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# 雅思阅读真题

【考前预测真题还原版本】

IELTS

17

中国雅思预测研究组



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# 雅思阅读预测和机经 (第17册)

适用 **2014.10-2015.8 月** 题库

(预计适用到 2015 年 (8 月换题库) 前的亚太区雅思考试)

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1	2	3	4	5	6	7	8	9	10	11	12
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73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110										

**黑** - 过去30天考试命中删除的页码  
**灰** - 删除，未来至少24个月不会考，  
**红** - 超级重点，相当于缩小版  
**橙** - 可能重点，也有考到的概率  
**绿** - 监控在未来4月底前，不会考

每场考试变动

通过隐藏答案的机经页面，在题号填写单词（电脑检查您的**记忆效果和拼写**）

雅思听力真题 Version 50470

**Section 4**

主题提示：夜班工人健康研究

A lecture about health problem of Night Shift Worker, factors that affect people's sleep.

**31-40) Sentence Completion**

31. Population of night shift workers reached 10, 000

32. night shift workers (生理) disordered

33. Human's internal clock make people tell the difference of

34. night shift work resulted in hours

35. Lack of sleep is not good for and health

36. All of these reason would lead to



## 阅读高分的秘密？

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？

那是什么，秘密就是：

**[1] 你的真题预测系列书上用荧光笔标记的 原文出题点句子**

**[2] 根据出题点原文和考题题干之间的替换词(列表)**

【原文出题点 就是考点，需要考前重点记忆理解的】：

(1) 对照预测真题，做完考题，然后自学(或听课)对原文的理解 找到原文中出考题的英文的原句，进行荧光笔标注（适合考前复习）

(2) 如使用如的专业教师作者提供的《阅读真题预测真题》阅读真题原文（中文翻译）（[见在线系统阅读目录中](#)）（中文加速理解，记忆深刻）：

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。



## 雅思阅读满分 30 天计划

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步骤【2】：把列表配套书籍全部拿到手边，书上标记重点（数字是红色+橙色篇章）

步骤【3】：做完全部预测中重点文章套题。

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)

考前 15-8 天，原文出题点用荧光笔标记，不做题，把重点预测文章的（中文翻译和英文原文出题点）全部仔细浏览一遍，同时画出英文原文中的出题的英文句子仔细阅读。

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）

考前 1 晚请一定登录在线系统【阅读必看补丁】；

看补丁（大部分时候有更新的）若干篇



雅思听力真题 **Version** 必看补丁

## Section 1-4

主题提示：例如：New technology in Swimming pool

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配套中文翻译解析（部分非全部）

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《雅思阅读预测真题》

9, 10, 11, 12, 13, 14, 15, 16, **17**, 18, 19, 20...

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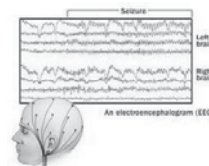




SECTION 1

# What Does the Consumer think?

**A** MARKETING people are no longer prepared to take your word for it that you favour one product over another. They want to scan your brain to see which one you really prefer. Using the tools of neuroscientists, such as electroencephalogram (EEG) mapping and functional magnetic-resonance imaging (fMRI), they are trying to learn more about the mental processes behind purchasing decisions. The resulting fusion of neuroscience and marketing is, inevitably, being called 'neuromarketing'.



**B** The first person to apply brain-imaging technology in this way was Gerry Zaltman of Harvard University, in the late 1990s. The idea remained in obscurity until 2001, when BrightHouse, a marketing consultancy based in Atlanta, Georgia, set up a dedicated neuromarketing arm, BrightHouse Neurostrategies Group. (BrightHouse lists Coca-Cola, Delta Airlines and Home Depot among its clients.) But the company's name may itself simply be an example of clever marketing. BrightHouse does not scan people while showing them specific products or campaign ideas, but bases its work on the results of more general fMRI-based research into consumer preferences and decision-making carried out at Emory University in Atlanta.

