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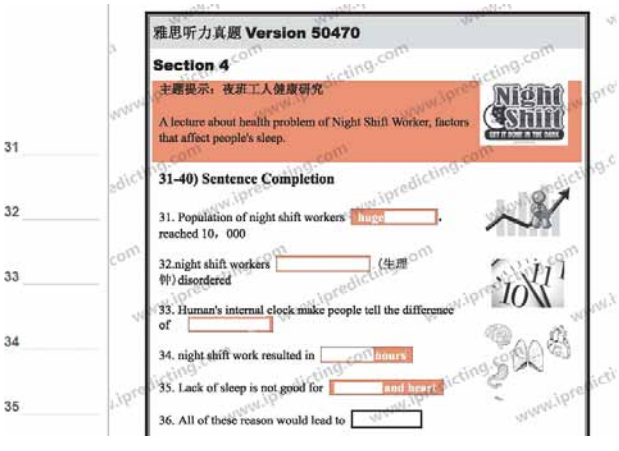

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什么才是 阅读最重要的考前需要记忆理解的内容，显然不仅仅是阅读机经的答案，除了填空题和问答题单词答案，阅读真题答案都是符号，根本记不住）？

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如图所示：荧光笔部分就是全文精髓（就是出考题的句子，一篇文章大概 8-9 个地方），8+选手应该在这个部分中圈出 哪些单词在#题干被替换了，替换词是什么?#。如果长期积累，阅读满分就来了。考前只浏览需要复习荧光部分。

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每天计时 做 1-2 套题（控制每三篇约 1 小时内完成）；然后对答案（答案见书籍末页），在论坛看答案解析和老师互动留言提问，休息 10 分钟。仔细阅读 这三篇的中文翻译和出题点，把错题和文章大意理解清楚（这再花 30 分钟）。考前 30-15 天 坚持做以上步骤【3】的工作。

步骤【4】：**复习和标记原文出题点(用荧光笔标记)**

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步骤【5】：考前 8-3 天，不做题，登录考试预测系统 http://ks.ipredicting.com 记忆【电子目录】**中文的阅读机经考题补丁**，回忆对应的出题点和参考答案。

步骤【6】：**反复理解记忆原文出题点(用荧光笔标记)**

考前 3 天，每晚 1-2 小时，坚持全部范围的原文中的出题的英文句子大概位置和原句子，仔细阅读（记住句子中关键词替换）

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SECTION 3

knowledge in medicine

A What counts as knowledge? What do we mean when we say that we know something? What is the status of different kinds of knowledge? In order to explore these questions we are going to focus on one particular area of knowledge----medicine.

B How do you know when you are ill? This may seem to be an absurd question. You know you are ill because you feel ill; your body tells you that you are ill. You may know that you feel pain or discomfort but knowing you are ill is a bit more complex. At times, people experience the symptoms of illness, but in fact they are simply tired or over-worked or they may just have a hangover. （*ks.ipredicting.com*）At other times, people may be suffering from a disease and fail to be aware of the illness until it has reached a late stage in its development. So how do we know we are ill, and what counts as knowledge?

C Think about this example. You feel unwell. You have a bad cough and always seem to be tired. Perhaps it could be stress at work, or maybe you should give up smoking. You feel worse. You visit the doctor who listens to your chest and heart, takes your temperature and blood pressure, and then finally prescribes antibiotics for your cough.

D Things do not improve but you struggle on thinking you should pull yourself together, perhaps things will ease off at work soon. A return visit to your doctor shocks you. This time the doctor, drawing on years of training and experience, diagnoses pneumonia. This means that you will need bed rest and a considerable time off work. The scenario is transformed. Although you still have the same symptoms, you no longer think that these are caused by pressure at work. You now have proof that you are ill. This is the result of

A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

the combination of your own subjective experience and the diagnosis of someone who has the status of a medical expert. You have a medically authenticated diagnosis and it appears that you are seriously ill; you know you are ill and have evidence upon which to base this knowledge.

E This scenario shows many different sources of knowledge. For example, you decide to consult the doctor in the first place because you feel unwell---this is personal knowledge about your own body. However, the doctor's expert diagnosis is based on experience and training, with sources of knowledge as diverse as other experts, laboratory reports, medical textbooks and years of experience.

F One source of knowledge is the experience of our own bodies; the personal knowledge we have of changes that might be significant, as well as the subjective experience of pain and physical distress. These experiences are mediated by other forms of knowledge such as the words we have available to describe our experience and the common sense of our families and friends as well as that drawn from popular culture. Over the past decade, for example, Western culture has seen a significant emphasis on stress-related illness in the media. Reference to being 'stressed out' has become a common response in daily exchanges in the workplace and has become part of popular common-sense knowledge. It is thus not surprising that we might seek such an explanation of physical symptoms of discomfort.

（*ks.ipredicting.com*）

G We might also rely on the observations of others who know us. Comments from friends and family such as 'you do look ill' or 'that's a bad cough' might be another source of knowledge. Complementary health practices, such as holistic medicine, produce their own sets of knowledge upon which we might also draw in deciding the nature and degree of our ill health and about possible treatments.

H Perhaps the most influential and authoritative source of knowledge is the medical knowledge provided by the general practitioner. We expect the doctor to have access to expert knowledge. This is socially sanctioned. It would not be acceptable to notify our employer that we simply felt too

A	B	C	D	E	F	G	H	I	J

unwell to turn up for work or that our faith healer, astrologer, therapist or even our priest thought it was not a good idea. We need an expert medical diagnosis in order to obtain the necessary certificate if we need to be off work for more than the statutory self-certification period. The knowledge of the medical sciences is privileged in this respect in contemporary Western culture. Medical practitioners are also seen as having the required expert knowledge that permits them legally to prescribe drugs and treatment to which patients would not otherwise have access. However there is a range of different knowledge upon which we draw when making decisions about our own state of health.

I However, there is more than existing knowledge in this little story; new knowledge is constructed within it. Given the doctor's medical training and background, she may hypothesize 'is this now pneumonia?' and then proceed to look for evidence about it. She will use observations and instruments to assess the evidence and---critically---interpret it in the light of her training and experience. This results in new knowledge and new experience both for you and for the doctor. This will then be added to the doctor's medical knowledge and may help in future diagnosis of pneumonia.

Questions 27-33

Complete the table.
*Choose **no more than three words** from the passage for each answer.*
Write your answers in boxes 27-33 on your answer sheet
(IELTS test papers offered by ks.ipredicting.com, copyright)

Source of knowledge	Examples
Personal experience	Symptoms of a (27)…… and tiredness Doctor's measurement of (28)……..and temperature Common judgment from (29)…… around you.
Scientific Evidence	Medical knowledge from the general (30)…… e.g. doctor's medical(31)…… Examine the medical hypothesis with the previous drill and(32)……

Question 33-40

The reading Passage has nine paragraphs A-I

Which paragraph contains the following information?

Write the correct letter A-I, in boxes 33-40 on your answer sheet.

you may use any letter more than once

33 the contrast between the nature of personal judgment and the nature of doctor

34 the reference of culture about pressure

35 sick leave will be not permitted if employees are without the professional diagnosis

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36 how doctors are regarded in the society

37 the symptom of the patients can be added as new information

38 what the situation will be if we come across knowledge from non-specialised outer **sources**

39 an example of collective judgment from personal experience and professional doctor

40 a reference about those people who do not realize their illness

SECTION 3

tools for Ancient Writing

A With time, the record-keepers developed systematized symbols from their drawings. These symbols represented words and sentences, but were easier and faster to draw and universally recognized for meaning. The discovery of clay made portable records possible (you can't carry a cave wall around with you). Early merchants used clay tokens with pictographs to record the quantities of materials traded or shipped. These tokens date back to about 8,500 B.C. With the high volume and the repetition inherent in record keeping, pictographs evolved and slowly lost their picture detail. They became abstract-figures representing sounds in spoken communication. The alphabet replaced pictographs between 1700 and 1500 B.C. in the Sinaitic world. The current Hebrew alphabet and writing became popular around 600 B.C. About 400 B.C. the Greek alphabet was developed. Greek was the first script written from left to right. From Greek followed the Byzantine and the Roman (later Latin) writings. In the beginning, all writing systems had only uppercase letters, when the writing instruments were refined enough for detailed faces, lowercase was used as well (around 600 A.D.) *(IELTS test papers offered by ks.ipredicting.com, copyright)*

B The earliest means of writing that approached pen and paper as we know them today was developed by the Greeks. They employed a writing stylus, made of metal, bone or ivory, to place marks upon wax-coated tablets. The tablets made in hinged pairs, closed to protect the scribe's notes. The first examples of handwriting (purely text messages made by hand) originated in Greece. The Grecian scholar, Cadmus invented the written letter - text messages on paper sent from one individual to another.

C Writing was advancing beyond chiseling pictures into stone or wedging pictographs into wet clay. The Chinese invented and perfected 'Indian Ink'. Originally designed for blacking the surfaces of raised stone-carved hieroglyphics, the ink was a mixture of soot from pine smoke and lamp oil mixed with the gelatin of donkey skin and musk. The ink invented by the Chinese philosopher, Tien-Lcheu (2697 B.C.), became common by the year 1200 B.C. Other cultures developed inks using the natural dyes and colors derived from berries, plants and minerals. In early writings, different colored inks had ritual meaning attached to each color.

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D The invention of inks paralleled the introduction of paper. The early Egyptians, Romans, Greeks and Hebrews, used papyrus and parchment papers. One of the oldest pieces of writing on papyrus known to us today is the Egyptian "Prisse Papyrus" which dates back to 2000 B.C. The Romans created a reed-pen perfect for parchment and ink, from the hollow tubular-stems of marsh grasses, especially from the jointed bamboo plant. They converted bamboo stems into a primitive form of fountain pen. They cut one end into the form of a pen nib or point. A writing fluid or ink filled the stem, squeezing the reed forced fluid to the nib

E By 400 A.D. a stable form of ink developed, a composite of iron-salts, nutgalls and gum, the basic formula, which was to remain in use for centuries. Its color when first applied to paper was a bluish-black, rapidly turning into a darker black and then over the years fading to the familiar dull brown color commonly seen in old documents. Wood-fiber paper was invented in China in 105 A.D. but it only became known about (due to Chinese secrecy) in Japan around 700 A.D. and brought to Spain by the Arabs in 711 A.D. Paper was not widely used throughout Europe until paper mills were built in the late 14th century

F The writing instrument that dominated for the longest period in history (over one-thousand years) was the quill pen. Introduced around 700 A.D., the quill is a pen made from a bird feather. The strongest quills were those taken from living birds in the spring from the five outer left wing feathers. The left wing was favored because the feathers curved outward and away when used by a right-handed writer. Goose feathers were most common; swan feathers were of a premium grade being scarcer and more expensive. For making fine lines, crow feathers were the best, and then came the feathers of the eagle, owl, hawk and turkey.

G There were also disadvantages associated with the use of quill pens, including a lengthy preparation time. The early European writing parchments made from animal skins, required much scraping and cleaning. A lead and a ruler made margins. To sharpen the quill, the writer needed a special knife (origins of the term "pen-knife".) Beneath the writer's high-top desk was a coal stove, used to dry the ink as fast as possible.

H Plant-fiber paper became the primary medium for writing after another dramatic invention took place: Johannes Gutenberg invented the printing press with replaceable wooden or metal letters in 1436. Simpler kinds of printing e.g. stamps with names, used much earlier in China, did not find their way to Europe. During the centuries, many newer printing technologies were developed based on Gutenberg's printing machine e.g. offset printing. *(IELTS test papers offered by*

A	B	C	D	E	F	G	H	I	J

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I Articles written by hand had resembled printed letters until scholars began to change the form of writing, using capitals and small letters, writing with more of a slant and connecting letters. Gradually writing became more suitable to the speed the new writing instruments permitted. The credit of inventing Italian 'running hand' or cursive handwriting with its Roman capitals and small letters, goes to Aldus Manutius of Venice, who departed from the old set forms in 1495 A.D. By the end of the 16th century, the old Roman capitals and Greek letterforms transformed into the twenty-six alphabet letters we know today, both for upper and lower-case letters. When writers had both better inks and paper, and handwriting had developed into both an art form and an everyday occurrence, man's inventive nature once again turned to improving the writing instrument, leading to the development of the modern fountain pens

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31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

A	B	C	D	E	F	G	H	I	J

Questions 28-30

Choose the correct letter, **A, B, C, D, E ?**
Write your answers in boxes ***28-30*** on your answer sheet.

28-29 What two features do record retention possess in nature?

- **A** Easier and faster
- **B** Capaciousness
- **C** Portable
- **D** Convenient
- **E** Iterance

30 What hurdled the technique of producing wooden paper from popularity for a long time?

- **A** Scarcity
- **B** Complexity
- **C** Confidentiality by the inventors
- **D** High cost

Questions 31-37

*The reading Passage has eleven paragraphs **A-I**.*
Which paragraph contains the following information?
Write the correct letter ***A-I,*** in boxes ***31-37*** on your answer sheet.

NB You may use any letter more than once.

31 the working principal of the primitive pens made of plant stems
32 a writing tool commonly implemented for the longest time
33 liquid for writing firstly devised by Chinese
34 majuscule scripts as the unique written form originally
(IELTS test papers offered by ks.ipredicting.com, copyright)
35 the original invention of today's correspondences
36 the mention of two basic writing instruments being invented coordinately
37 a design to safeguard the written content

Questions 39-40

Answer the questions below.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

38 What makes it not so convenient to use the quill pens?

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39 When did one more breakthrough occur following the popularity of paper of plant fibers? *(IELTS test papers offered by ks.ipredicting.com, copyright)*

40 What invention were the results from human's creative instinct of developing writing tools?

SECTION 3

Artists' Fingerprints

Works of art often bear the fingerprints of the artist who created them. Such crucial evidence usually goes unnoticed even by connoisseurs, art experts and conservators. If present, such evidence could be valuable in clarifying questions about authorship and dating.

A The unique character of ridges on our hands has been recognized for thousands of years. The study of ancient pottery for example reveals the utilization of fingerprint impressions in the clay as a maker's mark. In prehistoric times, we find examples of hand prints in cave painting. Only as recently as 1858 did Sir William Herschel establish its use for identification. In 1888, Sir Francis Galton undertook to refine and formulate Herschel's observations. Identification by fingerprint was first adopted in England in 1905 and received general acceptance worldwide in 1908.

B The combination of a number of characteristics in a given finger impression is specific to a particular print. The placing of reliance on fingerprint evidence has always been on the assumption (now accepted as a fact, *(IELTS test papers offered by ks.ipredicting.com, copyright)* that no two fingers can have identical ridge characteristics. Galton's mathematical conclusions predicted the possible existence of some 64 billion different fingerprint patterns. The functionality of this technique is that the probability for the existence of two identical finger impressions from different individuals is nil and no such possibility has ever been noticed in any part of the world at any time.

C The individuality of a fingerprint is not determined by its general shape or pattern but by the careful study of its ridge characteristics. Since at a scene of crime, usually only partial prints are found, comparison of a relatively small number of characteristics is accepted in legal practice. In a judicial proceeding, a point-by-point comparison must be demonstrated by the fingerprint expert. This is exactly the principle that must be followed in art related fingerprint issues

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D Artists in the area of the visual arts use their hands for creation. Their tools, such as brushes often isolate them from the surface they are working on. Inaccurate deposits of paint are often corrected by modeling with the fingertip. Some artists used the fingertip to soften the marks left by the brush by gently tapping or stroking the still wet surface. In some instances, the fingertip was used for literally 'stamping' the fine network of ridges onto the painting.

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E The eventual authentication of a painting by J. M. W. Turner entitled Landscape with Rainbow in 1993 is a good illustration of the process. The painting was discovered in the early 1980's. When the Biros took the painting to the Tate Gallery, in London, to show it to the world's leading Turner experts and connoisseurs. The verdict was unanimous – the painting was a tattered imitation. However, fingerprint evidence was discovered on the painting during restoration, appropriately documented and re-examined by a veteran expert from the RCMP. A match was found between a fingerprint on 'Landscape with Rainbow' and fingerprints photographed on another Turner painting, 'Chichester Canal'. When an independent fingerprint examination by John Manners of the West Yorkshire Police confirmed the conclusions that the fingerprints on both paintings were identical, the unbelievers changed their minds. In addition, it is well known that Turner always worked alone and had no assistants. This reduces the chances of accidental contribution substantially. The painting, originally bought for a few hundred dollars finally sold for close to $200,000 at auction at Phillips in London in 1995.

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F In 1998, three envelopes containing old correspondence had been purchased in an antique shop. One of the envelopes postmarked April 2, 1915 was found to contain a drawing folded in half. The drawing depicts a woman's head. It is executed in red chalk with an inscription written in reverse with brown ink. The design is faded and worn. Some spots suggest foxing and subsequent discoloration. The paper is yellowed and contaminated.

G The newly discovered design bears great similarity to that of *the Head of St Anne by* Leonardo da Vinci, (RL 12533) in the Windsor Collection since 1629. The medium is different, red chalk being used instead of black. The scale of the two images is different so offsetting (copying by contact transference) is not a satisfactory explanation for the new drawing. When the paper was first examined, several fingerprints have been noticed on the verso. One of them was found clear

A	B	C	D	E	F	G	H	I	J

and containing many ridges suitable for comparison, however, no analysis was done at the time due to the lack of reference material. Many of Leonardo's works are not easily accessible and fingerprint data either does not exist or is not published.

H By chance, on March 30, 1999, several clear and useable fingerprints were found on an unusually good detail photo in a publication on Leonardo. The photograph of Leonardo's *St Jerome*, in the Vatican Museum, revealed no less than 16 partial fingertip marks. The importance of this is that the fingerprints are left in the still wet paint and without doubt the use of the fingertip served to model paint. Since the authorship of the painting of *St Jerome* is unquestioned by scholarship and has always been ascribed to Leonardo, the conclusion that these fingerprints are his would be hard to argue against.

I The fingerprints on the *St Jerome* illustration were scanned and enlarged so comparisons could be made with the fingerprint on the newly discovered drawing. One of them proved to match. The result of our analyses was presented on March 31, 1999 to fingerprint examiner Staff Sergeant André Turcotte for an independent assessment. He agreed with the findings and confirmed the conclusion. The fingerprint on the *St Jerome* painting in the Vatican and the newly discovered drawing were created by the same finger.

