

《英语世界》杂志“雅思问答”专栏主持人王汝涛教授十余年教学生涯集大成之作

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王汝涛 / 编著

IELTS

Reading & Writing

真正提高分数的 / 王道 *Strategies and Practice*

雅 思



阅读与写作

高分策略与测练

A Self-Study Kit

It was in early 2000 that I first embarked on the career of teaching IELTS training courses. At the time, I was just back home from New Zealand, where I had completed a master's course at the University of Otago.



机械工业出版社
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本书向广大雅思考生介绍了雅思考试的阅读及写作部分的概况,在此基础上又根据历年雅思考试命题思路及作者常年从事雅思培训的经验,为广大考生准备完全符合真题难度和命题趋势的阅读、写作各8套模拟试题及分析讲解。力图做到让广大考生在应对雅思考试时有章可循,短期内学有突破。

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Preface

It was in early 2000 that I first embarked on the career of teaching IELTS training courses. At the time, I was just back home from New Zealand, where I had completed a master's course at the University of Otago. Three years after, I immigrated to New Zealand and then held down a job of teaching IELTS training courses at local language training schools. But since 2007, I have returned to China several times to give lectures on IELTS. Starting from 2009, The World of English, a renowned bilingual monthly journal in China, opened up a new column entitled "IELTS Q & A" for me to write regularly. For almost a decade, I have trained countless high score achievers. Through communicating with Chinese students and colleagues, I have found that some problems lie in IELTS training methodologies in China, the most critical of which is "laying greater emphasis on commercial hype rather than academic achievement", so much so that many students would feel that although the class may leave them in high spirits, it gives no useful knowledge related to the exam. As is known to all, in recent years the average band scores of Chinese IELTS test takers have ranked at the bottom of the list in the world. This is clear enough to demonstrate the extent of futility of the current approach to IELTS preparation in China. I always believe that only academically accepted test tips as well as personal assiduity can help test-takers raise their band scores. And this triggers my motivation to write the book.

This book is designed to help you achieve higher scores as soon as you can in the real IELTS reading and writing tests. It consists of six IELTS practice reading and writing papers for the academic module followed by two practice reading and writing papers for the general training module. The materials contained in the reading tests consist of practice test papers which I have created in reference to the latest real-test question types. The sample essays in the writing part are mainly products of my creative efforts or my students' writings, which I have revised recently. They are suitable for both classroom use and individual study.

Key features of this book include:

- Originality and Uniqueness

Unlike other IELTS preparation materials, this book provides not only a detailed explanation of practical test-taking techniques based on my years of experience in

IELTS teaching and research, but also a series of exam-oriented practice tests. While preparing these tests, I have referred to the recent real test papers and tried to make these practice test papers compatible with real IELTS tests in content, formula and depth, filling gaps in some areas of research on IELTS.

- Practicability and Learner-friendliness

While writing this book, I endeavour to consider a combination of different depths in content, emphasize practical feasibility and convenience for self-study. Additionally, more detailed explanations have been added to the answer keys.

I hope that, by acquiring these test preparation skills and doing these practice tests, you will become more aware of your areas which need further improvement and be able to achieve higher scores in your IELTS exam.

Christchurch, New Zealand

January 2010

Wang Rutao

Preface

前言

我初次走上雅思培训讲台是在 2000 年初，那时我刚刚结束了在新西兰奥塔哥大学的硕士课程。三年后，我又移民去了新西兰，并在当地的语言培训机构讲授雅思课程。2007 年以来，我曾多次应邀回国为中国考生讲授雅思课程。自 2009 年开始，中国著名的《英语世界》杂志还增设了由我来主持的“雅思问答”专栏。近 10 年来，由我培养出的高分学生不计其数。通过同国内学生和同行的交流，我发现中国的雅思培训存在着一些问题，其中最为突出的就是“重炒作，轻学术”，以至于很多学生感到讲课时听起来“轰轰烈烈”，但实际上并不能学到多少对考试真正有用的东西。众所周知，近年来中国雅思考生的平均分数在世界几乎位于末位，这足以说明中国现在的雅思培训并不是非常成功的。在十余年的雅思培训经历中，我始终认为只有个人的努力加上科学的符合语言规律的解题技巧才能使考试分数真正有所提高。这也正是我写作本书的动因。