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**C** Can brain scanning really be applied to marketing? The basic principle is not that different from focus groups and other traditional forms of market research. A volunteer lies in an fMRI machine and is shown images or video clips. In place of an interview or questionnaire, the subject's response is evaluated by monitoring brain activity. fMRI provides real-time images of brain activity, in which different areas 'light up' depending on the level of blood flow. This provides clues to the subject's subconscious thought patterns. Neuroscientists know, for example, that the sense of self is associated with an area of the brain known as the medial prefrontal cortex. A flow of blood to that area while the subject is looking at a particular logo suggests that he or she identifies with that brand.

**D** At first, it seemed that only companies in Europe were prepared to admit that they used neuromarketing. Two carmakers, DaimlerChrysler in Germany and Ford's European arm, ran pilot studies in 2003. But more recently, American companies have become more open about their use of neuromarketing. Lieberman Research Worldwide, a marketing firm based in Los Angeles, is collaborating with the California Institute of Technology (Caltech) to enable movie studios to market- test film trailers. More controversially, the New York Times recently reported that a political consultancy, FKF Research, has been studying the effectiveness of campaign commercials using neuromarketing techniques.

**E** Whether all this is any more than a modern-day version of phrenology, the Victorian obsession with linking lumps and bumps in the skull to personality traits, is unclear. There have been no large-scale studies, so scans of a handful of subjects may not be a reliable guide to consumer behaviour in general. Of course, focus groups and surveys are flawed too: strong personalities can steer the outcomes of focus groups, and some people may be untruthful in their responses to opinion pollsters. And even honest people cannot always explain their preferences.

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**F** That is perhaps where neuromarketing has the most potential. When asked about cola drinks, most people claim to have a favourite brand, but cannot say why they prefer that brand's taste. An unpublished study of attitudes towards two well- known cola drinks, Brand A and Brand B, carried out last year in a college of medicine in the US found that most subjects preferred Brand B in a blind testing — fMRI scanning showed that drinking Brand B lit up a region called the **ventral putamen**, which is one of the brain's 'reward centres', far more brightly than Brand A. But when told which drink was which, most subjects said they preferred Brand A, which suggests that its stronger brand outweighs the more pleasant taste of the other drink.

**G** 'People form many unconscious attitudes that are obviously beyond traditional methods that utilise introspection,' says Steven Quartz, a neuroscientist at Caltech who is collaborating with Lieberman Research. With over 100 billion dollars spent each year on marketing in America alone, any firm that can more accurately analyse how customers respond to brands could make a fortune.

**H** Consumer advocates are wary. Gary Ruskin of Commercial Alert, a lobby



A	B	C	D	E	F	G	H	I	J
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group, thinks existing marketing techniques are powerful enough. "Already, marketing is deeply implicated in many serious pathologies", he says. 'That is especially true of children, who are suffering from an epidemic of marketing-related diseases, including obesity and type-2 diabetes. Neuromarketing is a tool to amplify these trends.' Dr. Quartz counters that neuromarketing techniques could equally be used for benign purposes. 'There are ways to utilise these technologies to create more responsible advertising', he says. Brain-scanning could, for example, be used to determine when people are capable of making free choices, to ensure that advertising falls within those bounds.

**I** Another worry is that brain-scanning is an invasion of privacy and that information on the preferences of specific individuals will be misused. But neuromarketing studies rely on small numbers of volunteer subjects, so that seems implausible. Critics also object to the use of medical equipment for frivolous rather than medical purposes. But as Tim Ambler, a neuromarketing researcher at the London Business School, says, 'A tool is a tool, and if the owner of the tool gets a decent rent for hiring it out, then that subsidises the cost of the equipment, and everybody wins.' Perhaps more brain-scanning will some day explain why some people like the idea of neuromarketing, but others do not.

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## Questions 14-19

**Reading Passage 2 has ten paragraphs A-J.**

Choose the correct heading for Paragraphs B-G from the list of headings below. Write the correct number (i-x) in boxes 14-19 on your answer sheet.