J Remember, the authentication approach should rest on strict considerations and rigorous methodology. Only prints that are clearly from the original creative process are admitted for consideration. The reference samples should ideally come from unquestioned works of art with good provenance. Spurious contributors must be eliminated such as assistants who may have touched the painting while still wet. A match is never made unless corroborated by at least one fully trained and experienced fingerprint examiner.

A	B	C	D	E	F	G	H	I	J

Questions 29-32

*The reading Passage has ten paragraphs **A-J**.*
Which paragraph contains the following information?
Write the correct letter ***A-J,*** in boxes ***29-32*** on your answer sheet.

29 Mention of fingerprint identification in the legal process.
30 The author's advice on fingerprint authentication of arts.
31 The use of fingerprint in the ancient time.
32 The medium comparison between two drawings.

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Questions 33-37

Complete each sentence with the correct ending A-I below.
Write the correct letters in boxes ***33-37*** on your answer sheet.

33 The fingerprint in ancient pottery
34 The science of fingerprint identification
35 The authentication of a painting without a signature
36 Landscape with Rainbow
37 When painting, artists

A might use fingers to remove unwanted paint left by brushes.
B revealed the utilization of clay.
C was first used on Galton's mathematical assumption.
D was left to identify the person who made it.
E was restored at a high expense.
F was finally determined at an appropriate price.

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G has been accepted as a reliable system available.
H was preserved at the Windsor Collection.
I could be authenticated by comparing with fingerprints from other sources.

Questions 38-40

Choose the correct letter, **A, B, C** or **D**.
Write your answers in boxes 38-40 on your answer sheet.

38 The attribution of *Landscape with Rainbow* to Turner

A was in overwhelming consensus at the beginning.
B was first brought forward by the West Yorkshire Police.
C was rejected by the Biros.
D was not exactly located for years.

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39 The drawing of a woman's head contained in the envelope

A was finished in 1915.
B was executed in brown ink.
C was in poor condition.
D was folded for protection.

40 The drawing of *The Head of St Anne*

A is the work of Leonardo da Vinci.
B is softer due to fading and contamination.
C bears some fingerprints on the verso.
D is in the Vatican Museum.

雅思阅读真题 Version 18106

SECTION 1

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

A Not too long ago many investors made the bet that renewable fuels from bio- mass would be the next big thing in energy. Converting corn, sugarcane and soybeans into ethanol or diesel-type fuels lessens our nation's dependence on oil imports while cutting carbon dioxide emissions. But already the nascent industry faces challenges. Escalating demand is hiking food prices while farmers clear rain-forest habitats to grow fuel crops. And several recent studies say that certain biofuel-production processes either fail to yield net energy gains or release more carbon dioxide than they use.

B A successor tier of start-up ventures aims to avoid those problems. Rather than focusing on the starches, sugars and fats of food crops, many of the prototype bioethanol processes work with lignocellulose, the "woody" tissue that strengthens the cell walls of plants, says University of Massachusetts Amherst chemical engineer George W. Huber. Although the cellulose breaks down less easily than sugars and starches and thus requires a complex series of enzyme-driven chemical reactions, its use opens the industry to nonfood plant feed- stocks such as agricultural wastes, wood chips and switchgrass. But no company has yet demonstrated a cost-competitive industrial process for making cellulosic biofuels.

C So scientists and engineers are working on dozens of possible biofuel-processing routes, reports Charles Wyman, a chemical engineer at the University of California, Riverside, who is a founder of Mascoma Corporation in Cambridge, Mass., a leading developer of cellulosic ethanol processing." There's no miracle process out there," he remarks. And fine-tuning a process involves considerable money and time. "The oil companies say that it takes 10 years to fully commercialize an industrial processing route," warns Huber, who has contributed some thermochemical techniques to another biomass start-up, Virent Energy Systems in Madison, Wis.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

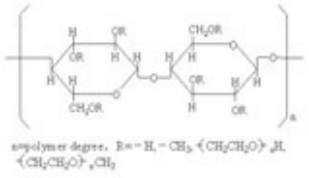
A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

D One promising biofuel procedure that avoids the complex enzymatic chemistry to break down cellulose is now being explored by Coskata in Warrenville, Ill., a firm launched in 2006 by high-profile investors and entrepreneurs (General Motors recently took a minority stake in it as well). *(IELTS test papers offered by ks.ipredicting.com, copyright)* In the Coskata operation, a conventional gasification system will use heat to turn various feedstocks into a mixture of carbon monoxide and hydrogen called syngas, says Richard Tobey, vice president of Engineering and R&D. The ability to handle multiple plant feedstocks would boost the flexibility of the overall process because each region in the country has access to certain feedstocks but not others.

E Instead of using thermochemical methods to convert the syngas to fuel—a process that can be significantly more costly because of the added expense of pressurizing gases, according to Tobey—the Coskata group chose a biochemical route. The group focused on five promising strains of ethanol-excreting bacteria that Ralph Tanner, a microbiologist at the University of Oklahoma, had discovered years before in the oxygen-free sediments of a swamp. These anaerobic bugs make ethanol by voraciously consuming syngas.

F The "heart and soul of the Coskata process," as Tobey puts it, is the bioreactor in which the bacteria live. "Rather than searching for food in the fermentation mash in a large tank, our bacteria wait for the gas to be delivered to them," he explains. The firm relies on plastic tubes, the filter-fabric straws as thin as human hair. The syngas flows through the straws, and water is pumped across their exteriors. The gases diffuse across the selective membrane to the bacteria embedded in the outer surface of the tubes, which permits no water inside. "We get efficient mass transfer with the tubes, which is not easy," Tobey says. "Our data suggest that in an optimal setting we could get 90 percent of the energy value of the gases into our fuel." After the bugs eat the gases, they release ethanol into the surrounding water. Standard distillation or filtration techniques could extract the alcohol from the water.



G Coskata researchers estimate that their commercialized process could deliver ethanol at under $1 per gallon—less than half of today's $2-per-gallon wholesale price, Tobey claims. *(IELTS test papers offered by*

A	B	C	D	E	F	G	H	I	J

ks.ipredicting.com, copyright) Outside evaluators a Argonne National Laboratory measured the input-output "energy balance" of the Coskata process and found that, optimally, it can produce 7.7 times as much energy in the end product as it takes to make it.

H The company plans to construct a 40,000-gallon-a-year pilot plant near the GM test track in Milford, Mich., by the end of this year and hopes to build a full- scale, 100-million-gallon-a-year plant by 2011. Coskata may have some company by then; Bioengineering Resources in Fayetteville, Ark., is already developing what seems to be a similar three-step pathway in which syngas is consumed by bacteria isolated by James Gaddy, a retired chemical engineer at the University of Arkansas. Considering the advances in these and other methods, plant cellulose could provide the greener ethanol everyone wants.

A	B	C	D	E	F	G	H	I	J

Questions 1-6

Use the information in the passage to match the people (listed A-D) with opinions or deeds below. Write the appropriate letters A-D in boxes 1-6 on your answer sheet.

NB you may use any letter more than once

A George W. Huber
B James Gaddy
C Richard Tobey
D Charles Wyman

1 A key component to gain the success lies in the place where the organisms survive.

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2 Engaged in separating fixed procedures to produce ethanol in a homologous biochemical way.

3 Assists to develop certain skills.

4 It needs arduous efforts to achieve highly efficient transfer.

5 There is no shortcut to expedite the production process.

6 A combination of chemistry and biology can considerably lower the cost needed for the production company.

Questions 7-10

Do the following statements agree with the information given in Reading Passage **1**?
*In boxes **7-10** on your answer sheet, write*

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

7 A shift from conventionally targeted areas of the vegetation to get ethanol takes place.

8 It takes a considerably long way before a completely mature process is reached.

9 The Coskata group sees no bright future for the cost advantage available in the production of greener ethanol.

10 Some enterprises are trying to buy the shares of Coskata group.

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Questions 11-13

Summary

Complete the following summary of the paragraphs of Reading Passage，
using ***No More than Three*** words from the Reading Passage for each answer. Write your answers in boxes **11-13** on your answer sheet.

Tobey has noticed that the Coskata process can achieve a huge success because it utilises .....11.....as the bioreactor on whose exterior surface the bacteria take the syngas going through the coated .....12..... to produce the ethanol into the water outside which researchers will later .....13..... by certain techniques. The figures show a pretty high percentage of energy can be transferred into the fuel which is actually very difficult to be achieved.

SECTION 1

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

Life code: unlocked!

A On an airport shuttle bus to the Kavli Institute for Theoretical Physics in Santa Barbara, Calif., Chris Wiggins took a colleague's advice and opened a Microsoft Excel spreadsheet. It had nothing to do with the talk on biopolymer physics he was invited to give. Rather the columns and rows of numbers that stared back at him referred to the genetic activity of budding yeast. Specifically, the numbers represented the amount of messenger RNA (mRNA) expressed by all 6,200 genes of the yeast over the course of its reproductive cycle. "It was the first time I ever saw anything like this," Wiggins recalls of that spring day in 2002. "How to make sense of all these data?"

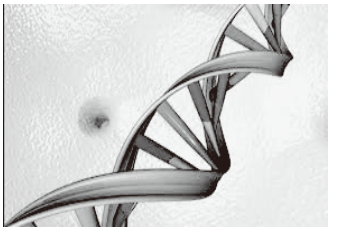
B Instead of shirking from this question, the 36-year-old applied mathematician and physicist at Columbia University embraced it—and now six years later he thinks he has an answer. By foraying into fields outside his own, Wiggins has drudged up tools from a branch of artificial intelligence called machine learning to model the collective protein- making activity of genes from real-world biological data. Engineers originally designed these tools in the late 1950s to predict output from input. Wiggins and his colleagues have now brought machine learning to the natural sciences and tweaked it so that it can also tell a story—one not only about input and output but also about what happens inside a model of gene regulation, the black box in between.

C The impetus for this work began in the late 1990s, when high-throughput techniques generated more mRNA expression profiles and DNA sequences than ever before, "opening up a

A	B	C	D	E	F	G	H	I	J

completely different way of thinking about biological phenomena," Wiggins says. Key among these techniques were DNA microarrays, chips that provide a panoramic view of the activity of genes and their expression levels in any cell type, simultaneously and under myriad conditions. As noisy and incomplete as the data were, biologists could now query which genes turn on or off in different cells and determine the collection of proteins that give rise to a cell's characteristic features— healthy or diseased.

D Yet predicting such gene activity requires uncovering the fundamental rules that govern it. "Over time, these rules have been locked in by cells," says theoretical physicist Harmen Bussemaker, now an associate professor of biology at Columbia. "Evolution has kept the good stuff." To find these rules, scientists needed statistics to infer the interaction between genes and the proteins that regulate them and to then mathematically describe this network's underlying structure—the dynamic pattern of gene and protein activity over time. But physicists who did not work with particles (or planets, for that matter) viewed statistics as nothing short of an anathema. "If your experiment requires statistics," British physicist Ernest Rutherford once said, "you ought to have done a better experiment."



E But in working with microarrays, "the experiment has been done without you," Wiggins explains. "And biology doesn't hand you a model to make sense of the data." Even more challenging, the building blocks that make up DNA, RNA and proteins are assembled in myriad ways; moreover, subtly different rules of interaction govern their activity, making it difficult, if not impossible, to reduce their patterns of interaction to fundamental laws. Some genes and proteins are not even known. "You are trying to find something compelling about the natural world in a context where you don't know very much," says William Bialek, a biophysicist at Princeton University. "You're forced to be agnostic." Wiggins believes that many machine- learning algorithms perform well under precisely these conditions. When working with so many unknown variables, "machine learning lets the data decide what's worth looking at," he says.

F At the Kavli Institute, Wiggins began building a model of a gene regulatory network in yeast—the set of rules by which genes and regulators collectively orchestrate how vigorously DNA is

A	B	C	D	E	F	G	H	I	J

transcribed into mRNA. As he worked with different algorithms, he started to attend discussions on gene regulation led by Christina Leslie, who ran the computational biology group at Columbia at the time. Leslie suggested using a specific machine-learning tool called a classifier. Say the algorithm must discriminate between pictures that have bicycles in them and pictures that do not. A classifier sifts through labeled examples and measures everything it can about them, gradually learning the decision rules that govern the grouping. From these rules, the algorithm generates a model that can determine whether or not new pictures have bikes in them. In gene regulatory networks, the learning task becomes the problem of predicting whether genes increase or decrease their protein-making activity.

盗版复印的母书很可能是老旧的版本（存在错误，遗漏），*ipredicting* 正版印刷时新版有更新

G The algorithm that Wiggins and Leslie began building in the fall of 2002 was trained on the DNA sequences and mRNA levels of regulators expressed during a range of conditions in yeast—when the yeast was cold, hot, starved, and so on. Specifically, this algorithm—MEDUSA (for motif element discrimination using sequence agglomeration)—scans every possible pairing between a set of DNA promoter sequences, called motifs, and regulators. Then, much like a child might match a list of words with their definitions by drawing a line between the two, MEDUSA finds the pairing that best improves the fit between the model and the data it tries to emulate. (Wiggins refers to these pairings as edges.) Each time MEDUSA finds a pairing, it updates the model by adding a new rule to guide its search for the next pairing. It then determines the strength of each pairing by how well the rule improves the existing model. The hierarchy of numbers enables Wiggins and his colleagues to determine which pairings are more important than others and how they can collectively influence the activity of each of the yeast's 6,200 genes. By adding one pairing at a time, MEDUSA can predict which genes ratchet up their RNA production or clamp that production down, as well as reveal the collective mechanisms that orchestrate an organism's transcriptional logic.

A	B	C	D	E	F	G	H	I	J

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Questions 1-6

The reading passage has seven paragraphs, A-G

Choose the correct heading for paragraphs A-G from the list below.

Write the correct number, i-x, in boxes 1-6 on your answer sheet.

List of Headings

i	The search for the better-fit matching between the model and the gained figures to foresee the activities of the genes
ii	The definition of MEDUSA
iii	A flashback of an commencement for a far-reaching breakthrough
iv	A drawing of the gene map
v	An algorithm used to construct a specific model to discern the appearance of something new by the joint effort of Wiggins and another scientist
vi	An introduction of a background tracing back to the availability of mature techniques for detailed research on genes
vii	A way out to face the challenge confronting the scientist on the deciding of researchable data
viii	A failure to find out some specific genes controlling the production of certain proteins
ix	The use of a means from another domain for reference
x	A tough hurdle on the way to find the law governing the activities of the genes

Example：Paragraph A	**iii**

1 Paragraph B

2 Paragraph C

3 Paragraph D

4 Paragraph E

5 Paragraph F

6 Paragraph G

Questions 7-9

Do the following statements agree with the information given in Reading Passage **1**?
*In boxes **7-9** on your answer sheet, write*

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

7 Wiggins is the first man to use DNA microarrays for the research on genes.

8 There is almost no possibility for the effort to decrease the patterns of interaction between DNA, RNA and proteins.

9 Wiggins holds a very positive attitude on the future of genetic research.

Questions10-13

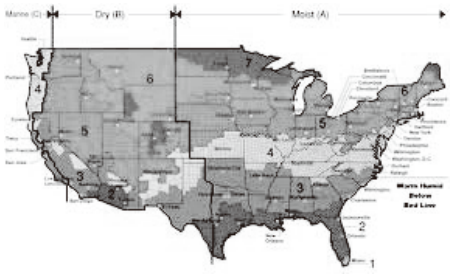
Summary

Complete the following summary of the paragraphs of Reading Passage，using ***No More than Three*** words from the Reading Passage for each answer. Write your answers in boxes **10-13** on your answer sheet.

Wiggins states that the astoundingly rapid development of techniques concerning the components of genes aroused the researchers to look at .....10.....from a totally new way. .....11..... is the heart and soul of these techniques and no matter what the .....12..... were, at the same time they can offer a whole picture of the genes' activities as well as .....13..... in all types of cells. With these techniques scientists could locate the exact gene which was on or off to manipulate the production of the proteins.

Wealth in a cold climate

A Dr William Masters was reading a book about mosquitoes when inspiration struck. "There was this anecdote about the great yellow fever epidemic that hit Philadelphia in 1793," Masters recalls. "This epidemic decimated the city until the first frost came." The inclement weather froze out the insects, allowing Philadephia to recover.



B If weather could be the key to a city's fortunes, Masters thought, then why not to the historical fortunes of nations? And could frost lie at the heart of one of the most enduring economic mysteries of all — why are almost all the wealthy, industrialised nations to be found at latitudes above 40 degrees? After two years of research, he thinks that he has found a piece of the puzzle. Masters, an agricultural economist from Purdue University in Indiana, and Margaret McMillan at Tufts University, Boston, show that annual frosts are among the factors that distinguish rich nations from poor ones. Their study is published this month in the *Journal of Economic Growth*. *(IELTS test papers offered by ks.ipredicting.com, copyright)* The pair speculates that cold snaps have two main benefits — they freeze pests that would otherwise destroy crops, and also freeze organisms, such as mosquitoes, that carry disease. The result is agricultural abundance and a big workforce.

C The academics took two sets of information. The first was average income for countries, the second climate data from the University of East Anglia. They found a curious tally between the sets. Countries having five or more frosty days a month are uniformly rich; those with fewer than five are impoverished. The authors speculate that the five-day figure is important; it could be the minimum time needed to kill pests in the soil. Masters says: "For example, Finland is a small country that is growing quickly, but

A	B	C	D	E	F	G	H	I	J

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Bolivia is a small country that isn't growing at all. Perhaps climate has something to do with that." In fact, limited frosts bring huge benefits to farmers. The chills kill insects or render them inactive; cold weather slows the break-up of plant and animal material in the soil, allowing it to become richer; and frosts ensure a build-up of moisture in the ground for spring, reducing dependence on seasonal rains. There are exceptions to the "cold equals rich" argument. There are well-heeled tropical countries such as Hong Kong and Singapore (both city-states, Masters notes), a result of their superior trading positions. Likewise, not all European countries are moneyed — in the former communist colonies, economic potential was crushed by politics.