本书旨在帮助你在最短的时间内提高雅思阅读与写作部分的实考成绩。它包括六套雅思学术类阅读和写作模拟试题以及两套普通培训类阅读和写作模拟试题。本书阅读部分主要是根据最新流行题型编写而成。写作部分的例文多数是由本人近年来的新作和改写的学生实考真题习作构成。这本书既可用作课堂教材，也可用作自学指南。

本书具有以下特点：

1. 内容新颖 风格独特

本书不同于普通的雅思参考书，它既详细介绍了笔者在多年雅思教学与研究中提炼出来的成果和科学的解题方法，又提供了达到实考水平的自测练习。在本书编写过程中，笔者参考了国内外最新的雅思考试真题题库，力求做到在内容、形式和深度方面与实考接轨，并且在有些方面填补了国内雅思研究的空白。

2. 侧重实用 便于自学

本书在讲解过程中力求深浅结合，侧重实用，便于自学。在答案部分也做了较为详细的讲解。

我希望通过掌握解题技巧和实练的考验，你能更好地发现自己需要改进的地方，并在将来的考试中取得优异成绩。

王汝涛

2010 年元月于新西兰基督城

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First and foremost, I have much pleasure in acknowledging my indebtedness to Prof. Hu Min, President of Beijing New Channel School for offering me an opportunity to teach IELTS Reading and Writing to thousands of students in his school between 2008 and 2009, whose valuable classroom feedback gives me further impetus to write this book.

I would also like to avail myself of this opportunity of expressing thanks to Mr. Guan Yongchuan, founder and General Manager of the 51ielts website, the largest web portal promoting IELTS in China, for his unwavering support and precious suggestions.

Additionally, my thanks should go to Ms. Meng Yuqin, the editor of this book, for her concerted efforts to have the book published so soon.

Last but not the least, I feel more than grateful to my wife and son for their emotional support though they may be unaware of their contribution.

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鸣谢

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我还要借此机会感谢中国最大的雅思推广网站“中国无忧雅思网”创办人兼总裁管永川先生在我写作本书过程中给予的大力支持和宝贵建议。

此外，我要感谢本书编辑孟玉琴女士的不懈努力，使得本书能够在如此短的时间内和读者见面。

对曾为本书的完成作出贡献的亲朋好友在此一并表达谢意。

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pupils' ability to learn. 显然, 此句与题干的信息对应。又例如:《剑5》Test 3 "Early Childhood Education" 文的第3题: reasons why an education programme failed. 题中提到“失败的原因”, 说明文中会对期有所体现, 所以是定位词。在原文中, 第一段我们会发现这样几句话: Despite substantial funding, results have been disappointing. It is thought there are two explanations for this. First, the programme was designed for a small group of children, and the results were not representative of the whole. Second, the programme was not properly monitored. 教育项目失败的原因。出题人设计此类题型既可考查考生对段落细节信息的捕捉能力, 又可考查考生对段落核心信息或框架思路的把握能力。应该说, 这种题型基本能够测试出考生的实际阅读能力。

Part I

第一部分

It was in early 2000 that I first embarked back home from New Zealand, where after I immigrated to New Zealand language training schools. But since starting from 2009, The World of English column entitled "IELTS O & A" for me to achieve. Through communicating with IELTS training methodologies, commercial hype rather than academic, the class may leave them in high spirits. In recent years the average band scores world. This is clear enough to demonstrate China. I always believe that only a test-takers raise their band scores. And

应试策略大揭秘

Secret-revealing Test-taking Techniques

第一章

雅思阅读 十大题型解题技巧解说

1 段落信息配对题型解题技巧解说

段落信息配对题，即“Which paragraph contains the following information?”题型，是雅思阅读主考题型中难度系数较高的一种题，近年来在实考中出现的频率有增多的趋势。

一、设题模式

段落信息配对题主要考查考生定位具体信息或段落主要信息的能力。从某种意义上讲，它的测试点可部分覆盖段落标题配对题。因此，一般来说这两种题型不会在同一部分同时出现。另外，和段落标题配对题相似的是，此题型一般都放在该部分考题的最前面，一般不超过7题。文章每段仅对应一个选项，但有时选项也可以重复使用。和许多配对题相似，此题型没有顺序规律。另外，由于此类题型考查信息点的对应性，我们不妨可以推断在多数情况下出题人一般在最短的段落出题的可能性不大。