### List of Heading

- i. A description of the procedure and mechanism
- ii. An international research project
- iii. An experiment to investigate consumer responses
- iv. Marketing with an alternative name
- v. A misleading name for business?
- vi. A potentially profitable line of research
- vii. Medical dangers of the technique
- viii. Internal drawbacks to marketing tools
- ix. Broadening applications
- x. What is neuromarketing?

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*Example Paragraph A*      *x*

14 Paragraph B

15 Paragraph C

16 Paragraph D

17 Paragraph E

18 Paragraph F

19 Paragraph G



## Questions 20-22

Look at the following people (Questions 20-22) and the list of opinions below. Match each person with the opinion credited to him.

*Write the correct letter A-F in boxes 20-22 on your answer sheet.*

20 Steven Quartz

21 Gary Ruskin

22 Tim Ambler

### List of opinions

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- A Neuromarketing could be used to contribute towards the cost of medical technology
- B Neuromarketing could use introspection as a tool in marketing research.
- C Neuromarketing could be a means of treating medical problems.
- D Neuromarketing could make an existing problem worse.
- E Neuromarketing could lead to the misuse of medical equipment.
- F Neuromarketing could be used to prevent the exploitation of consumers



## Questions 23-26

Complete the summary below using words from the passage.

Choose **ONE WORD ONLY** from the passage for each answer.

*Write your answers in boxes 23-26 on your answer sheet.*

Neuromarketing can provide valuable information on attitudes to particular

23..... It may be more reliable than surveys, where people can be

24....., or focus groups, where they may be influenced by others.

(IELTS test papers offered by ks.ipredicting.com, copyright) It also allows researchers

to identify the subject's 25.....thought patterns. However, some

people are concerned that it could lead to problems such as an increase in

disease among 26 .....

SECTION 1

# Rural transport plan of “Practical action”



*For more than 40 years, Practical Action have worked with poor communities to identify the types of transport that work best, taking into consideration culture, needs and skills. With our technical and practical support, isolated rural communities can design, build and maintain their own solutions.*

考卷原文在本文基础上有删减,但后面题目几乎是原卷还原,但不能背诵答案!

**A** Whilst the focus of National Development Plans in the transport sector lies heavily in the areas of extending road networks and bridges, there are still major gaps identified in addressing the needs of poorer communities. There is a need to develop and promote the sustainable use of alternative transport systems and intermediate means of transportation (IMTs) that complement the linkages of poor people with road networks and other socio-economic infrastructures to improve their livelihoods.



**B** On the other hand, the development of all weathered roads (only 30 percent of rural population have access to this so far) and motorable bridges are very costly for a country with a small and stagnant economy. In addition these interventions are not always favourable in all geographical contexts environmentally, socially and economically. More than 60 percent of the network is concentrated in the lowland areas of the country. Although there are a number of alternative ways by which transportation and mobility needs of rural communities in the hills can be addressed, a lack of clear government focus and policies, lack of fiscal and economic incentives, lack of adequate technical knowledge and manufacturing capacities have led to under-development of this alternative transport sub-sector including the provision of IMTs.



**C** One of the major causes of poverty is isolation. Improving the access and mobility

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of the isolated poor paves the way for access to markets, services and opportunities. By improving transport poorer people are able to access markets where they can buy or sell goods for income, and make better use of essential services such as health and education. No proper roads or vehicles mean women and children are forced to spend many hours each day attending to their most basic needs, such as collecting water and firewood. This valuable time could be used to tend crops, care for the family, study or develop small business ideas to generate much needed income.

**Road building**

**D** Without roads, rural communities are extremely restricted. Collecting water and firewood, and going to local markets is a huge task, therefore it is understandable that the construction of roads is a major priority for many rural communities. Practical Action are helping to improve rural access/transport infrastructures through the construction and rehabilitation of short rural roads, small bridges, culverts and other transport related functions. The aim is to use methods that encourage community driven development. This means villagers can improve their own lives through better access to markets, health care, education and other economic and social opportunities, as well as bringing improved services and supplies to the now-accessible villages.