D Masters stresses that climate will never be the overriding factor — the wealth of nations is too complicated to be attributable to just one factor. Climate, he feels, somehow combines with other factors — such as the presence of institutions, including governments, and access to trading routes — to determine whether a country will do well. Traditionally, Masters says, economists thought that institutions had the biggest effect on the economy, because they brought order to a country in the form of, for example, laws and property rights. With order, so the thinking went, came affluence. "But there are some problems that even countries with institutions have not been able to get around," he says. "My feeling is that, as countries get richer, they get better institutions. And the accumulation of wealth and improvement in governing institutions are both helped by a favourable environment, including climate."

E This does not mean, he insists, that tropical countries are beyond economic help and destined to remain penniless. Instead, richer countries should change the way in which foreign aid is given. Instead of aid being geared towards improving governance, it should be spent on technology to improve agriculture and to combat disease. *(IELTS test papers offered by ks.ipredicting.com, copyright)* Masters cites one example: "There are regions in India that have been provided with irrigation — agricultural productivity has gone up and there has been an improvement in health." Supplying vaccines against tropical diseases and developing crop varieties that can grow in the tropics would break the poverty cycle.

F Other minds have applied themselves to the split between poor and rich

A	B	C	D	E	F	G	H	I	J

nations, citing anthropological, climatic and zoological reasons for why temperate nations are the most affluent. In 350BC, Aristotle observed that "those who live in a cold climate . . . are full of spirit". Jared Diamond, from the University of California at Los Angeles, pointed out in his book *Guns, Germs and Steel* that **Eurasia** is broadly aligned east-west, while Africa and the Americas are aligned north-south. So, in Europe, crops can spread quickly across latitudes because climates are similar. One of the first domesticated crops, einkorn wheat, spread quickly from the Middle East into Europe; it took twice as long for corn to spread from Mexico to what is now the eastern United States. This easy movement along similar latitudes in Eurasia would also have meant a faster dissemination of other technologies such as the wheel and writing, Diamond speculates. The region also boasted domesticated livestock, which could provide meat, wool and motive power in the fields. Blessed with such natural advantages, **Eurasia** was bound to take off economically.

G John Gallup and Jeffrey Sachs, two US economists, have also pointed out striking correlations between the geographical location of countries and their wealth. They note that tropical countries between 23.45 degrees north and south of the equator are nearly all poor. In an article for the *Harvard International Review*, they concluded that "development surely seems to favour the temperate-zone economies,

especially those in the northern hemisphere, and those that have managed to avoid both socialism and the ravages of war". But Masters cautions against geographical determinism, the idea that tropical countries are beyond hope: "Human health and agriculture can be made better through scientific and technological research," he says, "so we shouldn't be writing off these countries. Take Singapore: without air conditioning, it wouldn't be rich."

A	B	C	D	E	F	G	H	I	J

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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Questions 14-20

The reading passage has seven paragraphs, A-G

Choose the correct heading for paragraphs A-G from the list below.
Write the correct number, i-xi, in boxes 14-20 on your answer sheet.

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List of Headings

i The positive correlation between climate and country
ii The wealth influenced by other factors besides climate
iii The inspiration from reading a book
iv Other researcher results still do not rule out exceptional cases
v Eruasia has different attributes with Africa
vi Low temperature may benefit people and crop
vii The traditional view reflecting the importance of institution.
viii The best result to use aid which makes a difference
ix The spread of crop in European and other courtiers
x confusions and exceptional cases such as Singapore

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

20 Paragraph G

Questions 21-26

Summary

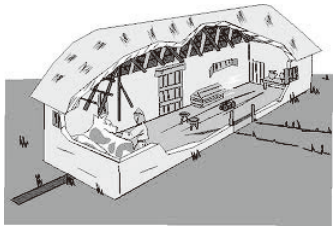
Complete the following summary of the paragraphs of Reading Passage，using ***no more than two*** words from the Reading Passage for each answer. Write your answers in boxes **21-26** on your answer sheet.

Dr William Master read a book saying that a(an) **21 ……..** which struck an American city of Philadelphia hundreds years ago, had been terminated by a cold frost. And academics found that there is a positive contribution of a certain period of cold days to economic success as in the small country of **22……...**; Yet besides excellent surroundings and climate, one country need to improve both their economy and **23……..** to achieve long prosperity. *(IELTS test papers offered by ks.ipredicting.com, copyright)* Thanks to resembling weather condition across latitude, the whole continent of **24 ……** enjoys faster spread of its uniformity in many economic factors. Also the crop such as **25**…… is bound to spread faster than those countries aligned from South America to the North. *(IELTS test papers offered by ks.ipredicting.com, copyright)* William Master finally pointed out though geographical factors are important but tropical country such as **26……** still become rich due to scientific advancement.

Exploring British Village 2

A The Neolithic long house was a long, narrow timber dwelling built by the first farmers in Europe beginning at least as early as the period 5000 to 6000 BC.The origin of the name blackhouse is of some debate. It could be less than 150 years old and may have been synonymous with inferior. On Lewis, in particular, it seems to have been used to distinguish the older blackhouses from some of the newer white-houses (Scottish Gaelic: taigh-geal, Irish: tí geal, tí bán), with their mortared stone walls. There may also be some confusion arising from the phonetic similarity between the ‘dubh’, meaning black and tughadh meaning thatch. The houses in Scotland were built high rather than wide; however, some were built small and wide.

B The buildings were generally built with double wall dry-stone walls packed with earth and wooden rafters covered with a thatch of turf with cereal straw or reed. The floor was generally flagstones or packed earth and there was a central hearth for the fire. There was no chimney for the smoke to escape though. Instead the smoke made its way through the roof.The black house was used to accommodate livestock as well as people. People lived at one end and the animals lived at the other with a partition between them.



C It is estimated that there are over ten thousand villages in Britain, yet defining the term 'village' isn't as simple as it may at first sound. When does a hamlet become a village? And when does a village become a town?

D Strictly speaking the term 'village' comes from the Latin 'villaticus', which roughly translates as 'a group of houses outside a villa farmstead'. Today a village is understood as a collection of buildings (usually at least 20) that is larger

A	B	C	D	E	F	G	H	I	J

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21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

than a hamlet, yet smaller than a town, and which contains at least one communal or public building. This is most commonly the parish church, though it can be a chapel, school, public house, shop, post-office, smithy or mill. Villagers will share communal resources such as access roads, a water supply, and usually a place of worship .

E A hamlet is a smaller grouping of buildings that doesn't necessarily have any public or service buildings to support it. A significant difference is that it won't have a parish church like a village does, and most hamlets contain only between three and twenty buildings.

F The point at which a village becomes a town is difficult to determine, and is probably best defined by those who live there. However, since the Middle Ages the term 'town' has been a legal term that refers to the fact that the community has a borough charter. The situation is confused by the fact that there are many town-like suburban communities calling themselves villages (for example, Oxton Village in Birkenhead), as well as designed suburban 'villages' such as those built under the Garden Village Movement.

G The 2001 census shows us that approx 80% of people in England live in an urban environment, with under 7% living in rural villages (the remainder live in rural towns or outside concentrated settlements). This is the exact opposite of the situation two centuries ago, when under 20% of the population lived in the town, and the majority lived in rural villages. As late as 1851 agriculture remained the largest single source of employment in Britain, yet today under 3% of us work on the land.

H It is essential to remember is that villages were created and have evolved because of particular combinations of geographical, commercial, economic and social factors. They expand, decline, move and fluctuate with the times. This article introduces some of the common forms of village to be found in Britain.

The Medieval Village

I When we think of a British village we probably imagine a settlement of traditional cottages around a village green with a church and ancient manor house as backdrop. This common form of village has its roots in the medieval period when many villages started out as a cluster of agricultural dwellings

J Today farmsteads tend to be scattered about the landscape, but back in the medieval period those working on the land tended to live in small nucleated settlements (villages) and worked 'open-field' agriculture where land the wasn't enclosed. In fact, over much of Britain in the period up to 1800 it would have been unusual to have seen a farm or cottage outside of a settlement boundary .

A	B	C	D	E	F	G	H	I	J

K By the time that the Domesday Book was written in 1086 most of the good agricultural land in Britain was already under cultivation, and England was a densely populated country. Two centuries later nucleated settlements were to be found over much of Britain, typically consisting of well-organised village settlements sitting within open fields.

L Over lowland Britain on good soil you would typically find a settlement every couple of miles, and the communities would use the open agricultural land around where they lived. The average village would have its church, manor house, and cottage tenements all clustered together, and the open land around would usually be divided into thin strips. In some villages you can still see the remnants of medieval strip field systems around the periphery of the settlement. There would often be meadows, pasture and woodland held 'in common', and only the lord of the manor would have his own, private land or 'demesne'. In the medieval village virtually everyone would have earned their living on the territory , hence the community had to be relatively self sufficient.

M 'Green Villages' were a common village form, where houses clustered around a central green of common land. They are often the remnants of planned settlements introduced after the Norman Conquest in the 11th century. It is suggested that this arrangement allowed for easier defense, especially compared to the village form most common before the Normans, which was simple clusters of farms. However there is also evidence of 'village' greens in Anglo-Saxon settlements, and even at Romano-British sites.

N The village green was soon got adopted as the main social space within a village, as well as its focal point alongside the church or chapel. Village greens often take a triangular form, usually reflecting the fact that the village was at the meeting of three roads. The continuing importance of the village green to modern day communities is reflected in the fact that this is usually where the war memorial is seen, as well as village notice boards, where local cricket matches are played, and where public benches are placed. The Open Spaces Society states that in 2005 there were about 3,650 registered greens in England and about 220 in Wales.

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A B C D E F G H I J

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 heading

i. Questions arise to be answered.
ii. Contrast data between present and past.
iii. Initial response of association on village.
iv. Origin of a certain ancient building.
v. Inner structure of building.
vi. Layout of village to persist in micro-environment.
vii. Term of village explained.
viii. Definition of village type.
ix. Difference between village and town.
x. Elements need to considered in term of village.

14 paragraph A

15 paragraph B

16 paragraph C

17 paragraph D

18 paragraph E

19 paragraph F

20 paragraph G

Questions 21-26

Summary

Village Green layout and extending

Impression of British Village usually takes forms of old-styled _____21_____with church and manor house. However, record in _____22_____indicated that England was already a cultivated and populated country in 11th century. During medieval time, farmers literally could support themselves and community therefore needed to ____23_____ in general.

Green village were usually _____24_____of dwellings after invasion from Norman, and it was gathered mainly for the purpose of _____25_____. Village Green's _____26_____shape had connection with its location among the roads, and nowadays it still can be seen in some public venues such as memorial and sports sites.

SECTION 2

The *Farmers* ! *parade of history*

A History of Farmer trading company: In 1909 Robert Laidlaw establishes mail-order company Laidlaw Leeds in Fort Street, Auckland. Then, Branch expansion: purchase of Green and Colebrook chain store; further provincial stores in Auckland and Waikato to follow. Opening of first furniture and boot factory. In 1920, Company now has 29 branches; Whangarei store purchased. Doors open at Hobson Street for direct selling to public. Firm establishes London and New York buying offices. With permission from the Harbour Board, the large FARMERS electric sign on the Wyndham Street frontage is erected.

B In 1935, if the merchandise has changed, the language of the catalogues hasn't. Robert Laidlaw, the Scottish immigrant who established the century-old business, might have been scripting a modern-day television commercial when he told his earliest customers: Satisfaction, or your money back. "It was the first money back guarantee ever offered in New Zealand by any firm," says Ian Hunter, business historian. "And his mission statement was, potentially, only the second one ever found in the world." Laidlaw's stated aims were simple to build the greatest business in New Zealand, to simplify every transaction, to eliminate all delays, to only sell goods it would pay the customer to buy.

Robert Laidlaw

C This year, the company that began as a mail-order business and now employs 3500 staff across 58 stores turns 100. Its centenary will be celebrated with the release of a book and major community fundraising projects, to be announced next week. Hunter, who is writing the centenary history, says "coming to a Farmers store once a week was a part of the New Zealand way of life". *(IELTS test papers offered by ks.ipredicting.com, copyright)* By 1960, one in every 10 people had an account with the company. It was the place where teenage girls shopped for their first bra, where newlyweds purchased their first dinner sets, where first pay cheques were used to pay off hire purchase furniture, where Santa paraded every Christmas.

A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

D Gary Blumenthal's mother shopped there, and so does he. The fondest memory for the Rotorua resident? "We were on holiday in Auckland ... I decided that up on the lookout tower on top of the Farmers building would be a unique place to fit the ring on my new fiancée's finger." The lovebirds, who had to wait for "an annoying youth" to leave the tower before they could enjoy their engagement kiss, celebrate their 50th wedding anniversary in June.

E Farmers, says Hunter, has always had a heart. This, from a 1993 North & South interview with a former board chairman, Rawdon Busfield: "One day I was in the Hobson Street shop and I saw a woman with two small children. They were clean and tidily dressed, but poor, you could tell. That week we had a special on a big bar of chocolate for one shilling. I heard the woman say to her boy, `no, your penny won't buy that'. He wasn't wearing shoes. *(IELTS test papers offered by ks.ipredicting.com, copyright)* So I went up to the boy and said, `Son, have you got your penny?' He handed it to me. It was hot he'd had it in his hand for hours. I took the penny and gave him the chocolate."

F Farmers was once the home of genteel tearooms, children's playgrounds and an annual sale of celebration for birthday of Hector the Parrot (the store mascot died, aged 131, in the 1970s his stuffed remains still occupy pride of place at the company's head office). You could buy houses from Farmers. Its saddle factory supplied the armed forces, and its upright grand overstrung pianos offered "the acme of value" according to those early catalogues hand-drawn by Robert Laidlaw himself. Walk through a Farmers store today and get hit by bright lights and big brands. Its Albany branch houses 16 international cosmetics companies. It buys from approximately 500 suppliers, and about 30% of those are locally owned.

G "Eight, 10 years ago," says current chief executive Rod McDermott, "lots of brands wouldn't partner with us. The stores were quite distressed. We were first price point focused, we weren't fashion focused. "Remove the rose-tinted nostalgia, and Farmers is, quite simply, a business, doing business in hard times. Dancing with the Stars presenter Candy Lane launches a clothing line? "We put a trial on, and we thought it was really lovely, but the uptake wasn't what we thought it would be. It's got to be what the customer wants," says McDermott.

H He acknowledges retailers suffer in a recession: "We're celebrating 100 years because we can and because we should." Farmers almost didn't pull through one economic crisis. By the mid 1980s, it had stores across the country. It had acquired the South Island's Calder Mackay chain of stores and bought out Haywrights. Then, with sales topping $375 million, it was taken over by Chase Corporation.

A	B	C	D	E	F	G	H	I	J

I Lincoln Laidlaw, now aged 88, and the son of the company's founder, remembers the dark days following the stockmarket crash and the collapse of Chase. "I think, once, Farmers was like a big family and all of the people who worked for it felt they were building something which would ultimately be to their benefit and to the benefit of New Zealand... then the business was being divided up and so that kind of family situation was dispelled and it hasn't been recovered." *(IELTS test papers offered by ks.ipredicting.com, copyright)* For a turbulent few years, the stores were controlled, first by a consortium of Australian banks and later Deka, the Maori Development Corporation and Foodland Associated Ltd. In 2003, it went back to "family" ownership, with the purchase by the James Pascoe Group, owned by David and Anne Norman the latter being the great-granddaughter of James Pascoe, whose first business interest was jewellery.

J "Sheer power of the brand," says McDermott, "pulled Farmers through and now we're becoming the brand it used to be again." Farmers was the company that, during World War II, topped up the wages of any staff member disadvantaged by overseas service. Robert Laidlaw a committed Christian who came to his faith at a 1902 evangelistic service in Dunedin concluded his original mission statement with the words, "all at it, always at it, wins success". Next week, 58 Farmers stores across the country will announce the local charities they will raise funds for in their centenary celebration everything from guide dog services to hospices to volunteer fire brigades will benefit. Every dollar raised by the community will be matched by the company. "It's like the rebirth of an icon," says McDermott.

A	B	C	D	E	F	G	H	I	J

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Questions 14-18

*The reading Passage has seven paragraphs **A-J**.*
Which paragraph contains the following information?
Write the correct letter ***A-J,*** in boxes ***14-18*** on your answer sheet.

14 Generosity offered in an occasion for helping the poor
15 Innovation of offer made ahead of modern-time business by the head of company.
16 Fashion was not chosen as its strong point.
17 A romantic event on a memorial venue dedicating to Farmers.
18 Farmers was sold to a private owned company.

(IELTS test papers offered by ks.ipredicting.com, copyright)

Questions 19-23

Complete the sentence below.
Complete the following summary of the paragraphs of Reading Passage，using ***no more than two*** words from the Reading Passage for each answer. Write your answers in boxes **19-24** on your answer sheet.

Farmers was first founded as a _____19_____in Auckland by Mr. Laidlaw.

Farmers developed fast and bought one _____20_____ then.

During oversea expansion, Farmers set up ____21_____in major cities outside New Zealand

(IELTS test papers offered by ks.ipredicting.com, copyright)

Farmers held a _____22_____in a ***sale*** once a year for the company's mascot animal

Some senior employee considered Farmers as a _____23_____ both for themselves and for the whole country.

Questions 24-26

Use the information in the passage to match the people (listed A-C) with opinions or deeds below. Write the appropriate letters A-C in boxes 24-26 on your answer sheet.

NB you may use any letter more than once

A Lincoln Laidlaw
B Rod McDermott
C Ian Hunter

24 Product became worse as wrong aspect focused.

25 An unprecedented statement made by Farmers in New Zealand.

26 Character of the company was changed.

We have Star performers!

A The difference between companies is people. With capital and technology in plentiful supply, the critical resource for companies in the knowledge era will be human talent. Companies full of achievers will, by definition, outperform organisations of plodders. Ergo, compete ferociously for the best people. Poach and pamper stars; ruthlessly weed out second-raters. This in essence has been the recruitment strategy of the ambitious company of the past decade. The 'talent mindset' was given definitive form in two reports by the consultancy McKinsey famously entitled The War for Talent. Although the intensity of the warfare subsequently subsided along with the air in the internet bubble, it has been warming up again as the economy tightens: labour shortages, for example, are the reason the government has laid out the welcome mat for immigrants from the new Europe.