二、解题策略与步骤

由于此题考查的是不同段落中的信息匹配，所以阅读文章时原则上每一段都不能疏漏，在很多情况下几乎要求速读全文。鉴于此，考生一般在拿到试题时应该先做此题型。此题完成后，考生对文章的大意已经基本掌握，这样会减少完成其他题型所需要的时间。这也许就是出题人总是将这种题型放在最前面的理由。但也有考生喜欢最后完成此题型，作为了解文章后的总结，也未尝不可。

开始解题时，考生一般最好先仔细分析所有题干的主要意思，找出关键信息定位词。而题干往往是原文信息的同义转换，但有时也可能是原文的逆向表述。然后考生再回到原文，按段落顺序逐段去寻找对应词和对应信息。例如：《剑5》Test 1 “Nature or Nurture?” 文的第2题：the explanation Milgram gave the teacher-subjects for the experiment. 此题干的意思也可以理解为 Milgram explained to the teacher-subjects why the experiment should be conducted. 也可以进一步推理为 the aim of the experiment. 回到原文，我们在第一段不难发现这样一句：Milgram told each volunteer “teacher-subject” that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the

regularly. For almost a decade, I have trained countless high score achievers. Through my IELTS training methodologies in China, the most critical of which is that many students would feel that although the class may leave them in the average band scores of Chinese IELTS test takers have ranked at the bottom approach to IELTS preparation in China. I always believe that only acc...



pupils' ability to learn. 显然, 此句与题干的信息对应。又例如:《剑5》Test 3 “Early Childhood Education”文的第3题: reasons why an education programme failed. 题中提到“失败的原因”, 说明文中会对期有所体现, 所以是定位词。在原文C部分的最后一段我们会发现这样几句话: Despite substantial funding, results have been disappointing. It is thought there are two explanations for this. First, ... Second, ... 显然C段谈到了教育项目失败的原因。出题人设计此类题型既可考查考生对段落细节信息的捕捉能力, 又可考查考生对段落核心信息或框架思路的把握能力。应该说, 这种题型基本能够测试出考生的实际阅读能力。

有人曾提出解题时的第一步可以根据题干的关键词判断信息所在段落, 譬如: 有些人认为题干中出现 overview, definition 等字样时, 对应信息一般在第一段。但笔者认为有些情况下并非如此, 这不过是时对答案的一种猜测, 而不是科学的定位。真正有效的方法只能是回原文去寻找题干所标示的信息。当然, 当选项不重复使用时, 即一段仅出一道题, 为了节省阅读时间, 我们一般可在找到一道题的对应信息后, 对其段中后叙的信息直接忽略。如果选项出现重复, 即答题指令中标明: You may use any letter more than once, 那么, 我们就必须全段信息都要看。

总之, 尽管段落信息配对题的难度系数较高, 但只要我们掌握了科学的解题方法, 就不难攻克。最重要的是平时要加强对阅读能力的培养, 提高阅读速度和对文章的理解力, 坚定信心, 就一定能够把难点变成得分点。

2 段落标题配对题型解题技巧解说

段落标题配对题 (List of Headings), 顾名思义就是为文章中的指定段落选择合适能够概括段落大意的小标题, 它是雅思阅读部分的常考题型。此类题型主要考查考生的段落概括和归纳能力。要准确完成这类考题, 考生除了要具备良好的英文阅读能力之外, 还需要具备一定的逻辑思维能力。因此, 对很多考生来说, 它是雅思阅读考试中难度系数较高的一类题型。段落标题配对题的常规解题思路是在段落中寻找主旨句, 然后与标题作对应。主旨句一般为首尾句、含观点的宾语从句、带标志词比如表转折的“however, yet”句子等。然而, 从最新的出题形式来看, 常规的解题思路似乎已不能应付, 至少难以提高解题准确率, 所以在这里有必要提出一些新的方法以飨读者。

一、设题模式

段落标题配对题的常见形式是题目给出若干个小标题的列表 (List of Headings), 小标题即指文章相关某一段落 (Paragraph) 或部分 (Section) 的中心思想, 考生要将小标题和其对应的段落或部分进行匹配。在现在的考试中, 小标题的数目往往多于文章段落的数目。但每一道题仅可选一个小标题, 一般不重复。另外值得注意的是段

雅思阅读写作

高分策略与测试

IELTS Reading and Writing Strategies and Practice

落标题配对题一般总是放在考题的最前面。

请看如下例题：

Reading Passage 3 has nine paragraphs A-I.

