

刘洪波课堂笔记系列

最快速 雅思阅读

刘洪波◎编著

Reading

IELTS

- 首次公开名师课堂核心笔记
- 手把手教你最快速雅思阅读法
- 阅读“无招胜有招”之最高境界
- TRUE / FALSE / NOT GIVEN 之七种武器
- 简化 LIST OF HEADINGS 的难度
- SUMMARY 中的真正考点
- 各种 MATCHING 的解题秘诀
- 权威复习备考计划

★ 真题蓝本

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最快速 雅思阅读

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前言

本书其实是我十年雅思阅读教学讲义的整理，早已成稿，迟迟没有付梓，主要是没有前言。又不愿说一些重复没有营养的话，一直拖到从剑桥大学ESOL访问归来，心有所感，写下一些文字，以为本书序。



Sam McCarter

公元2011年9月25日，有幸参加由英国使馆文化教育处BC (British Council) 主办的英国雅思访问之行。首站拜访BC伦敦总部。各官员粉墨登场亮相，重头戏为Sam McCarter的雅思演讲。该老爷子是英国雅思培训界泰斗，毕生致力于英语教学研究，十几年精修拉丁语，代表BC周游列国培训雅思教师。

Sam红光满面，精神矍铄；讲起话来则春风化雨，绵绵泊泊，常作拈花微笑，俨然婉约派教学代表。从他的演讲中可以知道他对雅思的理解已经进入化繁为简、大巧若拙的境界。他说：

“学习任何一门语言，最重要是名词和动词的理解和运用。”

“雅思写作，最难的是写出总结；雅思口语，最难的是说出细节。”

这些观点我深以为然。

当对一门技能通透理解后，就会做到庖丁解牛、举重若轻；眼花缭乱的剑招都是由刺、砍、点、架等简单的基本动作组成；纷繁复杂的雅思教学其实也可以很简单。

这也是我将去年出版的一本书命名为《最简化雅思写作》，和这本《最快速雅思阅读》中我讲解“天地间所有的阅读题目只有一种命题规则”的原因。

我在《最简化雅思写作》中曾表达一个观点：

亚里士多德说：“教育的秘诀是理解”。建立在对考试要求和学员问题如刻骨铭心般的深刻理解上，我们真的能让一个看似复杂的任务简化、再简化、最简化。

访问期间，参加了与伦敦各高校中国学生代表的座谈。大多数学生参加过国内的雅思培训班，自然相见甚欢。又参观了两种风格迥异的语言培训机构，位于伦敦市中心的威斯敏斯特大学的语言中心和IH (International House) 语言学校，以及位于市郊的温布尔登英语学校WSE (Wimbledon School of English)。有幸走进教室，旁听雅思课程，与校长、教师、学生们座谈，受益匪浅。市中心的语言学校学习压力大，节奏快，喧嚣繁华，生活多彩；在郊区的WSE很放松，学校就像一个大家庭，课间教师学员一同采菊篱下，看那风景如画。要出国读语言的同学们可根据自己的性格喜好选择，但不论是现代派还是田园派学校，请留意该语言学校是否取得了BC的

授权认证。以上三所学校都获此认证，BC每年派inspector巡视，听课，打分，确保该学校的雅思教学质量。（在中国还未推行此认证）

最后一站，访问剑桥大学ESOL总部。ESOL考试中心是世界著名的教育测评机构和语言能力评估机构剑桥大学考试委员会（Cambridge Assessment）的直属部门，也是雅思考试的命题机构。雅思考试设计的最高学术团队由14位博士组成，其中一位Dr Andy Blackhurst详尽地介绍了雅思考试的设计流程，题目的测试原理。最后，拜访了一个代号为DC10的神秘地方，离ESOL大概15分钟车程，一栋不起眼的青灰色建筑，没有路牌指示，大门处没有标识。进入之后，手机相机随身小包等统统收缴，套一件黄色荧光安全背心，走过昏暗狭窄的通道，穿过厚重的安全门，放眼望去，一个巨型仓库，许多人忙忙碌碌。这里是全球雅思考卷印刷、储存、派发的物流中心。只能看，不能拿。

当然，商务考察之余，也曾在伦敦眼远眺，康桥上挥手，大英博物馆里流连，温莎城堡中赞叹，China Town 饕餮，Bicester Village血拼。

学习啊，年轻人，愿你的人生更精彩！

刘洪波

10/10/2011

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第一章

预备知识

- ★ 雅思阅读考试官方指南
- ★ 雅思阅读考试介绍
- ★ 如果你已经了解雅思考试，请跳过本章，直接进入本书重点内容——第二章：如何读得快

雅思阅读考试官方指南

An Overview of IELTS Academic Reading

Module format

IELTS Academic Reading has 3 passages and 40 items (questions). The number of items for any one passage may vary. Each item is worth one mark.

The texts and items appear in Question Booklets.

Answer format

Candidates record their responses on Answer Sheets.