B Yet while the diagnosis - people are important - is evident to the point of platitude, the apparently logical prescription - hire the best - like so much in management is not only not obvious: it is in fact profoundly wrong. The first suspicions dawned with the crash to earth of the dotcom meteors, which showed that dumb is dumb whatever the IQ of those who perpetrate it. The point was illuminated in brilliant relief by Enron, whose leaders, as a New Yorker article called 'The Talent Myth' entertainingly related, were so convinced of their own cleverness that they never twigged that collective intelligence is not the sum of a lot of individual intelligences. In fact in a profound sense the two are opposites. Enron believed in stars, noted author Malcolm Gladwell, because they didn't believe in systems. But companies don't just create: 'they execute and compete and co-ordinate the efforts of many people, and the organisations that are most successful at that task are the ones where the system is the star'. The truth is that you can't win the talent wars by hiring stars - only lose it. New light on why this should be so is thrown by an analysis of star

A	B	C	D	E	F	G	H	I	J

behaviour in this month's Harvard Business Review. In a study of the careers of 1,000 star-stock analysts in the 1990s, the researchers found that when a company recruited a star performer, three things happened.

C First, stardom doesn't easily transfer from one organisation to another. In many cases, performance dropped sharply when high performers switched employers and in some instances never recovered. *(IELTS test papers offered by ks.ipredicting.com, copyright)* More of success than commonly supposed is due to the working environment - systems, processes, leadership, accumulated embedded learning that are absent in and can't be transported to the new firm. Moreover, precisely because of their past stellar performance, stars were unwilling to learn new tricks and antagonised those (on whom they now unwittingly depended) who could teach them. So they moved, upping their salary as they did - 36 per cent moved on within three years, fast even for Wall Street.Second, group performance suffered as a result of tensions and resentment by rivals within the team. One respondent likened hiring a star to an organ transplant. The new organ can damage others by hogging the blood supply, other organs can start aching or threaten to stop working or the body can reject the transplant altogether, he said. 'You should think about it very carefully before you do a transplant to a healthy body.' Third, investors punished the offender by selling its stock. This is ironic, since the motive for importing stars was often a suffering share price in the first place. Shareholders evidently believe that the company is overpaying, the hiree is cashing in on a glorious past rather than preparing for a glowing present, and a spending spree is in the offing.

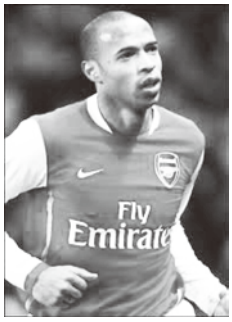
D The result of mass star hirings as well as individual ones seem to confirm such doubts. Look at County NatWest and Barclays de Zoete Wedd, both of which hired teams of stars with loud fanfare to do great things in investment banking in the 1990s. Both failed dismally. Everyone accepts the cliche that people make the organisation - but much more does the organisation make the people. When researchers studied the performance of fund managers in the 1990s, they discovered that just 30 per cent of variation in fund performance was due to the individual, compared to 70 per cent to the company-specific setting.

E That will be no surprise to those familiar with systems thinking. W Edwards Deming used to say that there was no point in beating up on people when 90 per cent of performance variation was down to the system within which they worked. Consistent improvement, he said, is a matter not of raising the level of individual intelligence, but of the learning of the organisation as a whole. The star system is glamorous - for the few. But it rarely benefits the company that thinks it is working it. And the knock-on consequences indirectly affect everyone else too. As one internet response to Gladwell's New Yorker article put it: after

A	B	C	D	E	F	G	H	I	J

Enron, 'the rest of corporate America is stuck with overpaid, arrogant, underachieving, and relatively useless talent.'

F Football is another illustration of the stars ***vs*** systems strategic choice. As with investment banks and stockbrokers, it seems obvious that success should ultimately be down to money. (*IELTS test papers offered by ks.ipredicting.com, copyright)* Great players are scarce and expensive. So the club that can afford more of them than anyone else will win. But the performance of Arsenal and Manchester United on one hand and Chelsea and Real Madrid on the other proves that it's not as easy as that. While Chelsea and Real have the funds to be



compulsive star collectors - as with Juan Sebastian Veron - they are less successful than Arsenal and United which, like Liverpool before them, have put much more emphasis on developing a setting within which stars-in-the-making can flourish. Significantly, Thierry Henry, Patrick Veira and Robert Pires are much bigger stars than when Arsenal bought them, their value (in all senses) enhanced by the Arsenal system. At Chelsea, by contrast, the only context is the stars themselves - managers with different outlooks come and go every couple of seasons. There is no settled system for the stars to blend into. The Chelsea context has not only not added value, it has subtracted it. The side is less than the sum of its exorbitantly expensive parts. Even Real Madrid's galacticos, the most extravagantly gifted on the planet, are being outperformed by less talented but better-integrated Spanish sides. In football, too, stars are trumped by systems.

G So if not by hiring stars, how do you compete in the war for talent? You grow your own. This worked for investment analysts, where some companies were not only better at creating stars but also at retaining them. Because they had a much more sophisticated view of the interdependent relationship between star and system, they kept them longer without resorting to the exorbitant salaries that were so destructive to rivals.

A	B	C	D	E	F	G	H	I	J

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Questions 14-17

*The reading Passage 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.

14 One example from non-commerce/business settings that better system wins bigger stars *(IELTS test papers offered by ks.ipredicting.com, copyright)*

15 One failed company that believes stars rather than system

16 One suggestion that author made to acquire employees then to win the competition nowadays

17 One metaphor to human medical anatomy that illustrates the problems of hiring stars.

Questions 18-21

Do the following statements agree with the information given in Reading Passage **1**?
*In boxes **18-21** 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*

18 McKinsey who wrote The War for Talent had not expected the huge influence made by this book.

19 Economic condition becomes one of the factors which decide whether or not a country would prefer to hire foreign employees.

20 The collapse of Enron is caused totally by a unfortunate incident instead of company's management mistake.

21 Football clubs that focus making stars in the setting are better than simply collecting stars.

Questions 22-26

Summary

Complete the following summary of the paragraphs of Reading Passage，using ***no more than two*** words from the Reading Passage for each answer. Write your answers in boxes **22-26** on your answer sheet.

An investigation carried out on 1000 22 …….. participants of a survey by Harvard Business Review found a company hire a 23 …….. has negative effects. For instance, they behave considerably worse in a new team than in the 24 …….. that they used to be. They move faster than wall street and increase their 25 ……... Secondly, they faced rejections or refuse from those 26 …….. within the team. Lastly, the one who made mistakes had been punished by selling his/her stock share.

SECTION 2

The culture of *Chimpanzee!*

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A The similarities between chimpanzees and humans have been studied for years, but in the past decade researchers have determined that these resemblances run much deeper than anyone first thought. For instance, the nut cracking observed in the Taï Forest is far from a simple chimpanzee behavior; rather it is a singular adaptation found only in that particular part of Africa and a trait that biologists consider to be an expression of chimpanzee culture. Scientists frequently use the term "culture" to describe elementary animal behaviors- such as the regional dialects of different populations of songbirds-but as it turns out, the rich and varied cultural traditions found among chimpanzees are second in complexity only to human traditions.

B During the past two years, an unprecedented scientific collaboration, involving every major research group studying chimpanzees, has documented a multitude of distinct cultural patterns extending across Africa, in actions ranging from the animals' use of tools to their forms of communication and social customs. This emerging picture of chimpanzees not only affects how we think of these amazing creatures but also alters human beings' conception of our own uniqueness and hints at ancient foundations for extraordinary capacity for culture.

C *Homo sapiens* and *Pan troglodytes* have coexisted for hundreds of millennia and share more than 98 percent of their genetic material, yet only 40 years ago we still knew next to nothing about chimpanzee behavior in the wild. That began to change in the 1960s, when Toshisada Nishida of Kyoto University in Japan and Jane Goodall began their studies of wild chimpanzees at two field sites in Tanzania. (Goodall's research station at Gombe—the first of its kind—is more famous, but Nishida's site at Mahale is the second oldest chimpanzee research site in the world.)

D In these initial studies, as the chimpanzees became accustomed to close

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21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

A	B	C	D	E	F	G	H	I	J

observation, the remarkable discoveries began. Researchers witnessed a range of unexpected behaviors, including fashioning and using tools, hunting, meat eating, food sharing and lethal fights between members of neighboring communities.

E As early as 1973, Goodall recorded 13 forms of tool use as well as eight social activities that appeared to differ between the Gombe chimpanzees and chimpanzee populations elsewhere. She ventured that some variations had what she termed a cultural origin. But what exactly did Goodall mean by "culture"? According to the *Oxford Encyclopedic English Dictionary*, culture is defined as "the customs … and achievements of a particular time or people." The diversity of human cultures extends from technological variations to marriage rituals, from culinary habits to myths and legends. Animals do not have myths and legends, of course. But they do have the capacity to pass on behavioral traits from generation to generation, not through their genes but by learning. For biologists, this is the fundamental criterion for a cultural trait: it must be something that can be learned by observing the established skills of others and thus passed on to future generations

F What of the implications for chimpanzees themselves? We must highlight the tragic loss of chimpanzees, whose populations are being decimated just when we are at last coming to appreciate these astonishing animals more completely. Populations have plummeted in the past century and continue to fall as a result of illegal trapping, logging and, most recently, the bushmeat trade. The latter is particularly alarming: logging has driven roadways into the forests that are now used to ship wild-animal meat-including chimpanzee meat-to consumers as far afield as Europe. Such destruction threatens not only the animals themselves but also a host of fascinatingly different ape cultures.

G Perhaps the cultural richness of the ape may yet help in its salvation, however. Some conservation efforts have already altered the attitudes of some local people. A few organizations have begun to show videotapes illustrating the cognitive prowess of chimpanzees. One Zairian viewer was heard to exclaim, " Ah, this ape is so like me, I can no longer eat him."

H How an international team of chimpanzee experts conducted the most comprehensive survey of the animals ever attempted. Scientists have been investigating chimpanzee culture for several decades, but too often their studies contained a crucial flaw. Most attempts to document cultural

A	B	C	D	E	F	G	H	I	J

diversity among chimpanzees have relied solely on officially published accounts of the behaviors recorded at each research site. But this approach probably overlooks a good deal of cultural variation for three reasons.

I First, scientists typically don't publish an extensive list of all the activities they do *not* see at a particular location. Yet this is exactly what we need to know-which behaviors were and were not observed at each site. Second, many reports describe chimpanzee behaviors without saying how common they are; with- out this information, we can't determine whether a particular action was a once-in-a-lifetime aberration or a routine event that should be considered part of the animals' culture. Finally, researchers' descriptions of potentially significant chimpanzee behaviors frequently lack sufficient detail, making it difficult for scientists working at other spots to record the presence or absence of the activities.

J To remedy these problems, the two of us decided to take a new approach. We asked field researchers at each site for a list of all the behaviors they suspected were local traditions. With this information in hand, we pulled together a comprehensive list of 65 candidates for cultural behaviors.

K Then we distributed our list to the team leaders at each site. In consultation with their colleagues, they classified each behavior in terms of its occurrence or absence in the chimpanzee community studied. The key categories were customary behavior (occurs in most or all of the able-bodied members of at least one age or sex class, such as all adult males), habitual (less common than customary but occurs repeatedly in several individuals), present (seen at the site but not habitual), absent (never seen), and unknown.

盗版复印的母书很可能是老旧的版本（存在错误，遗漏），*ipredicting* 正版印刷时新版有更新

A	B	C	D	E	F	G	H	I	J

Questions 1-5

The reading Passage has seven paragraphs ***1-5****.*
Which paragraph contains the following information?
Write the correct letter ***G-K,*** in boxes ***1-5*** on your answer sheet.

1 A problem of researchers on chimpanzee culture which are only based on official sources. *(IELTS test papers offered by ipredicting.com, copyright)*

2 Design a new system by two scientists aims to solve the problem.

3 Reasons why previous research on ape culture is problematic.

4 Classification of data observed or collected.

5 An example that showing tragic outcome of animals leading to indication of change in local people's attitude in preservation

Questions 6-10

Do the following statements agree with the information given in Reading Passage **1**?
In boxes ***6-10*** *on your answer sheet, write*

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

6 Research found that chimpanzees will possess the same complex culture as human.

7 Human and apes ancestors lived together long ago and share most of their genetic substance. *(IELTS test papers offered by ipredicting.com, copyright)*

8 Jane Goodall's observed many surprising features of complex behaviors among chimpanzees.

9 Chimpanzees, like human, deliver cultural behaviors mostly from genetic inheritance.

10 For decades, researchers have investigated chimpanzees by data obtained from both unobserved and observed approaches.

Questions 11-14

Answer the questions below.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

11 When the unexpected discoveries of chimpanzee behavior start?

12 Which country is the researching site of Toshisada Nishida and Jane Goodall?

13 What did the chimpanzee have to get used to in the initial study?

14 What term can depict it that Jane Goodall found the chimpanzee used tool in 1973?

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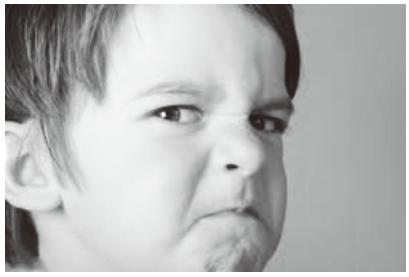
SECTION 3

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

Compliance *or Noncompliance for Children*

A Many Scientists believe that **socialization** takes a long process, while compliance is the outset of it. Accordingly, compliance for education of children is the **priority**. Motivationally distinct forms of child compliance, mutually positive affect, and maternal control, observed in 3 control contexts in 103 dyads of mothers and their 26–41-month-old children, were examined as correlates of internalization, assessed using observations of children while alone with prohibited temptations and maternal ratings. One form of compliance (committed compliance), when the child appeared committed wholeheartedly to the maternal agenda and eager to endorse and accept it, was emphasized. Mother-child mutually positive affect was both a predictor and a concomitant of committed compliance. Children who shared positive affect with their mothers showed a high level of committed compliance and were also more internalized. Differences and similarities between children's compliance to requests and prohibitions ("Do" vs. "Don't" demand contexts) were also explored. Maternal "Dos" appeared more challenging to toddlers than the "Don'ts." Some individual coherence of behavior was also found across both demand contexts. The implications of committed compliance for emerging internalized regulators of conduct are discussed.



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B A number of parents were not easy to be aware of the **compliance**（听从）, some even overlooked their children's noncompliance. Despite good education , these children did not follow the words from their parents on several occasion ,especially boys in certain ages. Fortunately, this rate was acceptable, some parents could be patient with the **noncompliance**（不听从）.Someone held that noncompliance is probably not a wrong thing. In order to determine the effects of different parental disciplinary techniques on young children's compliance and noncompliance, mothers were trained to observe emotional incidents involving their own toddler-aged children. Reports of disciplinary encounters were analyzed in terms of the types of discipline used (reasoning, verbal prohibition, physical coercion, love withdrawal, and combinations thereof) and children's responses to that discipline (compliance/noncompliance and avoidance). The relation between compliance/noncompliance and type of misdeed (harm to persons, harm to property, and lapses of self-control) was also analyzed. Results indicated that love withdrawal combined with other techniques was most effective in securing children's compliance and that its effectiveness was not a function of the type of technique with which it was combined. Avoidant responses and affective reunification with the parent were more likely to follow love withdrawal than any other technique. Physical coercion was somewhat less effective than love withdrawal, while reasoning and verbal prohibition were not at all effective except when both were combined with physical coercion.

C "Noncompliant Children sometimes prefer to say no directly as they were younger, they are easy to deal with the relationship with **contemporaries**（*(IELTS test papers offered by ks.ipredicting.com, copyright)*）. when they are growing up .During the period that children is getting elder, who may learn to use more advanced approaches for their noncompliance. They are more skillful to **negotiate** or give reasons for refusal rather than show their opposite idea to parents directly." Said Henry Porter, scholar working in Psychology Institute of UK. He indicated that noncompliance means growth in some way, may have benefit for children. Many Experts held different viewpoints in recent years, they tried drilling compliance into children. His collaborator Wallace Freisen believed that Organizing child's daily activities so that they occur in the same order each day as much as possible. This first strategy for defiant children is ultimately the most important. Developing a routine helps a child to know what to expect and increases the chances that he or she will comply with things such as chores, homework, and hygiene requests. When undesirable activities occur in the same order at optimal times during the day, they become habits that are not questioned, but done without thought.

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Chances are that you have developed some type of routine for yourself in terms of showering, cleaning your house, or doing other types of work. You have an idea in your mind when you will do these things on a regular basis and this helps you to know what to expect. In fact, you have probably already been using most of these compliance strategies for yourself without realizing it. For children, without setting these expectations on a daily basis by making them part of a regular **routine**, they can become very upset. Just like adults, children think about what they plan to do that day and expect to be able to do what they want. So, when you come along and ask them to do something they weren't already planning to do that day, this can result in automatic refusals and other undesirable defiant behavior. However, by using this compliance strategy with defiant children, these activities are done almost every day in the same general order and the child expects to already do them.

D Doctor Steven Walson addressed that organizing fun activities to occur after frequently refused activities. This **strategy** also works as a positive reinforcer when the child complies with your requests. By arranging your day so that things often refused occur right before highly preferred activities, you are able to eliminate defiant behavior and motivate your child's behavior of doing the **undesirable** activity. This is not to be presented in a way that the preferred activity is only allowed if a defiant child does the non-preferred activity. However, you can word your request in a way so that your child assumes that you have to do the non-preferred activity before moving on to the next preferred activity. For example, you do not want to say something such as, "If you clean your room we can play a game." Instead word your request like this, "As soon as you are done cleaning your room we will be able to play that really fun game you wanted to play."

E Psychologist Paul Edith insisted praise is the best way to make children to comply with. This is probably a common term you are used to hearing by now. If you praise your child's behavior, he or she will be more likely to do that behavior. So, it is essential to use praise when working with defiant children. It also provides your child with positive attention. However, it is important to know how to praise children in a way that encourages future automatic（自动的） reinforcement for your child when doing a similar behavior.