Choose the most suitable heading for paragraphs A-F from the list of headings below.

Write the correct number (i-viii) in boxes 28-33 on your answer sheet.

List of Headings

- (i) Benefits of bicycle use: one country's experience
- (ii) Situations that best fit bicycle use
- (iii) Factors working against NMV use
- (iv) The disadvantages of cycle rickshaw use
- (v) The continuing importance of NMVs in Asia
- (vi) Subsidising public transport use in China
- (vii) Appropriate use of cycle rickshaws
- (viii) Use of NMVs to reduce motorisation in Europe
- (ix) The role of policy in promoting bicycle use
- (x) Integrated approach to urban transport

- 28 Paragraph A
- 29 Paragraph B
- 30 Paragraph C
- 31 Paragraph D
- 32 Paragraph E
- 33 Paragraph F

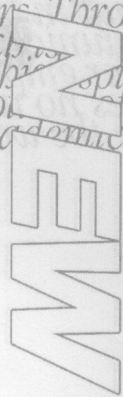
二、解题策略与步骤

(1) 由于段落标题配对题一般总是放在该部分考题的最前面，因此，这种设题模式在出题人看来是属于要先完成的题型，因为这类题型在完成之后考生会对全文的主旨有一个大致的了解，这样再做其他题时效率会更高。

(2) 该题如果设有例题，则应该先将其对应的小标题从列表中划掉，因为小标题一般不会重复使用。然后，再分析每个小标题的具体含义，找出它们的特征并标出关键词，然后根据文章写作规律，不妨预测一下选项对应哪一段落的可能性较大。这里，预测的主要依据是小标题中可能出现的一些表明细节信息的提示词。常见的一些信息提示词有：

A. 表示定义或概念的词。例如：如果选项中出现 concept, definition, what is... , 等词时，那么它所对应的文章段落必然是以谈及某个概念为核心的。另外，经验证明

ELTS. Starting from 2009, The world of English, a renowned bilingual monthly. For almost a decade, I have trained countless high score achievers. Through the with IELTS training methodologies in China, the most critical of which is that many students would feel that although the class may leave them in the average band scores of Chinese IELTS test takers have ranked at the bottom approach to IELTS preparation in China. I always believe that only a



此种题目对应文章第一段或第二段的可能性较大,因为在多数情况下,作者一般会在文章的开始提出并解释一个概念。

B. 表示比较、举例等具体信息的词。如果小标题选项中出现 comparison, contrast, example, analysis, 或具体数字和信息,那么它往往会对应文章的主体段落 (body paragraphs), 因为一般作者在论证自己的观点时常会采用对比、举例或提供具体数据等方法作为 supporting evidence。

C. 表示影响和结果的词。选项中出现 effect, impact, consequence 等词或出现对未来展望的表述时,它所对应的段落一般会主要谈及某事发展的结果或造成的影响。根据写作习惯判断,此题对应最后一两段的可能性较大。

D. 表示发展变化的词。例如: change, increase, growth, rise 等。如果某段落适合这个标题,那么该段落一般会出现对变化的具体描写,有时可能会出现一些数字。

E. 注意小标题选项中名词的单复数所起到的作用。例如:标题 The first magazines 和 The first magazine 是有所不同的。复数表示的是早期的杂志,而单数则意味着第一本杂志。同理,相对应的段落也应该暗示出单复数的差异,一般来说, The first magazines 所对应的段落应该提到两本或更多的杂志。而与 The first magazine 相对应的段落应该主要涉及一本杂志。

F. 疑问代词或疑问副词。例如: How can you tackle the problem? 我们即可理解为 Solutions to the problem, 它所对应的段落必然谈到解决方法。

值得一提的是表示具体信息的提示词有多种多样,这里难以一一赘述。而且,这种解题策略是仅供参考的一种推测,不能当作绝对的标准。因为文章结构和作者写作风格上的差异,导致了选项所对应的段落经常是没有规律的。