**Driving forward new ideas**

**E** Practical Action and the communities we work with are constantly crafting and honing new ideas to help poor people. Cycle trailers have a practical business use



too, helping people carry their goods, such as vegetables and charcoal, to markets for sale. Not only that, but those on the poverty-line can earn a decent income by making, maintaining and operating bicycle taxis. With Practical Action's know-how, Sri Lankan communities have been

able to start a bus service and maintain the roads along which it travels. The impact has been remarkable. This service has put an end to rural people's social isolation. Quick and affordable, it gives them a reliable way to travel to the nearest town; and now their children can get an education, making it far more likely they'll find a path out of poverty. Practical Action is also an active member of many national and regional networks through which exchange of knowledge and advocating based on action research are carried out and one conspicuous example is the Lanka Organic Agriculture Movement.

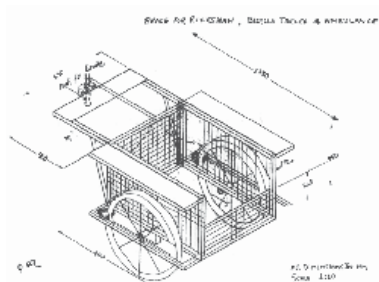
**sky-scraping transport system**

**F** For people who live in remote, mountainous areas, getting food to market in order to earn enough money to survive is a serious issue. The hills are so steep that travelling down them is dangerous. A porter can help but they are expensive, and it would still take hours or even a day. The journey can take so long that their goods

start to perish and become worth less and less. Practical Action have developed an ingenious solution called an aerial ropeway. It can either operate by gravitation force or with the use of external power. The ropeway consists of two trolleys rolling over support tracks connected to a control cable in the middle which moves in a traditional flywheel system. The trolley at the top is loaded with goods and can take up to 120kg. This is pulled down to the station at the bottom, either by the force of gravity or by external power. The other trolley at the bottom is therefore pulled upwards automatically. The external power can be produced by a micro hydro system if access to an electricity grid is not an option.

## Bringing people on board

**G** Practical Action developed a two-wheeled iron trailer that can be attached via a hitch behind the seat) to a bicycle and be used to carry heavy loads (up to around 200kgs) of food, water or even passengers. People can now carry three times as much as before and still pedal the bicycle. The cycle trailers are used for transporting goods by local producers, as ambulances, as mobile shops, and even as mobile libraries. They are made in small village workshops from iron tubing, which is cut, bent, welded and drilled to make the frame and wheels. Modifications are also carried out to the trailers in these workshops at the request of the buyers. The



two-wheeled 'ambulance' is made from moulded metal, with standard rubber-tyred wheels. The "bed" section can be padded with cushions to make the patient comfortable, while the "seat" section allows a family member to attend to patient during transit. A dedicated bicycle is needed to pull the ambulance trailer, so that other community members do not need to go without the bicycles they depend on in their daily lives. A joining mechanism allows for easy removal and attachment. In response to user comments, a cover has been designed that can be added to give protection to the patient and attendant in poor weather. Made of treated cotton, the cover is durable and waterproof

原始文章来源: <http://practicalaction.org/>

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### Questions 1-4

Do the following statements agree with the information given in Reading Passage 1?  
In boxes 1-4 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*

- 1 A slow developing economy often can not afford some road networks especially for those used regardless weather conditions.
- 2 Rural communities' officials know how to improve alternative transport technically. (IELTS test papers offered by ks.ipredicting.com, copyright)
- 3 The primary aim for Practical Action to improve rural transport infrastructures is meant to increase the trade among villages
- 4 *Lanka Organic Agriculture Movement* provided service that Practical Action highly involved in.



### Questions 5-8

Answer the questions below.