A	B	C	D	E	F	G	H	I	J

Questions 27-31

Choose the correct letter, ***A, B, C or D.***
Write the correct letter in boxes ***27-29*** *on your answer sheet.*

27 The children, especially boys received good education may

A always comply with their parents' words
B be good at math
C have a high score at school
D disobey their parents' order sometimes

28 Face to their children's compliance and noncompliance, parents

A must be aware of the compliance
B ask for help from their teachers
C some of them may ignore their noncompliance
D pretend not to see

29 According to Henry Porter ,noncompliance for children

A are entirely harmful
B may have positive effects
C needs medicine assistance
D should be treated by expert doctor

30 When children are growing up, they

A always try to directly say no
B are more skillful to negotiate
C learn to cheat instead of noncompliance
D tend to keep silent

31 Which is the possible reaction the passage mentioned for elder children and younger ones if they don't want to comply with the order

A elder children prefer to refuse directly
B elder ones refuse to answer
C younger children may reject directly
D younger ones may save any words

Questions 32-35

Look at the following people and list of statements below.
Match each person with the correct statement.
*Write the correct letter **A-G** in boxes 36-40 on your answer sheet.*

还原的部分考题与正式试卷可能存在差异,熟悉出题点!

32 Henry Porter
33 Wallace Freisen
34 Steven Walson
35 Paul Edith

List of statements

A children of all ages will indirectly show noncompliance
B elder children tend to negotiate rather than show noncompliance
C converse behavior means noncompliance
D organizing fun activities to occur after frequently refused activities
E organizing child's daily activities in the same order as much as possible.
F use praise in order to make children compliant
G take the children to school at a early age

Questions 36-40

Do the following statements agree with the claims of the writer in Reading Passage?
In boxes 36-40 on your answer sheet, write

YES	*if the statement is true*
NO	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

36 Socialization takes a long process, while compliance is the prior research subject.
37 Parents' cognition and attitude to their children's compliance or noncompliance are varied.
38 Younger children choose to be noncompliant because it may be simple to get along with the peers in the same age.
39 Experts never tried drilling compliance into children.
40 Psychologist Paul Edith negated the importance that knowing how to praise children in a encouraged way.

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SECTION 3

You should spend about 20 minutes on Questions 28-40 which are based on Reading Passage below.

New Ways of Teaching History

A In a technology and media-driven world, it's becoming increasingly difficult to get our students' attentions and keep them absorbed in classroom discussions. This generation, in particular, has brought a unique set of challenges to the educational table. Whereas youth are easily enraptured by high-definition television, computers, iPods, video games and cell phones, they are less than enthralled by what to them are obsolete textbooks and boring classroom lectures. The question of how to teach history in a digital age is often contentious. On the one side, the old guard thinks the professional standards history is in mortal danger from flash-in-the-pan challenges by the digital that are all show and no substance. On the other side, the self-styled "disruptors" offer over-blown rhetoric about how digital technology has changed everything while the moribund profession obstructs all progress in the name of outdated ideals. At least, that's a parody (maybe not much of one) of how the debate proceeds. Both supporters and opponents of the digital share more disciplinary common ground than either admits.

B When provided with merely a textbook as a supplemental learning tool, test results have revealed that most students fail to pinpoint the significance of historical events and individuals. Fewer still are

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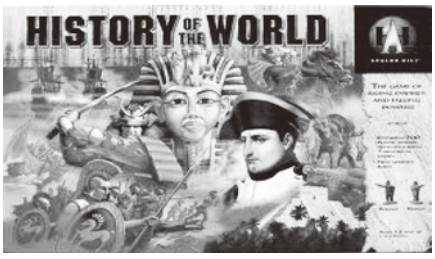
able to cite and substantiate primary historical sources. What does this say about the way our educators are presenting information? The quotation comes from a report of a 1917 test of 668 Texas students. Less than 10 percent of school-age children attended high school in 1917; today, enrollments are nearly universal. The whole world has turned on its head during the last century but one thing has stayed the same: Young people remain woefully ignorant about history reflected from their history tests. Guess what? Historians are ignorant too, especially when we equate historical knowledge with the "Jeopardy" Daily Double. In a test, those specializing in American history did just fine. But those with specialties in medieval, European and African history failed miserably when confronted by items about Fort Ticonderoga, the Olive Branch Petition, or the Quebec Act -- all taken from a typical textbook. According to the testers, the results from the recent National Assessment in History, like scores from earlier tests, show that young people are "abysmally ignorant" of their own history. Invoking the tragedy of last September, historian Diane Ravitch hitched her worries about our future to the idea that our nation's strength is endangered by youth who do poorly on such tests. But if she were correct, we would have gone down the tubes in 1917!



C There is a huge difference between saying "Kids don't know the history we want them to know" and saying "Kids don't know history at all." Historical knowledge burrows itself into our cultural pores even if young people can't marshal it when faced by a multiple choice test. If we weren't such hypocrites (or maybe if we were better historians) we'd have to admit that today's students follow in our own footsteps. For too long we've fantasized that by rewriting textbooks we could change how history is learned. The problem, however, is not the content of textbooks but the very idea of them. No human mind could retain the information crammed into these books in 1917, and it can do no better now. If we have learned anything from history that can be applied to every time period, it is that the only constant is change. The teaching of history, or any subject for that matter, is no exception. The question is no longer whether to bring new technologies into everyday education; now, the question is which

technologies are most suitable for the range of topics covered in junior high and high school history classrooms. Fortunately, technology has provided us with opportunities to present our Civil War lesson plans or our American Revolution lesson plans in a variety of new ways.

D Teachers can easily target and engage the learners of this generation by effectively combining the study of history with innovative multimedia. PowerPoint and presentations in particular can expand the scope of traditional classroom discussion by helping teachers to explain abstract concepts while accommodating students' unique learning styles. PowerPoint study units that have been pre-made for history classrooms include all manner of photos, prints, maps, audio clips, video clips and primary sources which help to make learning interactive and stimulating. Presenting lessons in these enticing formats helps technology-driven students retain the historical information they'll need to know for standard exams.

E Whether you're covering Revolutionary War lesson plans or World War II lesson plans, PowerPoint study units are available in formats to suit the needs of your classroom. Multimedia teaching instruments like PowerPoint software are getting positive results the world over, framing conventional lectures with captivating written, auditory and visual content that helps students recall names, dates and causal relationships within a historical context.

F History continues to show us that new times bring new realities. Education is no exception to the rule. The question is not whether to bring technology into the educational environment. Rather, the question is which technologies are suitable for U.S. and world history subjects, from Civil War lesson plans to World War II lesson plans. Whether you're covering your American Revolution lesson plans or your Cold War lesson plans, PowerPoint presentations are available in pre-packaged formats to suit your classroom's needs.

G Meanwhile, some academic historians hold a different view on the use of technology in teaching history. One reason they hold is that not all facts can be recorded by film or videos and literature is relatively feasible in this case .Another challenge they have to be faced with is the painful process to learn new technology like the making of PowerPoint and the editing of audio and video clips which is also reasonable especially to some elderly historians.

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Questions 28-34

Reading this passage has eight paragraphs, ***A- G***
Choosing the correct heading for paragraphs ***A- G*** *from the list of heading below*
Write the appropriate number, **i -x**, in boxes ***28-34***on your answer sheet.

List of Headings

i unavoidable changing facts to be considered when picking up technology means
ii A debatable place where the new technologies stand in for history teaching
iii Hard to attract students in traditional ways of teaching history
iv Display of the use of emerging multimedia as teaching tools
v Both students and professionals as candidates did not produce decent results
vi A good concrete example illustrated to show how multimedia animates the history class
vii The comparisons of the new technologies applied in history class
viii Enormous breakthroughs in new technologies
ix Resistance of using new technologies from certain historian
x Decisions needed on which technique to be used for history teaching instead of improvement in the textbooks

28 Paragraph A

29 Paragraph B

30 Paragraph C

31 Paragraph D

32 Paragraph E

33 Paragraph F

34 Paragraph G

Questions 35-37

Do the following statements agree with the information given in Reading Passage **3**?
In boxes **35-37***on your answer sheet, write*

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

35 Modern people are better at memorizing historical information compared with their ancestors.

36 New technologies applied in history teaching are more vivid for students to memorize the details of historical events.

37 Conventional ways like literature are gradually out of fashion as time goes by.

Questions 38-40

Complete the following summary of the paragraphs of Reading Passage，using ***no more than three*** words from the Reading Passage for each answer. Write your answers in boxes 38-40on your answer sheet.

Contemporary students can be aimed at without many difficulties by integrating studying history with novel…38…. Conventional classroom discussion is specially extended by two ways to assist the teachers to interpret …39… and at the same time retain students' distinct learning modes. PowerPoint study units prepared beforehand comprising a wide variety of elements make …40…. learning feasible. Combined classes like this can also be helpful in taking required tests.

SECTION 3

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

THE GAP of INGENUITY 2

A Ingenuity, as I define it here, consists not only of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for better institutions and social arrangements, like efficient markets and competent governments.

B How much and what kinds of ingenuity a society requires depends on a range of factors, including the society's goals and the circumstances within which it must achieve those goals— —whether it has a young population or an aging one, an abundance of natural resources or a scarcity of them, an easy climate or a punishing one, whatever the case may be.

C How much and what kinds of ingenuity a society supplies also depends on many factors, such as the nature of human inventiveness and understanding, the rewards an economy gives to the producers of useful knowledge, and the strength of political opposition to social and institutional reforms.

D A good supply of the right kind of ingenuity is essential, but it isn't, of course, enough by itself. We know that the creation of wealth, for example, depends not only on an adequate supply of useful ideas but also on the availability of other, more conventional factors of production, like capital and labor. Similarly, prosperity, stability and justice usually depend on the resolution, or at least the containment, of major political struggles over wealth and power. Yet within our economies ingenuity often supplants labor, and growth in the stock of physical plant is usually accompanied by growth in the stock of ingenuity. And in our political systems, we need great ingenuity to set up institutions that successfully manage struggles over wealth and power. Clearly, our economic and -political processes are intimately entangled with the production and use of ingenuity.

E The past century's countless incremental changes in our societies around the planet, in our technologies and our interactions with our surrounding natural environments have accumulated to create a qualitatively new world. Because

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these changes have accumulated slowly, it's often hard for us to recognize how profound and sweeping they've. They include far larger and denser populations; much higher per capita consumption of natural resources; and far better and more widely available technologies for the movement of people, materials, and especially information.

F In combination, these changes have sharply increased the density, intensity, and pace of our inter actions with each other; they have greatly increased the burden we place on our natural environment; and they have helped shift power from national and international institutions to individuals and subgroups, such as political special interests and ethnic factions.

G As a result, people in all walks of life—from our political and business leaders to all of us in our day-to-day——must cope with much more complex, urgent, and often unpredictable circumstances. The management of our relationship with this new world requires immense and ever-increasing amounts of social and technical ingenuity. As we strive to maintain or increase our prosperity and improve the quality of our lives, we must make far more sophisticated decisions, and in less time, than ever before.

H When we enhance the performance of any system, from our cars to the planet's network of financial institutions, we tend to make it more complex. Many of the natural systems critical to our well-being, like the global climate and the oceans, are extraordinarily complex to begin with. We often can't predict or manage the behavior of complex systems with much precision, because they are often very sensitive to the smallest of changes and perturbations, and their behavior can flip from one mode to another suddenly and dramatically. In general, as the human-made and natural systems we depend upon become more complex, and as our demands on them increase, the institutions and technologies we use to manage them must become more complex too, which further boosts our need for ingenuity.

I The good news, though, is that the last century's stunning changes in our societies and technologies have not just increased our need for ingenuity; they have also produced a huge increase in its supply. The growth and urbanization of human populations have combined with astonishing new communication and transportation technologies to expand interactions among people and produce larger, more integrated, and more efficient markets. These changes have, in turn, vastly accelerated the generation and delivery of useful ideas.

J But—and this is the critical "but"——we should not jump to the conclusion that the supply of ingenuity always increases in lockstep with our ingenuity requirement: while it's true that necessity is often the mother of invention, we can't always rely on the right kind of ingenuity appearing when and where we

A	B	C	D	E	F	G	H	I	J

need it. In many cases, the complexity and speed of operation of today's vital economic, social, arid ecological systems exceed the human brain s grasp. Very few of us have more than a rudimentary understanding of how these systems work. They remain fraught with countless "unknown unknowns," which makes it hard to supply the ingenuity we need to solve problems associated with these systems.

K In this book, explore a wide range of other factors that will limit our ability to supply the ingenuity required in the coming century. For example, many people believe that new communication technologies strengthen democracy and will make it easier to find solutions to our societies' collective problems, but the story is less clear than it seems. The crush of information in our everyday lives is shortening our attention span, limiting the time we have to reflect on critical matters of public policy, and making policy arguments more superficial.

L Modern markets and science are an important part of the story of how we supply ingenuity. Markets are critically important, because they give entrepreneurs an incentive to produce knowledge. As for science, although it seems to face no theoretical limits, at least in the foreseeable future, practical constraints often slow its progress. The cost of scientific research tends to increase as it delves deeper into nature. And science's rate of advance depends on the characteristic of the natural phenomena it investigates, simply because some phenomena are intrinsically harder to understand than others, so the production of useful new knowledge in these areas can be very slow. Consequently, there is often a critical time lag between the recognition between a problem and the delivery of sufficient ingenuity, in the form of technologies, to solve that problem. Progress in the social sciences is especially slow, for reasons we don't yet understand; but we desperately need better social scientific knowledge to build the sophisticated institutions today's world demands.

A	B	C	D	E	F	G	H	I	J

Complete each sentence with the appropriate answer, A, B,C,or D.

Write the correct answer in boxes 27-30 on your answer sheet.

27 The definition of ingenuity
28 The requirement for ingenuity
29 The creation of social wealth
30 The stability of society

A depends on many factors including climate.
B depends on the management and solution of disputes.
C is not only of technological advance, but more of institutional renovation.
D also depends on the availability of some traditional resources.

Questions 31-33

Choose the correct letter, A, B， C or D.
Write your answers in boxes 31-33 on your answer sheet.

31 What does the author say about the incremental change of the last 100 years?

A It has become a hot scholastic discussion among environmentalists.
B Its significance is often not noticed.
C It has reshaped the natural environments we live in.
D It benefited a much larger population than ever.

32 The combination of changes has made life:

A easier
B faster
C slower
D less sophisticated

33 What does the author say about the natural systems?

A New technologies are being developed to predict change with precision.
B Natural systems are often more sophisticated than other systems.
C Minor alterations may cause natural systems to change dramatically.
D Technological developments have rendered human being more independent of natural systems.

Questions 34-40

Do the following statements agree with the information given in Reading Passage 3?
In boxes 34-40 on your answer sheet, write

YES	*if the statement is true*
NO	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

34 The demand for ingenuity has been growing during the past 100 years.

35 The ingenuity we have may be inappropriate for solving problems at hand.

36 There are very few who can understand the complex systems of the present world.

37 More information will help us to make better decisions.

38 The next generation will blame the current government for their conduct.

39 Science tends to develop faster in certain areas than others.

40 Social science develops especially slowly because it is not as important as natural science.

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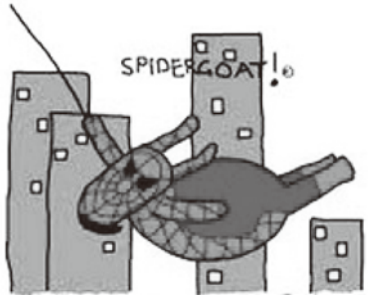
SECTION 1

You should spend about 20 minutes on **Questions 1-13,** *which are based on Reading Passage 1 on pages 2 and 3.*

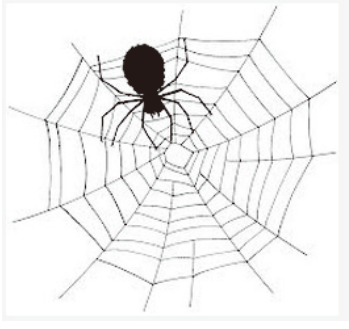
Spider silk *2*

A strong, light bio-material made by genes from spiders could transform construction and industry

A Scientists have succeeded in copying the silk-producing genes of the Golden Orb Weaver spider and are using them to create a synthetic material which they believe is the model for a new generation of advanced bio-materials. The new material, biosilk, which has been spun for the first time by researchers at DuPont, has an enormous range of potential uses in construction and manufacturing.



B The attraction of the silk spun by the spider is a combination of great strength and enormous elasticity, which man-made fibres have been unable to replicate. On an equal-weight basis, spider silk is far stronger than steel and it is estimated that if a single strand could be made about l Om in diameter, it would be strong enough to stop a jumbo jet in flight. A third important factor is that it is extremely light. Army scientists are already looking at the possibilities of using it for lightweight, bulletproof vests and parachutes.



C For some time, biochemists have been trying to synthesise the drag-line

A	B	C	D	E	F	G	H	I	J

silk of the Golden Orb Weaver. The drag-line silk, which forms the radial arms of the web, is stronger than the other parts of the web and some biochemists believe a synthetic version could prove to be as important a material as nylon, which has been around for 50 years, since the discoveries of Wallace Carothers and his team ushered in the age of polymers.

D To recreate the material, scientists, including Randolph Lewis at the University of Wyoming, first examined the silk-producing gland of the spider. 'We took out the glands that produce the silk and looked at the coding for the protein material they make, which is spun into a web. We then went looking for clones with the right DNA,' he says.

E At DuPont, researchers have used both yeast and bacteria as hosts to grow the raw material, which they have spun into fibres. Robert Dorsch, DuPont's director of biochemical development, says the globules of protein, comparable with marbles in an egg, are harvested and processed. 'We break open the bacteria, separate out the globules of protein and use them as the raw starting material. With yeast, the gene system can be designed so that the material excretes the protein outside the yeast for better access, 'he says.

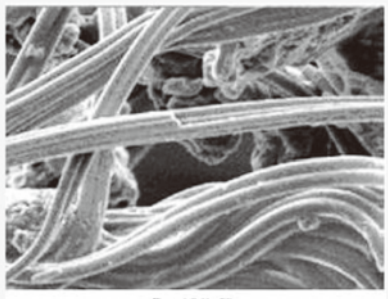


Figure 6: Spider Silk

F 'The bacteria and the yeast produce the same protein, equivalent to that which the spider uses in the drag lines of the web. The spider mixes the protein into a water- based solution and then spins it into a solid fibre in one go. Since we are not as clever as the spider and we are not using such sophisticated organisms, we substituted man-made approaches and dissolved the protein in chemical solvents, which are then spun to push the material through small holes to form the solid fibre.'