(3) 按段落顺序依次解题。一般可以先看一段,然后到选项中去筛选合适的选项。多余的干扰选项的特点一般是以点代面地描述文中某个具体细节或者是文中没有提及的信息。读每段话时,一般并不需要对该段落全部进行仔细阅读,而是应该重点抓住该段话的主题句 (topic sentence), 因为在很多情况下,主题句概括了段落的主旨。主题句通常出现在该段的首尾一两句,但近年来由于雅思阅读题的难度加大,很多时候主题句会出现在文章的中间,或让考生很难定位到主题句。这种情况下,我们一般不得不通读全段。另外,在阅读的时候要注意连接词如 but, besides, moreover, not only... but also, too... to..., although, also 等在文中所表明的作者语气的变化。

总之,从最近的雅思考题来看,对文章的理解显得越来越重要了。真正最有效、最科学的应试技巧必须是立足于理解文章本身,否则就是无效的。考生虽不必去读懂文章中的每一个单词,但必须能够读懂它的中心思想,能够把握作者的写作意图,否则,就难免会一叶障目,不见泰山。所以,考生平时多做相关的练习题显得尤为重要。

3 True/False/Not Given 和 Yes/No/Not Given 判断题型解题技巧解

判断题是雅思考试的常见题型，也是难度很大的题型。True/False/Not Given 题型多见于雅思普通培训类考试，Yes/No/Not Given 题型则多见于雅思学术类考试，但目前这两种形式在两种类型的雅思考试中都有可能同时存在。很多考生遇到判断题时常常感到束手无策，特别是对 False/No 和 Not Given 容易混淆。要攻克判断题这个难关，我们就要分析它的命题规律，找出考点，有的放矢，才能提高解题准确率。

一、设题模式

从设题模式看，该题型的考查点基本上可分为两大类：1) True/False/Not Given，考查选项同文中细节信息的对应。2) Yes/No/Not Given，考查选项与作者观点的对应。雅思考试在命题角度上不像 SAT 或 GRE 那样将不同的考查点置于专门的题型中，而是在一种题型中可能出现几个不同方面的考查点，包括简单的推理、总结和归纳能力以及基本语言知识和常识。但由于雅思考试是一种语言能力的测试，它不考查考生的专业知识，也不考查阅读文章以外的背景知识（除基本常识以外，如简单的地理知识）。

下面我们来看一看雅思判断题判断的基本定义：

True: If the statement agrees with the information (问题中的信息与文中的信息一致)

False: If the statement contradicts the information (问题中的信息与文中的信息出现矛盾、冲突或排斥)

Not Given: If there is no information on this (问题中的信息在原文中未提及)

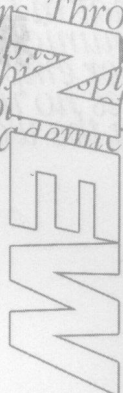
Yes: If the statement agrees with the views of the writer (如果问题中的信息反映了文章作者的观点)

No: If the statement contradicts the views of the writer (如果问题中的信息与文章作者的观点出现矛盾)

Not Given: If it is impossible to say what the writer thinks about this (如果不可能断定文章作者对此有何想法)

False (No) 和 Not Given 的根本区别在于：False/No 表明题干肯定与原文在意思上发生冲突，而 Not Given 则没有。例：You can go to Shanghai by train or by plane. Q: You must fly to Shanghai. 文中说去上海可有两种方式供选择，而问题则认为仅有一种。这样，问题中的信息点或观点与文中的信息点或作者的观点就出现了矛盾、冲突，所以答案应选 F/N。又例：You can go to Shanghai by plane. Q: You must fly to Shanghai. 文中说你可以乘飞机去上海，但并没有说乘飞机是不是唯一的选择，也就是说，可能是唯一选择也可能不是。而问题则认为仅有一种选择。问题中的信息点或

Early. For almost a decade, I have trained countless high score achievers through my IELTS training methodologies in China, the most critical of which is that many students would feel that although the class may leave them in the average band scores of Chinese IELTS test takers have ranked at the bottom approach to IELTS preparation in China. I always believe that only acc



观点与文中的信息点或作者的观点没有出现矛盾和冲突且又并非完全一致，所以答案应为 NG。

二、解题策略与步骤

根据判断题的命题规律和考查角度，我们可以运用简单推理和语言技能去分析考查点并做出判断。可从以下几个主要方面考虑：

(1) 界定题中考查点和其原文对应部分的范围或概念以及相互关系

如果题中考查点与其文中对应部分的范围或概念一致，并有从属、相容的关系，一般为 True。如果两者范围或概念不一致，并出现直接冲突则为 False。如果范围或概念界定模糊，或范围或概念不一致，但又没有直接冲突则选 Not Given。对 NG 题来说原文中没有直接对应句，但可能有干扰句，一般可将干扰句看作参考对应句。

例：You can go to Shanghai by train or by plane.

