击和享受，要看到一部影片的灵魂。

学习本回，有三大要点



第一，充分理解选择题的命题规律：中国学生比较熟悉的选择题的形式是单选题。

第二，分题型训练：对于不熟悉的题型或者没有把握的题型必须多训练。

第三，积累考点词：做过的阅读真题已经不具有测试意义了，但是可以帮你印证和理解考点词的奥秘。大家可以对照《剑桥雅思阅读考点词真经》体验“无招胜有招”的绝佳境界。

选择，凭的是理解。

选择题命题规律与解题诀窍

雅思的选择题可以细分为：

- ① 单选题（ABCD单选）；
- ② 多选题（五选二、七选三等）；
- ③ 选标题（全文中心思想）

概率：不是每次考试都出现

难度：★★★★☆☆

ABCD的单选题型是中国考生最熟悉的，这些题难度不高，不是每次考试都会出现。

大家要背背口诀，重点了解这种选择题型正确选项的命题思路。

单选题

单选题其实是选TRUE的表达，即正确选项和题干组合在一起，成为一个TRUE的表达句子。

其他干扰选项则构成NOT GIVEN或FALSE的表达句子。因此，单选题的难度低于TRUE/FALSE/

NOT GIVEN题型。 **单选是TRUE题**

解题思路是：用题干中Keywords回原文定位（尽量不要用选项中Keywords定位，那是排除法）。

注意正确选项的两种命题规则：

① 对原文中的一句话同义改写；

② 对原文上下文归纳。

真题示例 A

《剑桥雅思8》第50页 Test 2 Reading Passage 3 A~E段

The begin

The meaning and power of smell

The sense of smell, or olfaction, is powerful. Odours affect us on a physical, psychological and social level. For the most part, however, we breathe in the aromas which surround us without being consciously aware of their importance to us. It is only when the faculty of smell is impaired for some reason that we begin to realise the essential role the sense of smell plays in our sense of well-being.

- A A survey conducted by Anthony Synott at Montreal's Concordia University asked participants to comment on how important smell was to them in their lives. It became apparent that smell can evoke strong emotional responses. A scent associated with a good experience can bring a rush of joy, while a foul odour or one associated with a bad memory may make us grimace with disgust. Respondents to the survey noted that many of their olfactory likes and dislikes were based on emotional associations. Such associations can be powerful enough so that odours that we would generally label unpleasant become agreeable, and those that we would generally consider fragrant become disagreeable for particular individuals. The perception of smell, therefore, consists not only of the sensation of the odours themselves, but of the experiences and emotions associated with them.
- B Odours are also essential cues in social bonding. One respondent to the survey believed that there is no true emotional bonding without touching and smelling a loved one. In fact, infants recognise the odours of their mothers soon after birth and adults can often identify their children or spouses by scent. In one well-known test, women and men were able to distinguish by smell alone clothing worn by their marriage partners from similar clothing worn by other people. Most of the subjects would probably never have given much thought to odour as a cue for identifying family members before being involved in the test, but as the experiment revealed, even when not consciously considered, smells register.
- C In spite of its importance to our emotional and sensory lives, smell is probably the most undervalued sense in many cultures. The reason often given for the low regard in which smell is

held is that, in comparison with its importance among animals, the human sense of smell is feeble and undeveloped. While it is true that the olfactory powers of humans are nothing like as fine as those possessed by certain animals, they are still remarkably acute. Our noses are able to recognise thousands of smells, and to perceive odours which are present only in extremely small quantities.

- D** Smell, however, is a highly elusive phenomenon. Odours, unlike colours, for instance, cannot be named in many languages because the specific vocabulary simply doesn't exist. "It smells like..." we have to say when describing an odour, struggling to express our olfactory experience. Nor can odours be recorded: there is no effective way to either capture or store them over time. In the realm of olfaction, we must make do with descriptions and recollections. This has implications for olfactory research.
- E** Most of the research on smell undertaken to date has been of a physical scientific nature. Significant advances have been made in the understanding of the biological and chemical nature of olfaction, but many fundamental questions have yet to be answered. Researchers have still to decide whether smell is one sense or two—one responding to odours proper and the other registering odourless chemicals in the air. Other unanswered questions are whether the nose is the only part of the body affected by odours, and how smells can be measured objectively given the nonphysical components. Questions like these mean that interest in the psychology of smell is inevitably set to play an increasingly important role for researchers.
- ...