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

- 5 WHAT is the first duty for many rural communities to reach unrestricted development?
- 6 WHAT was one of the new ideas to help poor people carry their goods, such as vegetables and charcoal, to markets for sale?
- 7 WHAT service has put an end to rural people's social isolation in Sri Lanka?
- 8 WHAT solution had been applied for people who live in remote, mountainous areas getting food to market?





## Questions 9-13

### 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 11-14 on your answer sheet.

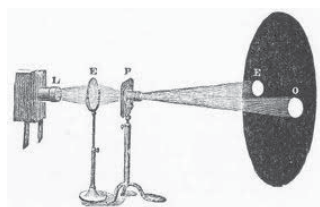
试卷表述可能有差异,但不影响填空考点和答案

Besides normal transport task, changes are also implemented to the trailers in these workshops at the request of the buyers when it was used on medical emergency or a moveable .....**9**.....; (IELTS test papers offered by ks.ipredicting.com, copyright) 'Ambulance' is made from metal, with rubber wheels and drive by another bicycle. When put with .....**10**..... in the two-wheeled 'ambulance', the patient can stay comfortable and which another .....**11**..... can sit on caring for patient in transport journey. In order to dismantle or attach other equipments, a assembling .....**12**..... is designed. Later, as user's suggest, .....**13**..... has also been added to give a protection to the patient.

# Thomas Harriot

## *The Discovery of Refraction*

**A** When light travels from one medium to another, it generally bends, or refracts. The law of refraction gives us a way of predicting the amount of bending. Refraction has many applications in optics and technology. A lens uses refraction to form an image of an object for many different purposes, such as magnification. A prism uses refraction to form a spectrum of colors from an incident beam of light. Refraction also plays an important role in the formation of a mirage and other optical illusions. The law of refraction is also known as Snell's Law, named after Willobrodr Snell, who discovered the law in 1621. Although Snell's sine law of refraction is now taught routinely in undergraduate courses, the quest for it spanned many centuries and involved many celebrated scientists. Perhaps the most interesting thing is that the first discovery of the sine law, made by the sixteenth-century English scientist Thomas Harriot (1560-1621), has been almost completely overlooked by physicists, despite much published material describing his contribution.



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**B** A contemporary of Shakespeare, Elizabeth I, Johannes Kepler and Galilei Galileo, Thomas Harriot (1560-1621) was an English scientist and mathematician. His principal biographer, J. W. Shirley, was quoted saying that in his time he was "England's most profound mathematician, most imaginative and methodical experimental scientist". As a mathematician, he contributed to the development of algebra, and introduced the symbols of ">," and "<" for "more than" and "less than." He also studied navigation and astronomy. On September 17, 1607, Harriot observed a comet, later Identified as Hailey-s. With his painstaking observations, later workers were able to compute the comet's orbit. Harriot was also the first to use a telescope to observe the heavens in England. He made sketches of the moon in 1609, and then developed lenses of increasing magnification. By April 1611, he had developed a lens with a magnification of 32. Between October 17, 1610 and

February 26, 1612, he observed the moons of Jupiter, which had already discovered by Galileo. While observing Jupiter's moons, he made a discovery of his own: sunspots, which he viewed 199 times between December 8, 1610 and January 18, 1613. These observations allowed him to figure out the sun's period of rotation.

**C** He was also an early English explorer of North America. He was a friend of the English courtier and explorer Sir Walter Raleigh, and travelled to Virginia as a scientific observer on a colonising expedition in 1585. On June 30, 1585, his ship anchored at Roanoke Island, off Virginia. On shore, Harriot observed the topography, flora and fauna, made many drawings and maps, and met the native people who spoke a language the English called Algonquian. Harriot worked out a phonetic transcription of the native people's speech sounds and began to learn the language, which enabled him to converse to some extent with other natives the English encountered. Harriot wrote his report for Raleigh and published it as *A Briefe and True Report of the New Found Land of Virginia* in 1588 (IELTS test papers offered by ks.ipredicting.com, copyright). Raleigh gave Harriot his own estate in Ireland, and Harriot began a survey of Raleigh's Irish holdings. He also undertook a study of ballistics and ship design for Raleigh in advance of the Spanish Armada's arrival.