Q: You can fly to Shanghai. (T) Q: You must fly to Shanghai. (F)

Q: You may probably go to Shanghai by bus. (NG)

又例：Educational standards in schools have, in general, been gradually improving.

Q: Schools have been getting better. (T)

Q: The education in schools has not been improving. (F)

Q: Educational standards in schools have been the best in history now. (NG)

Tuition fees in this university usually rise by 3-5 percent annually.

Q: The university raises the tuition fees by 3-5 percent every month. (F)

Q: The tuition fees in the university rose by 4 percent last year. (NG)

More than half of the college's 6,000 students are over 19 years old.

Q: There are now 6,000 students over the age of 19 in the college. (F)

Cooking can only be done in the kitchen in the dormitory.

Q: Cooking can not be done anywhere in the dormitory. (F)

Q: Cooking cannot be done everywhere in the dormitory. (T)

由上可以看出分清整体和局部，绝对概念和相对概念，这些对考生都至关重要。因此一些表示范围、程度和数量的词如：always, all, some, little, only, must, usually, never 等经常是题目中的考查点。

(2) 对题中考查点和其原文对应部分的范围或概念根据上下文进行简单的推理，特别是当涉及到对立的观念时这种推理更显得尤为重要。

例：在一篇关于交通法规的文章中有这样一句：Trucks are not allowed to run on this road. 问题是：Cars are prohibited on this road. 答案应为：F。但不少考生会误选 NG，问题就在于考生没有做进一步的简单推理，没能看出文中说的卡车禁行是针对其他机动车辆不禁行而言的。当文中或题目中涉及到对立的观念时，如：多与少、生

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与死、战争与和平等，尽管作者可能仅提到其中的一个方面，但其另一个方面则是不言而喻的。而如果文中所讨论的对象不是对立的两者而是有多种可能时，那么答案应为 NG。这种推理是考生做出正确判断的重要方法，这样的考题有时颇有一定难度。又例：

In times of peace, the Olympic Games have taken place at four-yearly intervals since its inception in 1896.

Q: The Games have taken place every four years since it was revived in 1896. (F)

Those who pay regular prices for the trip should share a twin room.

Q: A few people paying regular prices for the trip can stay in single rooms. (F)

(3) 运用语言知识分析问题和其原文对应部分是否存在不同

对比分析问题和其原文对应部分的时态、语气、语态，句型和用词是解题过程中的重要一环。这一点经常被很多考生所忽略，使得解题时犹如雾里看花，难以做出正确的判断。例：

1) **The ancient Egyptians moved clay hives, probably on rafts, down the Nile.**

Q: The Egyptians keep bees on the banks of the Nile. (NG) (时态不同)

2) **John and Mary's wedding took place yesterday. However, he didn't marry her because she was rich.**

Q: In fact, because Mary was rich, John didn't marry her. (F) (句子结构不同)

3) **The torch of modern Olympics symbolizes the continuation of the ancient Greek athletic ideals.**

Q: The modern Olympics are inspired by the same ideals as the ancient ones. (NG) (词义不同)

4) **Too many circles and patterns are formed each year in too many countries for them to have been hoaxes.**

Q: All crop circles are hoaxes. (F) (too ... to ... 句型不等于 all)

5) **If a space probe today sent back evidence that extraterrestrial intelligence existed in the universe, it would cause much more sensation than we can imagine.**

Q: The author believes that it is improbable that there is intelligence outside the earth. (T) (原文为虚拟语气)

信息点对应和观点对应的判断题型的区别在于：考查观点对应时，考生要注意文章作者对文中出现的信息的态度。这在目前国内雅思教学中是很少被提及的。下面通过例子来比较分析：

例：There is a growing feeling that this book is very helpful to students.

Q: This book is a really good one for students.

此题如果考查作者态度，我认为应选 NG，因为它符合 NG 的定义 (If it is impossible to say what the writer thinks about this)。即文中虽说越来越多的人认为这本书