G Researchers at DuPont say they envisage many possible uses for a new biosilk material. They say that earthquake-resistant suspension bridges hung from cables of synthetic spider silk fibres may become a reality. Stronger ropes, safer seat belts, shoe soles that do not wear out so quickly and tough new clothing are among the other applications. Biochemists such as Lewis see the potential range of uses of biosilk as almost limitless. 'It is very strong and retains elasticity; there are no man-made materials

that can mimic both these properties. It is also a biological material with all the advantages that has over petrochemicals，'he says.

H At DuPont's laboratories, Dorsch is excited by the prospect of new super-strong materials but he warns they are many years away. 'We are at an early stage but theoretical predictions are that we will wind up with a very strong, tough material, with an ability to absorb shock, which is stronger and tougher than the man-made materials that are conventionally available to us，' he says.

I The spider is not the only creature that has aroused the interest of material scientists. They have also become envious of the natural adhesive secreted by the sea mussel. It produces a protein adhesive to attach itself to rocks. It is tedious and expensive to extract the protein from the mussel, so researchers have already produced a synthetic gene for use in surrogate bacteria.

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Questions 1-5

Reading Passage 1 has nine paragraphs, A-l.

Which paragraph contains the following information?

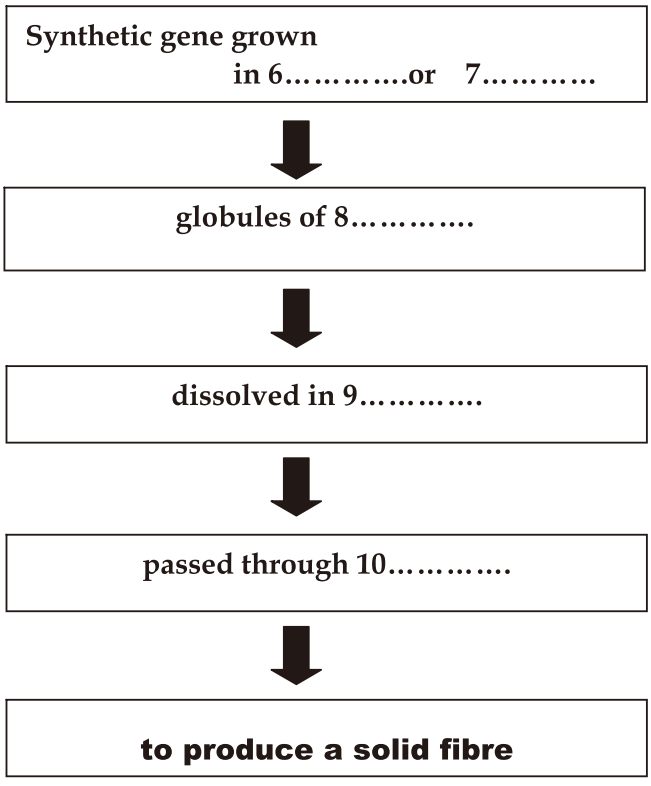
Write the correct letter, **A-l**, in boxes 1-5 on your answer sheet.

1 a comparison of the ways two materials are used to replace silk-producing glands
2 predictions regarding the availability of the synthetic silk
3 ongoing research into other synthetic materials
4 the research into the part of the spider that manufactures silk
5 the possible application of the silk in civil engineering

Questions 6-10

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.
Write your answers in boxes 6-10 on your answer sheet.



Questions 11-13

Do the following statements agree with the information given in Reading Passage 1? In boxes 11-13 on your answer sheet, write

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

11 Biosilk has already replaced nylon in parachute manufacture.

12 The spider produces silk of varying strengths.

13 Lewis and Dorsch co-operated in the synthetic production of silk

Light Pollution

A If humans were truly at home under the light of the moon and stars, we would go in darkness happily, the midnight world as visible to us as it is to the vast number of nocturnal species on this planet. Instead, we are diurnal creatures, with eyes adapted to living in the sun's light. This is a basic evolutionary fact, even though most of us don't think of ourselves as diurnal beings any more than we think of ourselves as primates or mammals or Earthlings. Yet it's the only way to explain what we've done to the night: We've engineered it to receive us by filling it with light.

B This kind of engineering is no different than damming a river. Its benefits come with consequences—called light pollution—whose effects scientists are only now beginning to study. Light pollution is largely the result of bad lighting design, which allows artificial light to shine outward and upward into the sky, where it's not wanted, instead of focusing it downward, where it is. Ill-designed lighting washes out the darkness of night and radically alters the light levels—and light rhythms—to which many forms of life, including ourselves, have adapted.

C Now most of humanity lives under intersecting domes of reflected, refracted light, of scattering rays from overlit cities and suburbs, from light-flooded highways and factories. Nearly all of nighttime Europe is a nebula of light, as is most of the United States and all of Japan. In the south Atlantic the glow from a single fishing fleet—squid fishermen luring their prey with metal halide lamps—can be seen from space, burning brighter, in fact, than Buenos Aires or Rio de Janeiro.

D We've lit up the night as if it were an unoccupied country, when nothing could be further from the truth. Among mammals alone, the number of nocturnal species is astonishing. Light is a powerful biological force, and on many species it acts as a magnet, a process being studied by researchers such as Travis Longcore and Catherine Rich, co-founders of the Los Angeles-based Urban Wildlands Group. The effect is so powerful that scientists speak of songbirds and seabirds being "captured"

A	B	C	D	E	F	G	H	I	J

by searchlights on land or by the light from gas flares on marine oil platforms, circling and circling in the thousands until they drop. Migrating at night, birds are apt to collide with brightly lit tall buildings; immature birds on their first journey suffer disproportionately.

E Insects, of course, cluster around streetlights, and feeding at those insect clusters is now ingrained in the lives of many bat species. In some Swiss valleys the European lesser horseshoe bat began to vanish after streetlights were installed, perhaps because those valleys were suddenly filled with light-feeding pipistrelle bats. Other nocturnal mammals—including desert rodents, fruit bats, opossums, and badgers—forage more cautiously under the permanent full moon of light pollution because they've become easier targets for predators.

F Some birds—blackbirds and nightingales, among others—sing at unnatural hours in the presence of artificial light. Scientists have determined that long artificial days—and artificially short nights—induce early breeding in a wide range of birds. And because a longer day allows for longer feeding, it can also affect migration schedules. One population of Bewick's swans wintering in England put on fat more rapidly than usual, priming them to begin their Siberian migration early. The problem, of course, is that migration, like most other aspects of bird behavior, is a precisely timed biological behavior. Leaving early may mean arriving too soon for nesting conditions to be right.

G Nesting sea turtles, which show a natural predisposition for dark beaches, find fewer and fewer of them to nest on. Their hatchlings, which gravitate toward the brighter, more reflective sea horizon, find themselves confused by artificial lighting behind the beach. In Florida alone, hatchling losses number in the hundreds of thousands every year. Frogs and toads living near brightly lit highways suffer nocturnal light levels that are as much as a million times brighter than normal, throwing nearly every aspect of their behavior out of joint, including their nighttime breeding choruses.

H Of all the pollutions we face, light pollution is perhaps the most easily remedied. Simple changes in lighting design and installation yield immediate changes in the amount of light spilled into the atmosphere and, often, immediate energy savings.

I It was once thought that light pollution only affected astronomers, who need to see the night sky in all its glorious clarity. And, in fact, some of the earliest civic efforts

A	B	C	D	E	F	G	H	I	J

to control light pollution—in Flagstaff, Arizona, half a century ago—were made to protect the view from Lowell Observatory, which sits high above that city. Flagstaff has tightened its regulations since then, and in 2001 it was declared the first International Dark Sky City. By now the effort to control light pollution has spread around the globe. More and more cities and even entire countries, such as the Czech Republic, have committed themselves to reducing unwanted glare.

J Unlike astronomers, most of us may not need an undiminished view of the night sky for our work, but like most other creatures we do need darkness. Darkness is as essential to our biological welfare, to our internal clockwork, as light itself. The regular oscillation of waking and sleep in our lives—one of our circadian rhythms—is nothing less than a biological expression of the regular oscillation of light on Earth. So fundamental are these rhythms to our being that altering them is like altering gravity.

Questions 14-19

*The reading Passage has ten paragraphs **A-J**.*

Which paragraph contains the following information?

Write the correct letter ***A-J***, in boxes ***14-19*** on your answer sheet.

14 A reason that contributes to light pollution.
15 A city has lessened light pollution successfully.
16 The importance of darkness.
17 The popularity of light pollution in the world.
18 Methods to reduce light pollution.
19 The reason why we have changed the night.

Questions 20-21

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

Write your answers in boxes **20-21** on your answer sheet.

20 How does light pollution influence creatures?

A by bad lighting design
B by changing the cities and suburbs creatures are used to
C by changing the directions of light
D by changing the light creatures are used to

21 Some aspects of animals' lives are affected by the unwanted light, EXCEPT:

A Migration
B Reproduction
C Natural life span
D Feeding

Questions 22-26

Light pollution has affected many forms of life. Use the information in the passage to match the animals with relevant information below. Write the appropriate letters A-G in boxes 22-26 on your answer sheet.

22 Songbirds

23 Horseshoe bat

24 Nightingales

25 Bewick's swans

26 Sea turtles

A	eat too much and migrate in advance.
B	would not like to sing songs at night.
C	be attracted by the light and then crash happens.
D	suffer from food shortage because of competitor.
E	have become easier targets for predators.
F	be active at unusual time.
G	have trouble in breeding.

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越努力 越幸运

The harder the more fortunate

古代书写工具发展

A 随着时间的推移，记录保存者从一开始用来记事的图画中开发出了系统化的符号。这些符号代表单词和句子，但是和图画相比，能够更加容易和更快地书写，同时能够表达被普遍接受的含义。粘土的发现使得便携式记录成为可能（你不大可能随身携带一个墙洞在你周围）。早期的商人用粘土做的符号和象形文字来记录交易或是船运的材料的数量。这些符号可以追溯到大约公元前 8500 年。记录保存内在具有高容量和重复使用的特点，象形文字在演变的过程中慢慢地失去了他们的原本具有的图画细节。他们变成抽象的数字以代表口语沟通中的声音传达的信息。公元前 1700 年至 1500 年之间，在西奈半岛上，字母取代了象形文字。 当前的希伯来字母和书写在大约公元前 600 年开始流行。在公元前 400 年左右，人们发明出了希腊字母。希腊文是第一个从左向右书写的语言系统。从希腊文开始，后来出现了拜占庭和罗马（之后是拉丁）的书写字母。起初，所有的书写系统只有大写字母，当书写工具的细化到足够记录细节，人们开始使用小写（大约在公元 600 年）。

B 最早的接近我们现在所知道的笔和纸的写作工具是由希腊人发明的。他们采用了金属，骨头或是象牙质地的写字用的笔尖来在蜡涂片板上写下记号。这个片板是在一对一对的铰链上的，这样合起来可以保护里面书写的文本内容。第一个手写笔迹（手写的纯文本消息）起源于希腊。希腊学者卡德摩斯发明了写在纸上的信——可以将要表达的信息写在纸上，在不同的个体中间进行传阅。

C 书写的发展，远不止将图片凿在石头上或是将象形文字嵌入湿的粘土中。中国人发明和完善了“墨汁”。最初墨汁用于涂在石头雕刻的表面将象形文字提出，墨汁是一种从松树燃烧的烟和煤油混合驴皮的明胶和麝香的混合物。墨汁是由中国的哲学家 Tien-Lcheu（公元前 2697 年）发明的，它被普及是在公元前 1200 年。其他国家用天然染料和从浆果、植物和矿物质中提取的颜料来制作墨汁。在早期的作品中，不同颜色的墨汁有附加到每个颜色上的仪式含义。

D 墨汁的发明和纸张的发明是平行 进行的。早期的埃及人、罗马人、希腊人和希伯来人，使用纸莎草和羊皮纸来进行书写。如今人们所知道的最古老的纸莎草之一是埃及的“Prisse 纸莎草纸”，可以追溯到公元前 2000 年。罗马人发明了一个芦苇笔，很适合配合纸莎草和墨汁进行书写，从空心管状茎的沼泽草地中，特别是从贴合的竹子中选取制作。他们将竹子的茎杆转变成钢笔的雏形。他们将一边削成一个笔尖或点。将流体或墨水填充在茎秆内，通过挤压芦苇杆迫使流体流到芦苇笔的笔尖。

A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

E 公元 400 年，一种更加稳定的墨汁出现了，成分是一种铁盐，五倍子和树胶的复合物，这个最基本的配方在接下来的几个世纪一直在使用。这种墨汁刚写在纸上是蓝黑色，然后很快就是变成深黑色，然后若干年后变成我们所熟悉的常见于旧文档的文字的颜色。木纤维纸是公元 105 年中国发明的，但它直到公元 700 年左右才传到日本（由于中国保密），后来在公元 711 年又被阿拉伯人带到西班牙。直到 14 世纪晚期，纸张才在整个欧洲得到广泛的应用。

F 在历史上占据主导地位最长时间（一千年）的书写工具是羽毛笔。羽毛笔是在大约公元 700 年的时候发明的，是由一根鸟的羽毛做成的。最结实的羽毛笔是用春天的鸟儿左翼靠外边的 5 根羽毛制作的。选用左翼的羽毛是因为对于用右手写字的人来说，左翼的羽毛向外弯曲。鹅的羽毛是最常见的，天鹅的羽毛都是高档稀少也更昂贵的。为了写出精美的字体，乌鸦的羽毛是最好的，然后也有用老鹰、猫头鹰、鹰和火鸡的羽毛的。

G 羽毛笔在使用的时候还有一些缺点，其中包括冗长的使用前的准备时间。早期的欧洲书写羊皮纸使用动物的皮做的，要求在书写前好好地擦洗干净。线和尺子用来制作纸的边缘。为了使鹅毛尖一点，书写者需要一把特别的刀子（这就是铅笔刀的起源）。一般在书写者的写字桌下面都有一个煤炉，用来使得墨汁尽快得变干。

H 植物纤维制作的纸张成为书写的重要媒介之后，又一个重要的发明产生了：Johannes Gutenberg 在 1436 年发明了可以替换使用的木制或是金属制的字母印刷术。比较简单的印刷用品比如说名字的印章，这个发明此前很早就已经在中国被使用，但是没有传到欧洲。几个世纪以来，很多比较新的印刷技术都是在 Gutenberg 发明的印刷机器之上发展起来的，比如说平版印刷。

I 手写的文章和印刷的字母以前是很相似的，直到后来学者开始改变书写的形式，开始使用大写和小写字母，写更多的倾斜和连接字母。书写逐渐更加适应新的书写工具的发展速度。意大利“草书”或草书书法包含罗马大写字母和小写字母被威尼斯的阿尔都斯马努蒂乌斯（注：意大利印刷大亨）使用，这种形式在公元 1495 年脱离了旧的形式。到了 16 世纪末，古老的罗马大写字母和希腊字形转化为我们今天所熟悉的 26 字母，包括大写和小写字母。当书写者有了更好的墨水和纸张，并且书写的笔迹已经发展成一种艺术形式和日常事物，人的创造天性再次转向提高书写工具的性能，从而导致现代钢笔的发明。

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A	B	C	D	E	F	G	H	I	J

纤维素的成功

A 不久前，许多投资者都确信可再生生物质燃料将会是下一个能源界的新宠儿。将玉米，甘蔗，大豆等转换成乙醇或柴油燃料，来减轻我们的国家对石油进口的依赖，同时减少二氧化碳的排放。但是这个新兴行业已经在面临挑战。不断升级的需求使得是食品价格上涨，而农民砍伐雨林栖息地来种植燃料作物。最近的几项研究表明，某些生物燃料生产过程中不能产生净能量收益或是释放更多的二氧化碳。

B 初创企业的下一个目标就是避免这些问题的产生。麻州大学安默斯特分校的化学工程师 George W. Huber 认为认为，许多原型乙醇的制作过程不再专注于粮食作物的淀粉，糖类和脂肪，而是专注于纤维素---植物的“木本”组织，该组织是用来加强植物细胞壁的。虽然纤维素的分解与糖和淀粉的分解相比不太容易，因此需要酶驱动来完成一系列复杂的化学反应，但是它的使用开创了非食用植物原材料行业的先河，这些非食用植物原材料包括农业废料，木屑和柳枝等。但目前没有一家公司具备纤维素生物燃料生产过程中的成本优势。

C 根据加州大学河滨分校的化学工程师同时也是马萨诸塞州剑桥市一家利用纤维素生产乙醇的领导型企业 Mascoma 公司的创办人之一的 Charles Wyman 的报道，科学家和工程师们正在对几十种可能的生物燃料加工路线进行研究。他认为“没有奇迹般的生产过程“。微调的过程需要花费大量的金钱和时间。而 Huber 警告说“石油公司认为需要 10 年才能完全商业化一个工业加工路线。”Huber 也对一些启动另一个生物的热化学技术做出贡献，威斯康星州麦迪逊的 Virent 能源系统就是其中之一。

D 伊利诺伊州 Warrenville 的 Coskata 公司，目前正在积极探索一个很有前途的可以避免使用复杂的分解纤维素酶的生产技术过程。该公司是 2006 年由高调的投资者和企业家联合创办的（General Motors 最近也占有了少量的股权）。Engineering and R&D 的副总裁 Richard Tobey 说，在 Coskata 公司的运作下，一个传统的气化系统将使用热量把各种原料转化成一氧化碳和氢合成气的混合物 syngas。多种植物原料的处理能力将提高整个过程的灵活性，因为全国各个地区都有别的地区所没有的特定的原料。

E Coskata 公司的 Tobey 认为，采用热化学方法将合成气转换成燃料的这个过程成

A	B	C	D	E	F	G	H	I	J

本相对高昂，因为需要额外的费用来加压气体，因此 Coskata 公司选择了一个生化途径。该公司专注于 5 个有前途的乙醇排泄细菌菌株，它们是俄克拉何马大学的微生物学家 Ralph Tanner 几年前在一个沼泽中的无氧沉积物中发现的。这些厌氧细菌通过贪婪地消耗合成气从而生产出乙醇。