Timing

IELTS Academic Reading takes 60 minutes to complete. Candidates are not given extra time to transfer their answers onto the Answer Sheet. They should do this as they work through the test.

Marks

One mark is awarded for each correct answer.

Texts

The passages used in the test are based on authentic texts, and are taken from sources such as magazines, journals, books and newspapers. They are designed to present the candidate with materials similar to those which they might need to read on a university course. Passages may also contain non-verbal material such as diagrams, graphs, illustrations etc. The passages may be written in a variety of styles, for example narrative, descriptive or discursive/argumentative. They deal with issues which are interesting, recognisably appropriate, and accessible to candidates entering postgraduate or undergraduate courses or seeking professional registration. At least one of the passages will contain detailed argument.

Length

The total word count for the three passages is between 2000 and 2750 words.

Task Types

There are 10 basic task types, some with possible variations. They are:

Task Type 1 Multiple Choice

Task Type 2 Short-answer Questions

Task Type 3 Sentence Completion

Task Type 4 Notes, Summary or Table/Flow-chart Completion

Task Type 5 Labelling a Diagram

Task Type 6 Choosing Headings for Paragraphs or Sections of a Text

Task Type 7 Locating Information

Task Type 8 Identification of Writer's Views/Claims or of Information in a Text

Task Type 9 Classification

Task Type 10 Matching

Academic Reading Skills and Strategies in IELTS

What reading skills are tested in IELTS Academic Reading?

This is a test of reading comprehension in a general academic context. The texts used and the skills tested are intended to reflect the target language needs of undergraduate and postgraduate students, without bias for or against students of any particular discipline. Candidates may have to:

- identify the writer's overall purpose, target audience, sources etc.
- identify and follow key arguments in a text
- identify opinions and attitudes as opposed to facts
- locate specific information
- read for detailed information
- extract relevant information
- distinguish the main idea from supporting detail
- recognise key points for a summary
- group pieces of information in a text in accordance with salient criteria
- extract information from a prose text to put into a diagrammatic representation
- make inferences
- use correct spelling and correct grammar in their answers

How do we read text?

In everyday life we use different strategies or approaches to read different texts. Sometimes we read quickly, skimming for general ideas or scanning for a specific point. Sometimes we read slowly, trying to gain a detailed understanding. How we read depends on the text – its length, its type – and our purpose in reading it.

What is skimming?

When we skim a text we read very quickly. We just look at the headings and subheadings and the first lines of each section or paragraph. We also notice the key words that are repeated throughout the text. Our purpose is to understand the gist – the general idea of the text. Skimming is a useful strategy to use throughout IELTS Academic Reading.

What is scanning?

When we scan a text we are looking for a specific piece of information or specific words. We ignore information that is not relevant to our purpose. Scanning is a useful strategy to apply when the questions ask for specific factual information. It is also a useful strategy to use to find the section of a text about which a question is asked.

What is reading for detail?

When we read for detail we read every word in a text and think carefully about the meaning of every sentence. It is often necessary in IELTS Academic Reading to read a certain section of a text in detail in order to answer a question correctly. Usually a candidate must skim or scan the text first to find the right section and then, having found the relevant section, read for detail.

Tips for Teachers

- Remind students to read the instructions carefully. The instructions will tell them where to find the answers, what they need to do, what kind of answer is required of them, and how many words they need to write. The instructions will also tell them if an option can be used more than once and will remind them to transfer their answers to the Answer Sheet.
- Remind students which task types have questions which follow the order of information in the reading passage.
- Encourage students to read all the questions very carefully.
- Encourage students to scan for key words in the extracts or the reading passage that match the items. Encourage students to also scan for paraphrases of key words.
- Remind students that in tasks which involve writing words or numbers, e.g. Short-answer Questions, the answers have to be grammatically correct and should be spelt correctly. Accuracy in spelling and word form are very important and candidates will be penalised for incorrect spelling.
- Encourage students to use the information provided in the notes, tables, diagrams or flow-charts as well as any examples to predict the type of information that is required.
- In classroom activities, encourage students to discuss the type of information they need for each task type they might meet in the test.
- Encourage students to underline key words and phrases when they read, as well as paying attention to key words in the questions.
- Give students practice in recognising synonyms, summary words etc. to help them locate information.