**D** Harriot kept regular correspondence with other scientists and mathematicians, especially in England but also in mainland Europe, notably with Johannes Kepler. About twenty years before Snell's discovery, Johannes Kepler (1571-1630) had also looked for the law of refraction, but used the early data of Ptolemy. Unfortunately, Ptolemy's data was in error, so Kepler could obtain only an approximation which he published in 1604. Kepler later tried to obtain additional experimental results on refraction, and corresponded with Thomas Harriot from 1606 to 1609 since Kepler had heard Harriot had carried out some detailed experiments. In 1606, Harriot sent Kepler some tables of refraction data for different materials at a constant incident angle, but didn't provide enough detail for the data to be very useful. Kepler requested further information, but Harriot was not forthcoming, and it appears that Kepler eventually gave up the correspondence, frustrated with Harriot's reluctance.

**E** Apart from the correspondence with Kepler, there is no evidence that Harriot ever published his detailed results on refraction. His personal notes, however, reveal extensive studies significantly predating those of Kepler, Snell and Descartes. Harriot carried out many experiments on refraction in the 1590s, and from his notes it is clear that he had discovered the sine law at least as early as 1602. Around 1606, he had studied dispersion in prisms (predating Newton by around 60 years), measured the refractive indices of different liquids placed in a hollow glass prism, studied refraction in crystal spheres, and correctly understood refraction in the rainbow before Descartes.



**F** As his studies of refraction, Harriot's discoveries in other fields were largely unpublished during his lifetime, and until this century, Harriot was known only for an account of his travels in Virginia published in 1588, and for a treatise on algebra published posthumously in 1631. The reason why Harriot kept his results unpublished is unclear. Harriot wrote to Kepler that poor health prevented him from providing more information, but it is also possible that he was afraid of the seventeenth century's English religious establishment which was suspicious of the work carried out by mathematicians and scientists.

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**G** After the discovery of sunspots, Harriot's scientific work dwindled. The cause of his diminished productivity might have been a cancer discovered on his nose. Harriot died on July 2, 1621, in London, but his story did not end with his death. Recent research has revealed his wide range of interests and his genuinely original discoveries. What some writers describe as his "thousands upon thousands of sheets of mathematics and of scientific observations" appeared to be lost until 1784, when they were found in Henry Percy's country estate by one of Percy's descendants. She gave them to Franz Xaver Zach, her husband's son's tutor. Zach eventually put some of the papers in the hands of the Oxford University Press, but much work was required to prepare them for publication, and it has never been done. Scholars have begun to study them, and an appreciation of Harriot's contribution started to grow in the second half of the twentieth century. Harriot's study of refraction is but one example where his work overlapped with independent studies carried out by others in Europe, but in any historical treatment of optics his contribution rightfully deserves to be acknowledged.

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## Questions 27-31

**Reading Passage 3 has 7 paragraphs A-G.**

*Choose the correct heading for paragraphs B-E and G from the list of headings below.*

*Write the correct number, i-x, in boxes 28-32 on your answer sheet.*

### List of Headings

- i A misunderstanding in the history of science
- ii Thomas Harriot's biography
- iii Unknown reasons for his unpublished works
- iv Harriot's 1588 publication on North America studies
- v Expedition to the New World
- vi Reluctant cooperation with Kepler
- vii Belated appreciation of Harriot's contribution
- viii Religious pressures keeping him from publishing
- ix Correspondence with Kepler
- x Interests and researches into multiple fields of study

### Example Answer

Paragraph A      *i*

27 Paragraph B

28 Paragraph C

29 Paragraph D

30 Paragraph E

31 Paragraph G



### Questions 32-37

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

Write your answers in boxes 32-36 on your answer sheet.