Questions 33–36

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

Write the correct letter in boxes 33–36 on your answer sheet.

- 33** According to the introduction, we become aware of the importance of smell when
- A** we discover a new smell.
 - B** we experience a powerful smell.
 - C** our ability to smell is damaged.
 - D** we are surrounded by odours.
- 34** The experiment described in paragraph B
- A** shows how we make use of smell without realising it.
 - B** demonstrates that family members have a similar smell.

- C proves that a sense of smell is learnt.
- D compares the sense of smell in males and females.
- 35 What is the writer doing in paragraph C?
- A supporting other research
- B making a proposal
- C rejecting a common belief
- D describing limitations
- 36 What does the writer suggest about the study of smell in the atmosphere in paragraph E?
- A The measurement of smell is becoming more accurate.
- B Researchers believe smell is a purely physical reaction.
- C Most smells are inoffensive.
- D Smell is yet to be defined.

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
33	<p>答案：C</p> <p>正确选项是对原文中的一句话的同义改写。(T1)</p> <p>引言最后一句：It is only when the faculty of smell is impaired for some reason that we begin to realise the essential role the sense of smell plays in our sense of well-being. 下划线部分=题目中we become aware of the importance. impaired (受损伤) 一词=C选项中damaged。</p>
34	<p>答案：A</p> <p>正确选项是对原文中的一句话的同义改写。(T1)</p> <p>A选项中make use of smell对应B段最后一句话中odour as a cue for identifying family members, 而without realising it对应never have given much thought, 和最后一行not consciously (有意识的) considered。</p>
35	<p>答案：C</p> <p>正确选项是对原文上下文的归纳。(T2)</p> <p>C选项中的rejecting (反驳) a common belief指C段中作者认为：嗅觉是被人们undervalued sense in many cultures(=common). 虽然和某些动物相比，人类的嗅觉没有那么fine (敏锐)，但是，they are still remarkable acute。</p>

答案：D

36

正确选项是对原文上下文的归纳。(T2)

D选项Smell 仍需被定义解释。对应E段中作者抛出的许多关于嗅觉悬而未决的问题。

多选题

多选题通常是针对原文中的并列结构出题，尤其是原文中出现的并列句。正确选项为原文并列项之一的同义改写。 **多选找并列**

真题示例 A

《剑桥雅思8》第70页 Test 3 Reading Passage 2 第2段

The begin

The Nature of Genius

...

The concept of genius and of gifts has become part of our folk culture, and attitudes are ambivalent towards them. We envy the gifted and mistrust them. In the mythology of giftedness, it is popularly believed (1)that if people are talented in one area, they must be defective in another, (2)that intellectuals are impractical, (3)that prodigies burn too brightly too soon and burn out, (4)that gifted people are eccentric, (5)that they are physical weaklings, (6)that there's a thin line between genius and madness, (7)that genius runs in families, (8)that the gifted are so clever they don't need special help, (9)that giftedness is the same as having a high IQ, (10)that some races are more intelligent or musical or mathematical than others, (11)that genius goes unrecognised and unrewarded, (12)that adversity makes men wise or (13)that people with gifts have a responsibility to use them. Language has been enriched with such terms as "highbrow", "egghead", "blue-stocking", "wiseacre", "know-all", "boffin" and, for many, "intellectual" is a term of denigration.

...

(我们看到上文中出现了13个that从句并列，于是雅思命题者从善如流地给出了一个11选5的多选题。)

Questions 14–18

Choose FIVE letters, A–K.

Write the correct letters in boxes 14–18 on your answer sheet.