- Give students practice in suggesting different ways of expressing the same ideas or information in a text.
- Give students practice in reading skills such as skimming and scanning for information.
- Some students are convinced that only test practice will really help them, and want to do test after test. This can be discouraging, as they do not see the rapid progress they would like. Encourage them to read widely, e.g. newspapers, journals, magazines and books, and use materials from these sources in your classroom activities.
- Make your students aware of the different text types and how best to approach them. Give practice in the full range of IELTS Academic Reading task types. Take time in class to discuss the differences between task types and the skills that are being tested.
- You should make sure that your students understand that there is more than one way to read a text. Some believe that they must read every text slowly and carefully, underlining every unknown word and stopping to worry about it. You should stress that their main aim is to locate the answers to the questions. They do not need to read in the same way they would if they needed to remember the contents of the texts. You should try to desensitise them to the presence of unknown words, and also give practice in guessing meaning from context. Discourage them from looking up every unknown word in the dictionary.
- Make sure that students read the instructions carefully in every case: many task types contain variations, and it is easy for students to confuse them if they do not check carefully what it is they are required to do.
- Stress that students should remain conscious of time limits during the test, and that they should move on rather than spending too much time on by a particular question to which they are unable to find the answer.
- Make students aware of the dangers of relying on locating the exact words in the text that they find in a question: give as much practice as you can in paraphrasing and locating paraphrase in a text.
- In task types where the information is located in order in the text, train students to avoid returning to the beginning of the text for each question.
- Advise students to take care when copying a word or words from the text onto their Answer Sheets. Copying incorrectly will lead to loss of marks.
- Make sure that students get practice in using an Answer Sheet.

Tips for Students

- Remember to read the instructions carefully. The instructions will tell you where to find the answers, what you need to do, what kind of answer is required, and how many words you need to write. The instructions will also tell you if an option can be used more than once, and will remind you to transfer your answers to your Answer Sheet.
- Remember that the questions for certain task types follow the order of information in the reading passage.
- Remember to read all the questions very carefully.
- Practise scanning for key words in the extracts or the reading passage that match the items. You can also practise scanning for paraphrases of key words.
- Remember that in most tasks which involve writing words or numbers, e.g. Short-answer Questions, the answers have to be grammatically correct and spelt correctly. Accuracy in spelling and word form are very important and you will be penalised for incorrect spelling.
- Use the information provided in the notes, tables, diagrams or flow-charts, as well as any examples, to predict the type of information that is required.
- In classroom activities, discuss the type of information you need for each task type you might meet in the test.
- Underline key words and phrases when you read as well as paying attention to key words in the questions.
- Practise using synonyms, summary words etc. to help you locate information.
- Practise different ways of expressing the same ideas or information in a text.
- Practise reading skills such as skimming and scanning for information.
- Some students are convinced that only test practice will really help them, and want to do test after test. This can be discouraging, as they do not see the rapid progress they would like. You should read widely, e.g. newspapers, journals, magazines and books, and use materials from these sources when preparing for the test.
- Be aware of the different text types and how best to approach them. Practise the full range of IELTS Academic Reading task types. Take time in class to discuss the differences between task types and the skills that are being tested.
- You should make sure that you understand that there is more than one way to read a text. Some students believe that they must read every text slowly and carefully, underlining every unknown word and stopping to worry about it. You should remember that your main aim is to locate the answers to the questions. You do not need to read in the same way you would if you needed to memorise something. You should try not to worry too much about the presence of unknown words, and you should also practise guessing meaning from context. Try not to look up every unknown word in the dictionary.

- Make sure that you read the instructions carefully in every case: many task types contain variations, and it is easy for you to confuse them if you do not check carefully what it is you are required to do.
- You should remain conscious of time limits during the test, and you should move on rather than spending too much time on a particular question to which you are unable to find the answer.
- Be aware of the dangers of relying on locating the exact words in the text that you find in a question: practise using paraphrases and locating paraphrase in a text.
- In task types where the information is located in order in the text, remember you don't need to go back to the beginning of the text for each question.
- Take care when you need to copy a word or words from the text onto your Answer Sheet. Copying incorrectly will lead to loss of marks.
- Make sure that you get some practice in using an Answer Sheet.

DOs and DON'Ts

√	Keep an eye on the time: it will probably seem to pass very quickly, so take care not to spend too much time on any one passage or question. Remember that you only have 60 minutes to answer the questions and to transfer your answers to your Answer Sheet.
√	Start at the beginning of the test and work through it. If you cannot do a particular question, leave it and go on to the next. You can then return to that question later if you have time. Put a mark next to this question on the Question Paper so that you can find it again quickly.
√	Answer as many questions as you can.
√	Look carefully at the title of the passage and any subtitles and illustrations it may have. You can get a quick idea of what the passage is about from these.
√	Read the instructions for each set of questions very carefully: it is important to do exactly what you are asked to do
√	Where appropriate remember to skim the questions before reading the passage so that you have a purpose for reading.
√	Make sure you give the passage a quick read through so that you are familiar with the topic and how it is developed in the passage. An understanding of the text structure can be very helpful in answering the questions.
√	Use the glossary, if there is one provided, to help you understand unfamiliar words.
√	Pay attention to any examples that are provided.
√	Make sure that your answers keep to the word limit asked for: if you are asked for 'NO MORE THAN THREE WORDS', for example, then do not write more.
√	Make sure that you copy words accurately from the text: spelling mistakes will mean that you will lose the mark for that question.
√	Make sure that where you have to write an answer yourself, your answer is grammatically correct, (e.g. Short-answer Questions, Sentence Completion, Summary Completion).