Various modern applications base on an image produced by lens uses refraction , such as 32..... And a spectrum of colors from a beam of light can be produced with 33.....

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Harriot travelled to Virginia and mainly did research which focused on two subjects of American 34..... After, he also enter upon a study of flight dynamics and 35..... for one of his friends much ahead of major European competitor. He undertook extensive other studies which were only noted down personally yet predated than many other great scientists. One result, for example, corrected the misconception about the idea of 36.....



### Questions 37-40

Look at the following researchers (listed A-D) and findings

Match each researcher with the correct finding.

Write your answers in boxes 36-40 on your answer sheet.

NB You may use any researcher more than once.

A Willobrord Snell	37 discovered the moons of Jupiter
B Johannes Kepler	38 distracted experimental calculation on refraction
C Ptolemy	39 the discovery of sunspots
D Galileo	40 the person whose name the sin law was
E Harriot	attributed to

## Children's acquiring the principles of mathematics and science

**A** It has been pointed out that learning mathematics and science is not so much learning facts as learning ways of thinking. It has also been emphasised that in order to learn science, people often have to change the way they think in ordinary situations. For example, in order to understand even simple concepts such as heat and temperature, ways of thinking of temperature as a measure of heat must be abandoned and a distinction between 'temperature' and 'heat' must be learned. These changes in ways of thinking are often referred to as conceptual changes. But how do conceptual changes happen? How do young people change their ways of thinking as they develop and as they learn in school?

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**B** Traditional instruction based on telling students how modern scientists think does not seem to be very successful. Students may learn the definitions, the formulae, the terminology, and yet still maintain their previous conceptions. This difficulty has been illustrated many times, for example, when instructed students are interviewed about heat and temperature. It is often identified by teachers as a difficulty in applying the concepts learned in the classroom; students may be able to repeat a formula but fail to use the concept represented by the formula when they explain observed events.

**C** The psychologist Piaget suggested an interesting hypothesis relating to the process of cognitive change in children. Cognitive change was expected to result from the pupils' own intellectual activity. When confronted with a result that challenges their thinking—that is, when faced with conflict—pupils realise that they need to think again about their own ways of solving problems, regardless of whether the problem is one in mathematics or in science. He hypothesised that conflict brings about disequilibrium, and then triggers equilibration processes that ultimately produce cognitive change. For this reason, according to Piaget and his colleagues, in order for pupils to progress in their thinking they need to be actively engaged in solving problems that will challenge their current mode

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of reasoning. However, Piaget also pointed out that young children do not always discard their ideas in the face of contradictory evidence. They may actually discard the evidence and keep their theory.

**D** Piaget's hypothesis about how cognitive change occurs was later translated into an educational approach which is now termed 'discovery learning'. Discovery learning initially took what is now considered the 'lone learner' route. The role of the teacher was to select situations that challenged the pupils' reasoning; and the pupils' peers had no real role in this process. However, it was subsequently proposed that interpersonal conflict, especially with peers, might play an important role in promoting cognitive change. This hypothesis, originally advanced by Perret-Clermont and Doise and Mugny, has been investigated in many recent studies of science teaching and learning.

**E** Christine Howe and her colleagues, for example, have compared children's progress in understanding several types of science concepts when they are given the opportunity to observe relevant events. In one study, Howe compared the progress of 8 to 12-year-old children in understanding what influences motion down a slope. In order to ascertain the role of conflict in group work, they created two kinds of groups according to a pre-test: one in which the children had dissimilar views, and a second in which the children had similar views. They found support for the idea that children in the groups with dissimilar views progressed more after their training sessions than those who had been placed in groups with similar views. However, they found no evidence to support the idea that the children worked out their new conceptions during their group discussions, because progress was not actually observed in a post-test immediately after the sessions of group work, but rather in a second test given around four weeks after the group work.