NB Your answers may be given in any order.

Below are listed some popular beliefs about genius and giftedness.

Which **FIVE** of these beliefs are reported by the writer of the text?

- A Truly gifted people are talented in all areas.
- B The talents of geniuses are soon exhausted.
- C Gifted people should use their gifts.
- D A genius appears once in every generation.
- E Genius can be easily destroyed by discouragement.
- F Genius is inherited.
- G Gifted people are very hard to live with.
- H People never appreciate true genius.
- I Geniuses are natural leaders.
- J Gifted people develop their greatness through difficulties.
- K Genius will always reveal itself.

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 (14-18题答案顺序无关)
14	答案: B The talents of geniuses are soon exhausted. B选项等于第3个that后的表达: prodigies burn too brightly too soon and burn out.
15	答案: C Gifted people should use their gifts. 原文最后一个that: people with gifts have a responsibility to use them.
16	答案: F Genius is inherited (遗传获得). 原文第7个that: genius runs in families.
17	答案: H People never appreciate (认同, 正确评价) true genius. 原文第11个that: genius goes unrecognized and unrewarded.
18	答案: J Gifted people develop their greatness through difficulties. 原文第12个that: adversity (逆境) makes men wise...

选标题

选标题重点看原文末段。

因为雅思阅读文章长。如果一篇文章只有3个自然段共350字 (如旧托福阅读), 则首段必然开

门见山，直奔主题。而雅思阅读文章常见为7~8个自然段，首段多以欲扬先抑、背景介绍、引起读者兴趣为主，末段则必然是全篇的结论和总结。如遇选标题，末段加大意

*真题示例请参考本书第5回第59页【真题示例B】最后一题。

总纲注释自测

多选找并列，单选是TRUE题，
如遇选标题，末段加大意。

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：“找并列”中，并列结构在文章中可以有几种形式？（思考题）

问题2：“单选是TRUE题”，TRUE题有哪几种命题方式？

问题3：“末段加大意”，为什么末段重要？



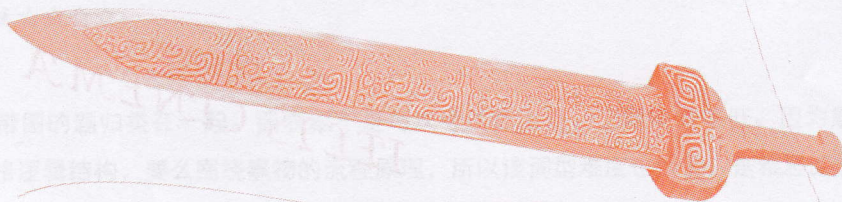
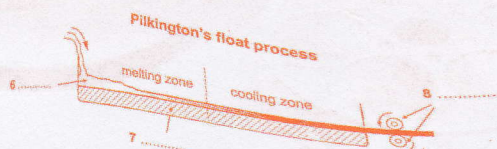
第 9 回

顺藤能摸瓜，按图可索骥

Questions 1-8
Complete the table and diagram below.
Choose NO MORE THAN TWO WORDS from the passage for each answer.
Write your answers in boxes 1-8 on your answer sheet.