F Tobey 认为 Coskata 公司利用合成气生产乙醇的过程的“核心”在于细菌得以生存的生物反应器。 他解释道：“我们培养的细菌不是在一个大罐发酵醪中寻找食物，而是等待这些合成气体被传递给它们。”该公司的生产过程依赖于像人类头发一般纤细的塑料过滤吸管。合成气流经吸管时，管内的水被泵出细管的外面。气体通过选择性膜扩散到达附着在细管外表面的细菌，这个过程使得细管内没有任何的水。Tobey 接着说“我们通过这种导管使得大量气体得到有效的传导，这是不容易的，我们的数据表明，在最佳的环境中，我们可以得到我们的燃料气体的 90%的能量。”这些细菌消化完这些合成气体，就会释放乙醇到周围的水中。标准的蒸馏或过滤技术可以从水中提取这些醇。

G Tobey 说道：Coskata 公司的研究人员估计，该公司的商业化进程使得乙醇的提取成本降到每加仑不到 1 美金——比现在乙醇每加仑的批发价 2 美金的一半还要低。一家外界评估公司----Argonne 国家实验室测量出 Coskata 公司生产过程中的输入-输出的“能量平衡”可以产生出 7.7 倍于一般终端乙醇生产过程中所产生的能量。

H 该公司计划今年年底在密歇根州米尔福德 GM 测试赛道附近构建一个一年可以加工 40,000 加仑的试验工厂，并希望在 2011 年建立一个具备完整规模，加工能力为一年 1 亿加仑的工厂。Coskata 公司到时候可能可以成立一些公司，然后在阿肯色州费耶特维尔的生物资源中心，阿肯色大学的一名退休的化学工程师 James Gaddy 已经开始开发类似的通过三步细菌就会消耗合成气生产出乙醇的过程。鉴于以上这些以及其它的一些先进技术，有理由相信将来植物纤维素能够提供更环保的每个人都需要的乙醇。

A	B	C	D	E	F	G	H	I	J

淡水资源紧缺

A 在新德里和凤凰城，世界各地的决策者使出浑身解数致力于如何管理水资源。明智地使用这种权力将变得越来越重要，因为随着岁月的流逝，世界上的淡水需求目前在许多地方都是需求超过供给，并且这种情况没有显示出减弱的迹象。

B 尽管这个问题是众所周知的，但它同样令人不安：今天，每 6 个人中就有 1 个人，也就是说有超过一亿的人，遭受无法获得足够的安全淡水的问题。根据联合国公布的数据，到 2025 年，全球范围内超过一半的国家的淡水资源将会要么面对压力，例如，越来越多的人所需要的水比可安全使用的水要多，要么就是该国家安全的淡水资源直接短缺。到本世纪中叶，地球多达四分之三的人口能面临淡水稀缺。

C 科学家们对水资源短缺的预期变得越来越普遍，在很大程度上是因为世界人口正在上升，很多人都越来越富裕（从而扩大需求），因为全球气候变化加剧了干旱和减少了水资源的供应。此外，因为故障废物处置，工业污染物的释放，化肥的径流和因为地下水的枯竭使得沿海海水涌入到含水层等使得水源受到威胁。

D 由于水资源缺乏会导致饥饿，疾病，政治动荡和武装冲突，如果不能采取行动，会产生广泛和严重的后果。幸运的是，在很大程度上，需要保护现有水资源的技术和政策工具是已知的，并且其中几个似乎特别有效。现在需要的是行动。每一级的政府和当局必须制定和执行具体计划来保证政治，经济和技术等确保现在和未来几十年水资源安全的措施的实行。

E 全球水资源问题首先需要解决的是了解每个人需要的淡水量以及在世界不同地方阻碍淡水供应和增加淡水需求的因素。斯德哥尔摩国际水资源研究所的 Malin Falkenmark 等专家估计，平均而言，地球上的每个人至少需要 1000 立方米的水。每个人所需要的最基本的水包括饮用水，卫生用水和种植粮食用水。这个量相当于一个奥林匹克规模的游泳池所蓄水的五分之二。

F 大部分美洲和欧亚大陆北部享受丰富的水供应。但是，一些地区的“物理”稀缺性使得需求超过当地可提供的量，使得这些地区或多或少地受到水资源问题的困扰。其他地区，像非洲中部，印度次大陆和东南亚的部分地区，要应对“经济型”缺水，那里缺乏技术培训，政府不力或较弱的财政支持使得即使有足够的供应依然面临水资源短缺的问题。

G 超过一半落在土地上的冰雹从来都不可用于捕获或存储，因为它从地面蒸发，或

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从植物蒸发，这部分被称为绿水。其余的部分进入所谓的蓝水来源，像河流，湖泊，湿地和地下蓄水层，这些是人们可以轻轻松松使用到的水源。这些用于农田灌溉的自由流动的水是单个人使用淡水量中占最大比例的部分。城市和工业本身只消耗少量的淡水资源，但它们所创造的的巨大的的本地需求耗尽了周围可以用的水资源。

H 是有大量的水存在，但并不总是当需要 110000 立方千米的水时，每年有 10 倍于苏必利尔湖的雨水从天空降落在地球陆地表面。如果在人们需要的时候，雨水可以随时降落以满足人们的需求的话，那么其实整个的储水量还是足够大来应付的。但大部分的水不能被捕获（靠近顶端的），其余的是不均匀分布（靠近底部的）。绿水（总降水量的 61.1%*）：由土壤和植物吸收，然后重新释放到空气中，无法分离以供人使用。蓝水（总降水量的 38.8%*）：在河流，湖泊，湿地和地下水可供提取，蒸发之前或到达海洋。这些数字加起来可能因为四舍五入不到 100%。只有 1.5%的水可供人直接使用。

I 近年来的大型野火使得水资源大量消失。所有经济行为者已经采取了合理的份额，他们只是没有考虑自然环境的需求，当供应不足时，会因为干旱降低到临界值。墨累 – 达令流域委员会的成员现在疯狂地试图摆脱他们的分配不当的水资源总量导致的灾难性后果。鉴于理智地分摊在一个单一国家的供水都是非常困难的，可以想象如果在国际河流流域接壤的如黎巴嫩，叙利亚，以色列，巴勒斯坦地区和约旦，约旦河是共享的，但是是有限制的，在这样一个非常炎热的地区分配以满足供应的要求是有多么复杂。在该地区不断有民用和军用关于淡水的纠纷。只有持续不断的谈判和妥协，这一紧张局势才能在控制之下。

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SECTION 1

解析生命密码

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A 在一辆开往加利福尼亚州圣巴巴拉市 Kavli 理论物理研究所的机场穿梭巴士上，Chris Wiggins 采纳了一位同事的建议，打开一个 Microsoft Excel 电子表格。而这与他被邀请要做的生物高分子物理的讲座毫无关系。而电子表格里的数据的行与列是关于芽殖酵母的基因活动。具体而言，这些数据表明芽殖酵母在整个生殖周期的过程中由所有的 6200 个基因所表达的信使核糖核酸（mRNA ）的数量。Wiggins 想起这个 2002 年春天里的某一日的画面回忆道“这是我第一次见这些数据，那时我想怎么做才可以使所有这些数据变得有意义？ ”

B 这位年仅 36 岁的哥伦比亚大学应用数学家和物理学家并没有逃避这个问题，如今六年过去了，他认为自己终于找到了一个答案。他通过进入到自己的研究领域外，通过借鉴源自人工智能的一个分支被称为“机器学习”的工具构建出了使用现实世界中的生物数据所反映出的基因整体合成蛋白质的活动的模型。工程师最初设计这些工具在 20 世纪 50 年代末，来预测输出输入。Wiggins 和他的同事现在已经将”机器学习”引入自然科学并加以调整以使它不仅可以显示输入和输出，也可以显示在一个基因调控模型中到底发生了什么。

C 推动这项工作始于 20 世纪 90 年代中后期，当时出现的高通量技术可以获取比以往任何时候更多的 mRNA 表达谱和 DNA 序列。Wiggins 说“这些技术开辟了一个完全不同的思考生物现象的新路径”。在这些技术中的最关键是 DNA 芯片技术，该芯片可以同时在任何条件下提供一个任何类型的细胞中的基因表达水平的活动的全景。面对混论和不完整的数据，生物学家现在可以查询在不同的细胞是哪些基因开启或关闭来决定蛋白质的表达，而这些蛋白质的表达会决定细胞是健康的或是患病的。

D 然而，预测这种基因的活性需要揭示支配它的基本规则。 现任哥伦比亚大学生物学副教授的 Harmen Bussemake 说：“随着时间的推移，这些规则已经被细胞锁住了，演化保留了好的东西。”为了找到这些规则，科学家需要进行数理统计来推断支配它们的基因和蛋白质之间的互动，进而用数学描述出这个网络的基础结构——基因和蛋白质的活性随着时间的推移的动态模式。但没有和粒子 （或就这点而言的行星）打过交道的物理学家会认为这些数理统计简直就是一个诅咒。英国物理学家 Ernest Rutherford 曾经说过“如果您的实验需要统计数据， 那么说明你本应该做一个更好的实验。”

E Wiggins 解释道:”但在使用微阵列时，所有的实验在没有你参与的情况下已经完

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成了，生物学不会给你一个模型来解释这些数据。”更具挑战性的事情是，构建DNA，RNA和蛋白质的基本材料是以各种方式进行组装的，而且支配他们的活动互动规则之间的区别都很微小，所以减少他们根据基本定律的交互模式的想法即使不是不可能但是也是很困难得以实现的。甚至某些基因和蛋白质仍是未知的。普林斯顿大学的生物物理学家William Bialek 说道：“如果你正在试图在自己不太了解的情况下努力寻找一些关于自然世界非常引人注目的东西，你将迫不得已成为不可知论者。”Wiggins认为，许多“机器学习”算法正是在这种情况下凸显出重要作用。他说：“当有这么多的未知变量存在时，“机器学习”算法可以使自己数据可以决定哪些是值得研究的 。”

F Wiggins开始在Kavli研究所构建一个酵母基因调控网络的模型，这个调控网络是一系列基因和调节器用来共同协调DNA如何转录成mRNA的规则集。当他研究不同的算法时，他开始参与由在哥伦比亚大学领导计算生物学组的Christina Leslie带领的关于基因调控的讨论。Leslie建议使用一个叫做“分类器”的特定的机器学习工具。该算法必须要能够区分有自行车的图片和没有自行车的图片。分类筛选可以标记的有关例子和测量方法一切，然后通过逐步学习分组的支配规则。从这些规则中，该算法可以生成一个模型，而该模型可以判断出图片中是否有新的自行车的图片出现。在基因调控网络中，学习任务变成预测基因是否会增加或减少其控制的蛋白质合成活动的问题。

G 2002年秋季，Wiggins和Leslie开始构建的算法是关于酵母基因内在一系列条件下---冷，热，饥饿等等情况下调控器所表现出来的DNA序列和mRNA水平。具体来说，这种算法MEDUSA（是“使用序列集聚区分图案元素“的缩写）---扫描每一组可能的DNA启动子序列（称为图案）和调控器之间的配对。然后就像一个孩子可能将一个单词列表上的每个单词和其对应的定义之间画一条线连接起来一样，MEDUSA寻找使得模型和它试图模仿的数据之间更加匹配的组合。（Wiggins将这些配对视为边缘。）每次MEDUSA找到一组配对时它就会通过增加新的指导寻找下一个配对的规则来更新模型。然后它通过规则如何帮助改善现有模型来决定每组配对的属性。这些数字的层次帮助Wiggins和他的同事确定哪些配对是更重要的以及它们如何能共同影响每一个酵母的6,200个基因的活性。通过每次增加一组配对， MEDUSA可以预测哪些基因可以提高或是降低RNA的产生，以及揭示的协调一整个个有机体转录逻辑的集体机制。

蕴藏在寒冷气候中的财富

A William Masters 博士在阅读一本关于蚊子的书时突发灵感，据他回忆："书中有一则新闻是关于 1793 年在费城泛滥的黄热病，直等到第一场霜冻才得到缓解。"寒冷的天气冻死了昆虫，让费城的疫情可以逐步得到控制。"(*ipredicting.com copyright*)

B Masters 认为如果天气能够成为一个城市财富的来源，那么它为什么不能成为一个国家的历史财富呢？是否霜冻也是所有经济奥秘的核心呢？——为什么几乎所有富裕的工业化国家都是位于经度 40 度以上？在经过了两年的研究，他认为自己找到了一些解开谜团的线索。来自 Indiana 州 Purdue 大学的农业经济学家 Masters 和波士顿 Tufts 大学的 Margaret Mcmillan 发现每年的霜降量是影响国家富裕还是贫穷的因素之一。他们的研究结果在《经济增长杂志》中得到发表，他们发现寒冷的天气带来两个方面主要的好处——它冻死了会毁坏庄家的害虫，同时也冻死了其它有机体比如说会传播疾病的蚊子，这样一来可以带来农业的丰收和丰富的劳动力。

C 有关这方面的学术研究着重于两方面的数据，第一个是关于一个国家的平均收入，另一个是 East Anglia 大学收集到的的关于气候的数据，他们发现这两组数据之间存在着一定的联系。每年拥有 5 天或更多的霜冻天气的国家无一例外的都很富裕，而霜冻天气不足 5 天的都比较贫穷。他们还发现"5 天的霜冻天气" 很重要，因为这是能杀死土壤里的害虫所需的最少天数。Masters 说道："比方说芬兰，它虽然是一个小国但是发展却很迅速，玻利维亚同样也是一个小国，但是根本就没有任何发展，可能天气是造成这种差异的原因。"事实上，有限的霜冻天气会让农民受益匪浅，，因为寒冷的天气能杀死昆虫或是让它们不那么活跃，还可以减缓土壤里植物和动物的分解，让土壤保持肥沃，霜冻还会让土壤在春天保持水分，从而减少对季节性雨水的依赖。当然这个关于"寒冷天气能带来富裕"的观点也有例外，比如说香港和新加坡都是典型的热带气候，但是它们都处于超级有利的贸易地位。同样的，并不是所有的欧洲国家都很富裕——比如说以前的殖民地的经济潜力遭到了政治方面的重创。

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D Masters 强调气候绝不是最重要的原因——一个国家的经济是很复杂的而不是只受一个因素影响。他认为气候从某种程度上和其它因素比如说机构包括政府，贸易类型一起会影响一个国家的经济。从传统意义上来讲，经济学家认为机构对于一个国家的经济很重要，因为它们对于一个国家的秩序至关重要，比如说法律和所有权，只有国家有序，相关的想法才能付诸实施。同时他也表示，就算国家的机构运作良好，仍然会有很多问题存在，一个国家越富裕，它的机构运作得就越好，而且财富的积累和管理制度的提升都需要一个有利的环境支持，这其中就包括气候。

E 他也强调这并不意味着热带国家就不会有好的经济和注定会贫穷。相反地，相对富裕一些的国家应该改变对外国援助的方式，比如说援助不应该侧重于提高管理能力，而是应该注重在提高技术来促进农业和对抗疾病。Masters 援引了一个例子：“印度的一些地区接受了有关灌溉方面的帮助，农业的生产效率得到了很大的提高，当地人的身体健康水平也得到了提高。提供预防热带疾病的疫苗和提高作物多样性使得作物在热带可以生长的措施都可以打破贫穷的禁锢。”（*ipredicting.com copyright*）

F 其它一些看法认为穷国和富国之间的区别包括人类学的，气候的和动物学方面的因素，这些也可以解释为什么温带地区的国家总是最富裕的。在公元前 350 年，亚里士多德观察到“那些生活在寒冷气候的人总是精神充沛”，加里福利亚大学洛杉矶分校的 Jared Diamond 在他的书《枪，细菌和钢铁》中指出 Eurasia 在总体上处于东西朝向，而非洲和美国呈南北方向，所以欧洲的作物在纬度方向会快速传播扩张，因为气候类型相似。最早的改良的作物之一 Eikorn wheat 很快从中东蔓延到欧洲，而玉米从墨西哥传到美国东部要花两倍的时间。Diamond 还观察到在 Eurasia 相似的纬度方向这样的蔓延意味着交通工具和文化写作等新技术的快速推广。该地区的家畜迅速繁殖，它们能提供肉，羊毛和经济动力，在这些自然资源的帮助下，Eurasia 的经济得到了腾飞。

G 两位美国经济学家 John Gallup 和 Jeffrey Sachs 指出一个国家的地理位置和财富之间有很紧密的联系。他们指出位于北纬 23.45 度和赤道南部之间的热带国家几乎都很贫穷。他们在《哈佛国际研究》的一篇文章中总结道“发展似乎肯定会促进处于温带的国家的经济，尤其是处于北半球以及那些成功避免社会化和战争困扰的国家。”但是 Masters 对于地理位置决定注意提出了质疑，特别是针对认为热带国家没有希望的看法提出不同意见：“人类的健康和农业可以通过科学和科技研究得到改善，所以我们不应该否定这些国家，就拿新加坡来说，如果没有空调，它不会那么富裕。”

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儿童的听从与不听从

A 许多科学家认为社会化是一个长期的过程，而听从正是其开端。相应地，对于孩子的听从观念的教育就成为优先考虑的问题。通过对 3 个控制组中 103 对母亲和她们 26 至 4 个月的孩子的观察，激发性的儿童听从模式和来自母亲的控制有相互的正面影响，而这个结果作为孩子内在化的相关性研究，是通过给予实验组的孩子禁止性的诱惑和母亲对孩子干预的评级来评定的。听从的模式之一(忠诚性听从)是指孩子全身心地听从母亲的日程安排，并且很愿意去赞同和接受这种安排。母子之间这种正面的相互影响既是一种预示，也是忠诚性听从随之而来的一种结果。能和母亲分享这种良好的正面影响的孩子表现出很高水平的忠诚性听从，同时也更加愿意把想法藏在心底。孩子对于要求的听从和禁止(“做”与“不做”的要求指示)的差异性和相似性也同时被探究出来。对于蹒跚学步的孩子来说，母亲对孩子的“做”的要求指示与“不做”的要求指示相比来说更有挑战性。而跨越这两种要求指示的一些个别的行为连贯性也被揭示。而忠诚性遵从作为日益显露的孩子行为的内在化的调节指标成为人们讨论的对象。