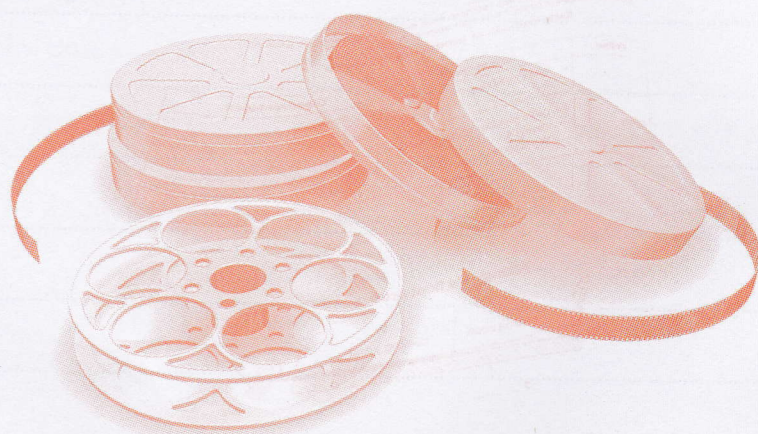
Early methods of producing flat glass

Method	Advantages	Disadvantages
1. ...	<ul style="list-style-type: none"> Glass remained 2. ... 	<ul style="list-style-type: none"> Slow 3. ...
Reason	<ul style="list-style-type: none"> Could produce glass sheets of varying 4. ... Non-stop process 	<ul style="list-style-type: none"> Glass was 5. ... 20% of glass rubbed away Machines were expensive



乍一看古怪迷离，倒抽冷气。细细品，原是花拳绣腿，填词送分题。

图表题图例



IELTS CINEMA

图表，其实是一种形式，视觉冲击力强，为的是把语言的逻辑进一步形象化。图表题，更强调信息和关键词。

记得电影中，当福尔摩斯完成一连串推理要得出结论的时候，通常会把结论放大。如果是信息，就会给单词字迹特写，这就是表格题；如果是地点，就会有一个轮廓或者将地图放大，这就是示意图；如果是要强调推理过程，就会有一系列因果箭头推导，为的是理清思路逻辑，这就是流程图。

雅思阅读中的图表题，都是有据可循的。一起看吧。

学习本回，有三大要点



第一，熟悉图表题的四种形式：不同的图表题规律性有差异。

第二，深入理解例题：此类习题的例题不多，所以更要珍惜示例。

第三，积累考点词：图表题以信息和理解为主，更能发挥考点词的作用。

图表，逐个击破。

图表题命题规律与解题诀窍

雅思阅读的图表题可细分为：

- ① 填表题
- ② 填图题
- ③ 选图题

概率：不是每次考试都出现

难度：★☆☆☆☆

我们把带图的题归类在一起。图表题不是每次考试都出现，出题概率很低。因为题目设计要么局限于表格逻辑结构，要么围绕事物的流程原理，所以该题型难度也很低，是雅思阅读中的送分题。真实考试中应花时间争取全对。

填表填图题，一见笑眯眯

填表题

填表题有一些注意事项。比如：

- ① 顺序原则：展示了文章的思路和叙述逻辑。
- ② 空格所填答案与上下左右信息的关系：这是信息的衔接感觉。

多说无益，例题为证！

真题示例 A

《剑桥雅思4》第23页 Test 1 Reading Passage 2

The begin

You should spend about 20 minutes on **Questions 15–26** which are based on Reading Passage 2 below.

What Do Whales Feel?

An examination of the functioning of the senses in cetaceans, the group of mammals comprising whales, dolphins and porpoises

Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell. Baleen species, on the other hand, appear to have some related brain structures but it is not known whether these are functional. It has been speculated that, as the blowholes evolved and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary.

The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and free ranging cetacean individuals of all species (particularly adults and calves, or members of the same subgroup) appear to make frequent contact. This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species. The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there.

The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater—specifically a grey whale calf in captivity for a year, and free-ranging right whales and humpback whales studied and filmed off Argentina and Hawaii—have obviously tracked objects with vision underwater, and they can apparently see moderately well both in water and in air. However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision.

On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on

their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air-water interface as well. And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer's hand provides anecdotal evidence to the contrary.

Such variation can no doubt be explained with reference to the habitats in which individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains. The South American bottu and Chinese beiji, for instance, appear to have very limited vision, and the Indian susus are blind, their eyes reduced to slits that probably allow them to sense only the direction and intensity of light.

Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although they vary in the range of sounds they produce, and many forage for food using echolocation*. Large baleen whales primarily use the lower frequencies and are often limited in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales. Toothed species in general employ more of the frequency spectrum, and produce a wider variety of sounds, than baleen species (though the sperm whale apparently produces a monotonous series of high-energy clicks and little else). Some of the more complicated sounds are clearly communicative, although what role they may play in the social life and "culture" of cetaceans has been more the subject of wild speculation than of solid science.

* echolocation: the perception of objects by means of sound wave echoes.

Questions 15–21

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from Reading Passage 2 for each answer.

Write your answers in boxes 15–21 on your answer sheet.

SENSE	SPECIES	ABILITY	COMMENTS
Smell	toothed	no	evidence from brain structure
	baleen	not certain	related brain structures are present

Taste	some types	poor	nerves linked to their 15 _____ are underdeveloped
Touch	all	yes	region around the blowhole very sensitive
Vision	16 _____	yes	probably do not have stereoscopic vision
	dolphins, porpoises	yes	probably have stereoscopic vision 17 _____ and _____
	18 _____	yes	probably have stereoscopic vision forward and upward
	bottlenose dolphin	yes	exceptional in 19 _____ and good in air-water interface
	boutu and beiji	poor	have limited vision
	Indian susus	no	probably only sense direction and intensity of light
Hearing	most large baleen	yes	usually use 20 _____; repertoire limited
	21 _____ whales and _____ whales	yes	song-like
	toothed	yes	use more of frequency spectrum; have wider repertoire

Questions 22–26

Answer the questions below using **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 22–26 on your answer sheet.

- 22 Which of the senses is described here as being involved in mating?
- 23 Which species swims upside down while eating?
- 24 What can bottlenose dolphins follow from under the water?
- 25 Which type of habitat is related to good visual ability?
- 26 Which of the senses is best developed in cetaceans?

The end

【答案解析】

为确保学习效果，请先做题，再看解析。

★ 填表题

题目	解题思路与答案
15	答案: taste buds 因为B段讲touch, 按 顺序原则 讲taste应该在A段中寻找答案。
16	答案: baleen whales C段末句。
17	答案: forward, downward 观察17题下一列表达: probably have stereoscopic vision forward and upward, 知道答案应该是*ward and *ward。
18	答案: freshwater dolphins 定位forward and upward。
19	答案: water 注意原文中keen (敏锐的) = 题目中exceptional (超常的)。
20	答案: the lower frequencies 按 顺序原则 讲hearing在文章F段。
21	答案: bowhead, humpback 同上。

★ 从原文选词回答问题 (复习第4回)

题目	解题思路与答案
22	答案: touch 注意题目中Which of the senses (哪一种感知)。原文第二段倒数第二句中courtship ritual (求偶仪式) = 题目中mating (交配)。
23	答案: freshwater dolphins 注意题目中Which species (哪一种生物)。原文第四段第二句中feeding = 题目中eating。
24	答案: flying fish 注意题目中What (什么。答案为名词, 一种事物)。原文第四段第四句中tracks = 题目中follow。
25	答案: clear open waters 注意题目中Which type of habitat (哪一种栖息地)。原文第五段第二句中more useful = 题目中related to good visual ability。

26

答案: acoustic sense/hearing

注意题目中Which of the senses (哪一种感知)。按顺序原则应该填hearing或F段首句中acoustic sense。

(第19、22题为难题)

*该题型解题技巧请参考第4回。

填图题

填图题是针对原文中描述事物工作原理、工作流程的段落文字出题。其实它和雅思写作Task 1中的流程图题是一个互逆的过程。阅读是文字到图表,写作是有图表,让你写文字。

填图表题要注意三点:

① 因为原文中各部件工作原理会集中描写,所以答案有集中性特点。

答案常集中

② 图表题先以简单题作为突破口,要仔细观察图表特点判断哪道题简单。

顺藤能摸瓜,按图可索骥

③ 答案绝大多数为名词。

真题示例 A

《剑桥雅思8》第97页 Test 4 Reading Passage 3 第4段

The begin

Collecting Ant Specimens

...