B 对于很多家长来说，让他们意识到听从这件事并不容易，一些家长甚至忽视孩子的不听从。即使对于一些接受了良好教育的孩子，他们在很多情况下也不听父母的话，尤其是到了一定年纪的男孩子。幸运的是，这种情况的比率还是在可接受范围内的，一些家长对于孩子的这种不听从还是表现出了耐心。有些人认为，孩子不听从大概也不是一件错的事情。为了确定不同的家长训诫方式对小孩子听从与不听从的影响，母亲往往需要训练有素，能够观察到她们蹒跚学步的孩子感情变化的细节。专家从使用的训诫方式的类型（包括讲道理，口头禁止，身体的压制，对孩子的关爱取消和以上几种方式的组合）以及孩子对这些训诫方式的反应（听从或是不听从还是回避）来分析这些有关训诫方式的报告。专家还分析了听从与不听从和不端行为的类别(包括对别人的伤害,对财物的损坏以及自我控制的失误)之间的关系。结果显示，对孩子的关爱取消辅以其他的一些训诫方式在保证孩子听从父母意见方面是最有效的,结果还表明这种有效性并不是与关爱取消的训诫方式组合的其它方式的功能。和其它训诫方式相比，当父母对孩子取消关爱，孩子往往会对父母的命令产生回避性的反应，并表现出对父母的情感回归。和关爱取消的训诫方式相比，对孩子身体的压制没有那么有效，与此同时，讲道理和口头禁止也一点不起作用，除非它们

两个和身体压制这种方式相结合。

C 英国心理研究所的学者 Henry Porter 曾说道："不听话的孩子在他们还小的时候有时喜欢直接说"不"，在成长的过程中，他们容易处理和同龄人的关系问题。而当他们再长大些，他们学会用更高级的方式来表现他们的不听从。他们会更善于用和父母协商和向他们讲出拒绝的理由的方式，而不是直接向他们的父母表达反对的观点。" 他指出，孩子不听话某种程度上来讲意味着他们在成长，这对他们也许有利。近些年来，许多专家对此持不同的观点。他们试图训练孩子变得听话。Henry Porter 的合作者 Wallace Freisen 认为，应该训练孩子的日常活动，让他们每天尽可能地有序地完成这些活动。这是对反抗的孩子最最重要的优先策略。培养孩子的日常规范能够帮助他知道接下来要做什么，也能够加大他或她遵从对于像日常杂务，家庭作业还有卫生这些要求的机会

D 当一些他们讨厌的事情按着同样的顺序在一天中最理想的时间发生，它们就成为一种不会被质疑的习惯，并且会背不假思索的完成。极有可能你就会给自己养成一个固定的习惯，比如在洗澡，打扫房间或是做其它一些工作。当你养成习惯，在做这些事情的时候，你脑子里就知道该怎么做以及接下来会怎样。事实上，你很可能在没有意识的情况下采用了这种听从策略。对于孩子来说，不通过把这些变成一个他们每天生活的惯例，他们很容易就会很不安。就像大人一样，孩子打算好自己那天要做什么，也知道能得到自己期望的结果。因此，当你走过来让他们去做那天没有计划做的事情的时候，他们很容易就会自动拒绝或表现出其它反抗的行为。然而，对于一些反抗的孩子采用这种听从的策略，当这些事情在他们生活中几乎都会按同样的顺序出现的时候，每天几乎都会被完成而且孩子很期待去完成它们。

E Steven Walson 博士强调，在一些容易被孩子频繁拒绝的事情后面安排一些有趣的事是很有必要的。这个方法在孩子很听从你的要求的情况下依然奏效。通过安排好时间，在孩子很想做的事情前面让他做他经常拒绝做的事情，会消除孩子的反抗行为并且会激发孩子愿意去做他本来讨厌的事情。这并不是说只有反抗的孩子做了不想做的事才可以做他想做的事。然而你可以通过口头表达出让你的孩子知道他必须先做自己不想做的事情，才能继续接下来做他想做的事情。比方说，不要说类似这样的话"如果你打扫了房间，你就可以玩会游戏" ，而要把它变成这样说 "你一打扫完房间就可以玩那个你特别想玩的很有意思的游戏了"。

F 心理学家 Paul Edith 坚持认为，表扬是让孩子听从的最佳方式。这可能是你目前为止听过的最熟悉不过的普通方式。如果你表扬了你孩子的某个行为，他/她很可能会重复那个行为。因此，在对付不听话的孩子的时候，表扬他们是很有必要的。表扬也会让你的孩子有一个正面的注意意识。但是把握好怎样表扬孩子好让他们做类似的事情的时候能够自发地去做是至关重要的。

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新科技对历史教学的影响

A 在技术和媒体主导的世界中，要得到学生的注意力并让他们从课堂讨论吸收变得越来越难。当今时代特别给教育者带来了独特的挑战。因为青少年很容易沉溺于高清晰度电视，电脑，音乐播放器，视频游戏和手机，却对过时的教科书和在枯燥的教室里听课不怎么感兴趣。在数字时代如何教授历史的问题，经常引起争议。一方面，老一代的人认为专业标准的历史教学正在面临数字化带来的昙花一现的只有表演并没有实质内容这样的致命的危险。另一方面，这个自封的“干扰因素”过分夸大了数字技术如何改变了一切这个事实，而垂死的专家打着这个旗号妨碍一切科技在历史教学中的使用。至少，这是一个关于其的模拟(也许不是太大的一个）辩论。支持者和反对者对于数字化比起他们所承认的更多的是共享相同的学科背景。

B 当作为补充的学习工具，仅仅是一本教科书时，测试结果显示，大多数学生无法标注出具有重大意义的历史事件和个人。较少的仍然是能够引用和证实基础的史料。这说明我们的教育工作者是怎样传递信息的？从 1917 年的测试报告可以看出， 1917 年 668 德州学生中不到 10%的适龄儿童就读高中，而在入学率几乎普遍的今天，整个世界在上个世纪都发生了巨大的变化，但有一件事是保持不变：年轻的人仍然从他们的历史测试反映出令人悲伤的对历史的无知。你猜怎么着？历史学家也是在历史方面很无知，尤其是当我们将历史知识等同于“危险”这样的每日双报时。在测试中，这些专家在美国史方面的表现还好。但是，在关于中世纪，欧洲和非洲方面的历史知识方面的表现就相当得糟糕了，当遇到有关提康德罗加堡的橄榄枝请愿书，或“魁北克法案这类问题” ——这些题目都是来自一本典型的教科书。据测试人员反映，从近期的国家历史评估中可以看出，早期的测试结果显示，年轻人对自己国家的历史是完全得无知。更悲剧的是去年 9 月，历史学家 Diane Ravitch 非常担心国家的未来，因为国家的实力正在因为学生在历史测试中糟糕的表现而遭到削弱。但是，如果她是正确的，我们国家早在在 1917 年就完了！

C “孩子们不知道我们想让他们知道的历史”和“孩子们完全不知道任何历史”之间有巨大的区别。历史知识自己成为我们的文化的毛孔，即使青少年不能解决所面临的选择题测试。如果我们不是这样的伪君子（或者如果我们是更好的历史学家），我们不得不承认，今天的学生正是在追随我们的脚步。太长时间我们都是在幻想通过重写教科书来改变历史知识的学习。但问题不是课本的内容而是他们的想法。在 1917 年没有谁的大脑可以记住所有塞进去的信息，现在情况也并没有好转。如果要我们学到任何东西可以应用到每一个时间段的历史，那么唯一不变的就是变化。历史的教学或是其它任何的学科也不例外。现在的问题不再是是否将新的技术应用到日常教育而是怎样的技术应用到初中和高中历史课堂的主题是最适合的。幸运的是，科技已经为我们提供了机会，以各种新的方式来介绍我们关于内战或美国革命的教案。

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

D 老师们现在可以很容易地将历史学习与创新的多媒体相结合来教授这一代的学生。特别是PowerPoint和演讲将传统课堂讨论的范围扩大到帮助教师在解释抽象的概念的同时可以保留学生独特的学习风格。为历史课堂提前准备好的 PowerPoint 中的学习单元包括各种形式的照片，版画，地图，音频剪辑，视频剪辑和基础资源对学习起到互动和刺激的作用。以这样吸引人的方式授课，有助于技术驱动型的学生同时记住标准考试中所需要的信息。

E 无论你是准备要覆盖国内革命战争时期的教案或二战教案，PowerPoint 中的学习单元都包括了你教室的所有的需求。多媒体教学工具，如 PowerPoint 软件在世界各地都获得了积极的反响，将传统的课堂加上，书面的，听觉和视觉内容来帮助学生记得姓名，日期以及在一个历史背景下的因果关系。

F 历史继续向我们展示新时代会带来新的现实，教育也不例外。问题不在于是否把技术纳入教育的环境。相反，问题是哪些技术适用于美国和世界历史科目，从内战教案到二战教案。无论你是覆盖美国革命教案或冷战教案，PowerPoint 演示文稿中提供预打包的格式，都足以满足教室的需求。

G 同时，一些历史学家在历史教学中使用的技术有不同的看法。其中一个原因是他们认为并非所有的事实都可以以电影或视频的形式被记录下来，在这种情况下，文学是比较可行的，他们必须面对的另一个挑战是痛苦的过程，学习新的技术，如制作 PowerPoint 编辑音频和视频剪辑，这这个理由也是也是合理的，特别是对一些年老的历史学家。

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创新过程的空白

A 创造，就像笔者在这里定义的一样，不仅仅指那些关于计算机、抗旱作物之类的新 科技的构想，更重要的是指那些关于优化制度和社会安排的思想，例如高效市场、法定 政府等。

B 一个社会需要多少创造及哪种创造，取决于多种因素，包括社会目标和达成这些社 会目标时所处的社会环境——无论它是年轻型社会还是老龄化社会；是自然物资丰富或是物资匮乏；是气候宜人或气候恶劣。

C 一个社会能提供多少或何种创造，同样取决于众多因素，例如人类创造和理解的本性、有用知识的制造者所获得的经济回报、以及社会制度改革的政治反对派的力量等。

D 充足优质的创造非常重要，当然这还不够。例如，我们知道财富的创造不仅取决于充足的、有价值的创意，还需要更多其他传统生产因素，如资本和劳动力。同样，繁荣、 稳定、公正通常取决于对财富和权力的重大政治斗争的决议，或者至少是针对它们的遏 制政策。然而目前，我们的经济创意常常将劳动力排挤在外，随着创意的增长，机器设 备实体通常也随之增长。在现有的政治体系中，我们需要更多的创意来建设社会制度，从而成功地管控财富和权力斗争。很明显，我们的经济政治进程正紧密地与这些创意产物结合在一起。

E 过去的一个世纪中，在我们的整个社会范围、科技领域和我们与周围自然环境的互动中产生的不计其数并不断增加的变化，已经积累到了足以创造一个高品质的新世界。 由于这些变化是慢慢积累起来的，所以我们通常很难认识到它们所影响的深度与广度。这些变化波及了更广泛、更密集的人群，它们使得人均自然资源消耗变得更高，并提供 了更有效、更广泛的交通运输技术，尤其是信息传播技术。

F 总的来说，这些变化已经大大增加了我们彼此互动的深度、强度和速度；但也显著增加了人类对自然环境造成的负担；同时也促使人类社会将权力从国家和国际组织转移 到个人和群体组织中，例如特殊政治利益和民族派别。

G 因此，来自不同领域的人们——从政治经济领袖到我们日常生活中的普通人——必 须应对更为复杂、紧迫、甚至不可预料的社会环境。我们需要大量的、不断增长的社会 和技术创新来处理我们与新世界的关系。当人类努力保持或增强社会繁荣、提高生活质 量时，我们必须在比以往更短的时间内做出更精确的决策。

H 从汽车到环球金融网络，我们在提升任何一个体系的效能时，都会不由自主地把它 复

A	B	C	D	E	F	G	H	I	J

杂化。人类赖以生存的自然环境体系通常也是相当复杂的，例如全球气候和海洋。由于这些复杂体系对微小扰动极其敏感，系统表现可以从一种模式急剧切换到另一种模式，所以人类很难精确预测它们的各种变化。通常，当我们赖以生存的人造体系和自然体系越来越复杂时，当我们对这些生存体系的要求越来越多时，我们用来控制这些体系的制度和科技也会越来越复杂，而这些则会进一步增强我们对创意的需求。

I 好消息是，在社会与技术发生巨大变革的上个世纪中，我们不仅增加了对创意的需求，也创造出了大量的创意。随着人口的增加、城市化进程的加速，新的通讯和物流技术也迅速增长，这大大拓展了人与人之间的交流，并催生了更广泛、更综合、更高效的市场：反过来，这些变化在很大程度上也加速了这个创意时代的思潮解放。

J 但是——用批判的眼光来看——我们不能直接得出结论说，我们的创意能一直艰上 需求的脚步：虽然说需求是创造之母，但我们不能总指望在我们有需要的时候，恰好就有相应的创造产生。今天，在许多情况中，经济、社会、生态系统运转的复杂性和速度，都远远超出了人类大脑的应变范围。大部分人对这些系统的运转原理都知之甚少。人们仍然充满了数不胜数的“未知的未知”，这些未知使得人们很难创造出充足的创意来解决 生活体系中的种种问题。

K 本书中，笔者研究分析了那些可能在新世纪中制约我们设计创意能力的各种因素。 例如，许多人认为新的信息技术增强了社会民主性，并使得人们解决社会群体事件变得 更容易，但事实似乎并非如此。曰常生活中的信息拥塞反而分散了我们的注意力，减少 了人们对公共政治等重要事件的思考时间，并使得政治观点更加表面化。

L 现代市场和科学是我们创意设计的重要组成部分。市场的重要性在于，它为企业家创造知识提供了经济动力。对于科学来说，尽管似乎没什么理论限制，但在实践环节上 的制约会减缓科学的实现进程，至少在今后一段时间内都会如此。随着科学研究的深入，其成本也在逐渐上升。同时，科学的进步速率取决于人们研究的自然现象的特征，有些现象或领域就是比其他的现象或领域难，所以这些领域中的知识进步会非常缓慢。因此，在人们发现问题到提供解决问题的创意或技术之间，通常会有一段很长的滞后期。由于某些未知的原因，社会科学的进步尤其缓慢；但我们迫切需要更好的社会科学理论，以建立起符合现代世界需求的庞大制度体系。

A	B	C	D	E	F	G	H	I	J

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36	H	37	I	38	G
39	D	40	B		

2

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请扫描二维码

Version 18102　　主题 古代书写工具

28	B	29	E	30	C
31	D	32	F	33	C
34	A	35	B	36	D
37	B	38	Lengthy preparationtime	39	in 1436
40	Modern fountain pens				

3

教师互动解析
请扫描二维码

Version 18103　　主题 艺术家的指纹

29	C	30	J	31	A
32	G	33	D	34	G
35	I	36	F	37	A
38	D	39	C	40	A

4

教师互动解析
请扫描二维码

Version 18106　　主题　纤维素的成功

1	C	2	B	3	C
4	A	5	D	6	C
7	TRUE	8	TRUE	9	FALSE
10	NOTGIVEN	11	plastic tubes /the filter-fabric straws	12	the selective membrane
13	extract				

5

教师互动解析
请扫描二维码

Version 18113　　主题　生命密码解密

1	ix	2	vi	3	x
4	vii	5	v	6	i
7	NOT GIVEN	8	TRUE	9	NOT GIVEN
10	biological phenomena	11	DNA microarrays	12	(myriad) conditions
13	their expression levels				

6

教师互动解析
请扫描二维码

Version 18300　　主题　寒冷气候财富

14	iii	15	vi	16	i
17	ii	18	viii	19	ix
20	iv	21	(yellow-fever) epidemic	22	Finland
23	Governing institutions/ administrative system/government	24	Eurasia	25	Einkorn Wheat
26	Singapore				

7

Version 18301　　主题 英国村庄 2

教师互动解析
请扫描二维码

14	iv	15	v	16	i
17	vii	18	viii	19	ix
20	ii	21	cottages	22	Domesday Book
23	Self Sufficient	24	remnants	25	defense
26	triangular				

8

Version 18302　　主题 新西兰农民公司

教师互动解析
请扫描二维码

14	E	15	B	16	G
17	D	18	I	19	mail-order company
20	chain store	21	buying offices	22	celebration
23	big family	24	B	25	C
26	A				

9

Version 18303　　主题 明星员工

教师互动解析
请扫描二维码

14	F	15	B	16	G
17	C	18	NOT GIVEN	19	YES
20	NO	21	YES	22	analysts /star-stock analysts
23	performance star / star / star performer	24	working environment/ settings	25	salary
26	rivals				

10

Version 18308 主题 猩猩文化

教师互动解析
请扫描二维码

1	H	2	J	3	I
4	K	5	G	6	NOTGIVEN
7	TURE	8	TURE	9	FALSE
10	FALSE	11	in the 1960s	12	Tanzania
13	（close）observation/observers	14	（a）culture origin		

11

Version 18409 主题 服从和不服从

教师互动解析
请扫描二维码

27	D	28	C	29	B
30	B	31	C	32	B
33	E	34	D	35	F
36	NOT GIVEN	37	YES	38	YES
39	NO	40	NO		

12

Version 18410 主题 历史教学的科技

教师互动解析
请扫描二维码

28	ii	29	v	30	x
31	iv	32	vi	33	i
34	ix	35	NO	36	YES
37	NOT GIVEN	38	multimedia	39	abstract concepts
40	interactive and stimulating				

13

Version 18502　　主题 创新的差距

教师互动解析
请扫描二维码

27	C	28	A	29	D
30	B	31	B	32	B
33	C	34	YES	35	YES
36	YES	37	NO	38	NOT GIVEN
39	YES	40	NO		

14

Version 18505　　主题 强韧的蜘蛛丝

教师互动解析
请扫描二维码

1	E	2	H	3	I
4	D	5	G	6	Yeast
7	Bacteria (in either order)	8	Protein	9	Chemical
10	(small)holes	11	FALSE	12	TRUE
13	NOT GIVEN				

15

Version 18601　　主题 光学污染

教师互动解析
请扫描二维码

14	B	15	I	16	J
17	C	18	H	19	A
20	D	21	C	22	C
23	D	24	F	25	A
26	G				

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