Many ants are small and forage primarily in the layer of leaves and other debris on the ground. Collecting these species by hand can be difficult. One of the most successful ways to collect them is to gather the leaf litter in which they are foraging and extract the ants from it. This is most commonly done by placing leaf litter on a screen over a large funnel, often under some heat. As the leaf litter dries from above, ants (and other animals) move downward and eventually fall out the bottom and are collected in alcohol placed below the funnel. This method works especially well in rain forests and marshy areas.

...

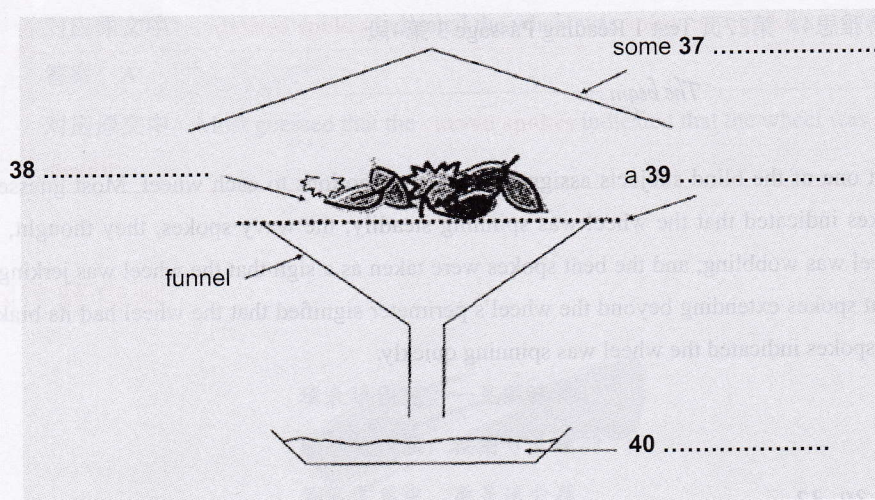
Questions 37-40

Label the diagram below.

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

Write your answers in boxes 37-40 on your answer sheet.

One method of collecting ants



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
39	答案：screen 看图，注意一些树叶，和funnel一词。最确定的信息是funnel。 查找原文倒数第二段第四行：...placing leaf litter on a screen over a large funnel, often under some heat. 所以，首先做的题应该是第39题。 顺藤能摸瓜，按图可索骥
38	答案：leaf litter
37	答案：heat 该题主要是图示画得令人费解。所以也可以先做第40题后，再最后完成该题。
40	答案：alcohol 原文倒数第：...and are collected in alcohol placed below the funnel.

选图题

该题型出现概率极小，从《剑桥雅思1》到《剑桥雅思8》只出现过2次。

题目	解题思路与答案
1	浏览观察各选项图表，注意区别性特征。 按图可索骥
2	回原文定位做题，注意描述性单词。（长、宽、高、形状等）

真题示例 A

《剑桥雅思4》第27页 Test 1 Reading Passage 3 第4段

The begin

All but one of the blind subjects assigned distinctive motions to each wheel. Most guessed that the curved spokes indicated that the wheel was spinning steadily; the wavy spokes, they thought, suggested that the wheel was wobbling; and the bent spokes were taken as a sign that the wheel was jerking. Subjects assumed that spokes extending beyond the wheel's perimeter signified that the wheel had its brakes on and that dashed spokes indicated the wheel was spinning quickly.

Questions 30–32

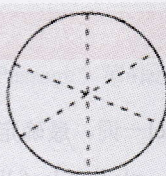
Look at the following diagrams (Questions 30–32). and the list of types of movement below.

Match each diagram to the type of movement A–E generally assigned to it in the experiment.

Choose the correct letter A–E and write them in boxes 30–32 on your answer sheet.



30



31



32

- A steady spinning
- B jerky movement
- C rapid spinning
- D wobbling movement
- E use of brakes

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
30	<p>答案：E</p> <p>对应原文中：Subjects assumed that spokes extending beyond the wheel's perimeter signified that the wheel had its brakes on...</p>

31	<p>答案：C</p> <p>对应原文中：...dashed spokes indicated the wheel was spinning quickly.</p>
32	<p>答案：A</p> <p>对应原文中：Most guessed that the curved spokes indicated that the wheel was spinning steadily...</p>

总纲注释自测

填表填图题，一见笑眯眯，
顺藤能摸瓜，按图可索骥，
答案常集中，原是送分题。

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：“顺藤能摸瓜”中“藤”和“瓜”分别指什么？

问题2：“按图可索骥”指什么？

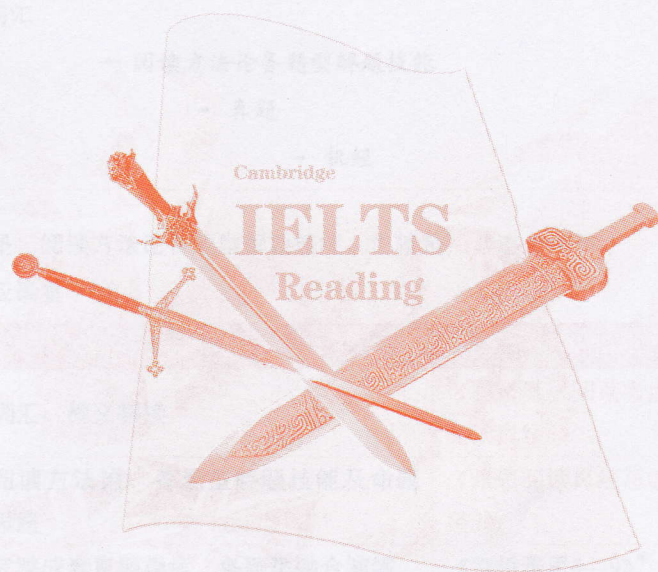
问题3：为什么“答案常集中”？



三剑屠鸭
SAN JIAN TU YA

第 10 回

三剑已合璧，笑看雅思谜



通过本书，你已经学习了最高阶武学独孤九剑，甚至触碰到了无招胜有招的精微境界。但这并不意味着你已经成为天下第一。你还要修炼精纯深厚的内功——《剑桥雅思阅读考点词真经》。同时，大量的实战经验——《剑桥雅思4—9》也必不可少，它们会使你真正体会江湖的风波险恶。小心啊，一个小小的陷阱、伎俩也可能放倒武功高强的大侠。

当然，如果你要准备一场重要无比的决斗，提前了解对手的套路绝招会大大增加胜算，请参考《雅思阅读真经5》。记住，狮子搏兔，亦用全力。

当有一天，你拥有了令狐冲的绝世剑法，张无忌的精纯内功，李寻欢的江湖老练。此时的你方能体会到放眼天下、独孤求败的心境。

寂寞而已。

最后一节阅读课，我有时会给学生展示一下雅思阅读研究的最高境界：“请同时打开《剑桥雅思4—8》，我来给大家讲讲哪几篇文章是同一个命题者搞出来的。考点词、命题规律、甚至答案顺序设计流露出明显的个人风格和偏好。”然后罗列系列证据证明，最后在学生恍然大悟的惊叹声中收获陶醉与虚荣。

一位资深的影评家，或一位骨灰级的电影发烧友，能通过一部电影的美术色彩、角色选择、叙事手法、镜头风格等判断出这部电影是出自哪一位导演的手笔。这种观众很可能就坐在你旁边，和你一起观赏电影。他可能不会随着情节的跌宕起伏而高兴悲伤，他只是静静地坐在那里，吃着爆米花。

放映结束，灯光亮起，观众陆续起身离场，有的兴高采烈，有的摇头叹息，有的交谈讨论。

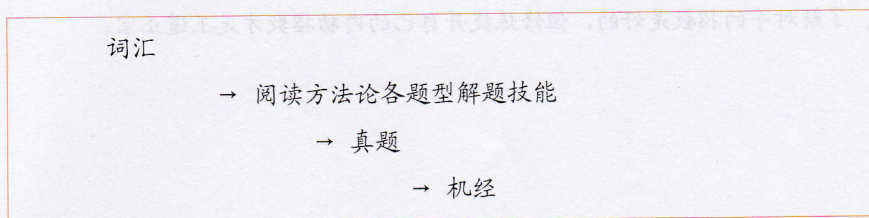
他也站了起来，淡淡一笑，轻声说：

“这次的爆米花有点儿甜。”

雅思阅读高分备考计划

要想成为一名绝顶高手，首先要练好**内功**，强壮筋骨，然后才是**招数**。因为没有强壮的筋骨、柔韧的身体，是无法完成一些高难度招数动作的。接下来就是**实战**，积累经验。最后，是决战前了解**对手**的常见套路和绝招，做到知己知彼。

如果你认同上述逻辑，那么以上四元素对应雅思阅读的就是：



本书关注的是：阅读方法论各题型解题技能，也就是**招数**这个环节。

其他各项对应请看下表：

武功	雅思阅读	雅思阅读真经体系
修炼 内功	词汇、同义替换	《剑桥雅思阅读考点词真经》、《雅思阅读真经5》
熟练 招数	阅读方法论、各题型解题技能及命题思路	《雅思阅读真经总纲》、《雅思阅读真经5》
实战 经验	完整成套真题模考、各题型融合演练	《剑桥雅思4—9》*
了解 对手	机经、预测	《雅思阅读真经5》、《雅思阅读真经4》、《雅思阅读真经3》、《雅思阅读真经1&2》

你可能已经发现《雅思阅读真经5》融合了内功、招数和对手三大要素，不用怀疑，确实如此。如果你基础薄弱，决心从头修炼，建议：

顺序	学习	时间	方法
第一步	《雅思阅读真经5》	1个月	参考该书前言
第二步	《雅思阅读真经总纲》	1周	参考该书前言
第三步	《剑桥雅思4—9》、《剑桥雅思阅读考点词真经》	1个月	每做完一套真题，参考《剑桥雅思阅读考点词真经》对应复习核心词汇和考点同义词

如果你基础不弱，已做过《剑桥雅思4—9》，现有阅读5分左右水平，希望尽快取得高分，建议：

*《剑桥雅思》系列由剑桥大学ESOL出版，全球发行。这是考试官方出版的从题库里淘汰的以往的真题。

顺序	学习	时间	方法
第一步	《雅思阅读真经总纲》	1周	参考该书前言
第二步	《剑桥雅思阅读考点词真经》	1周	参考该书前言
第三步	《雅思阅读真经5》	1个月	参考该书前言

最后重申，我们一直主张英语学习应以语言基本技能的提升为根本。即使考生通过各种方式手段获得了雅思高分，但在将来的留学生活中考生要依赖的不是雅思的分数，而是雅思分数所代表的英语语言能力。了解对手的招数是好的，但修炼提升自己的内功招数才是王道正宗。



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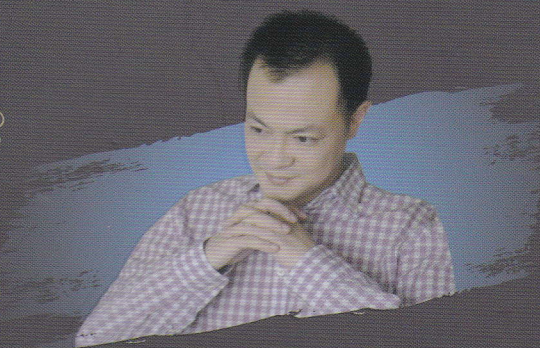
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IELTS 雅思阅读真经总纲

真经流派

在文化传播领域属于跨文化交流；从教学法上定义属于针对性训练；按照测试学理论属于考前有的放矢的科学准备；而从实践经验上说，贯穿了丰富的经验和深厚的底蕴。



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作者互动答疑



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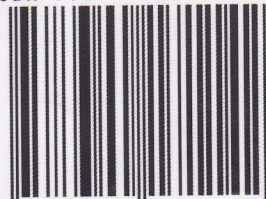
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