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**F** In another study, Howe set out to investigate whether the progress obtained through pair work could be a function of the exchange of ideas. They investigated the progress made by 12-15-year-old pupils in understanding the path of falling objects, a topic that usually involves conceptual difficulties. In order to create pairs of pupils with varying levels of dissimilarity in their initial conceptions, the pupils' predictions and explanations of the path of falling objects were assessed before they were engaged in pair work. The work sessions involved solving computer-presented problems, again about predicting and explaining the paths of falling objects. A post-test, given to individuals, assessed the progress made by pupils in their conceptions of what influenced the path of falling objects.

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## Questions 28-30

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

The list below contains some possible statements about learning.

Which **THREE** of these statements are attributed to Piaget by the writer of the passage?

- A Teachers play a big role in learning by explaining difficult concepts.
- B Mental challenge is a stimulus to learning.
- C Teaching should be consistent in order to easily acquire knowledge.
- D Children sometimes ignore evidence that conflicts with their original beliefs.
- E Children can help each other make cognitive progress.
- F Cognitive progress is mainly relied on children's own intellectual activity.

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## Questions 31-33

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

Which **THREE** of these statements describe Howe's experiment with 8-12-year-olds children?

- A The difference of learning progress between groups was obvious.
- B The most active children made the least progress.
- C The children were evaluated on their abilities to understand a physics phenomenon.
- D The teacher aided the children to understand a scientific problem.
- E A total of three tests were given to the children.
- F All the children were working in mixed-ability groups.

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## Questions 34-37

Do the following statements agree with the hypothesis of the psychologist Piaget?

*In boxes 34-37 on your answer sheet, write*

<b>TRUE</b>	<i>if the statement is true</i>
<b>FALSE</b>	<i>if the statement is false</i>
<b>NOT GIVEN</b>	<i>if the information is not given in the passage</i>

- 34 facing incompatible problems in different disciplines, students may be required to rethink their approach to solve the problem
- 35 Pupils learn new solutions by keep questioning their original ways of thinking.
- 36 With clear instructions, students could acquire new concepts with few problems.
- 37 Young children are less likely to change their concepts in problems of science than in mathematics.



## Questions 38-40

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

*Write the correct letter in boxes 38-40 on your answer sheet.*

**38 The 'lone learner' route is an educational approach which**

- A is the main approach for discovery learning in many teaching now.
- B requires help from the pupils' peers.
- C relies on how the teacher guides the students heavily.
- D missed an important part for discovery learning.

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**39 it can be inferred from the passage as experiment in paragraph E**

- A that children acquire more when learning in groups.
- B That children opposing each other would learn slower.
- C Researches should check feedback right after the first test.
- D There can be a satisfying result thanks to the duration of it.

**40 Howe set out the pair work experiment in order to**

- A study how 12-15-years old pupils learn scientific concepts.
- B assess whether teammates would have the features of exchange ideas.
- C investigate pupils the ability of solving physics problems.
- D predict and explain the path of falling objects.

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SECTION 2

# The Leatherback Turtle

**A** When it comes to physiology, the leatherback turtle is, in some ways, more like a reptilian whale than a turtle. While all other sea turtles have hard, bony shells, the inky-blue carapace of the leatherback is somewhat flexible and almost rubbery to the touch. It swims farther into the cold of the northern and southern oceans than any other sea turtle, and it deals with the chilly waters in a way unique among reptiles.



**B** A warm-blooded turtle may seem to be a contradiction in terms. Nonetheless, an adult leatherback can maintain a body temperature of between 25 and 26°C (77-79°F) in seawater that is only 8°C (46.4°F). Accomplishing this feat requires adaptations both to generate heat in the turtle's body and to keep it from escaping into the surrounding waters. Leatherbacks apparently do not generate internal heat the way we do, or the way birds do, as a by-product of cellular metabolism. A leatherback may be able to pick up some body heat by basking at the surface; its dark, almost black body color may help it to absorb solar radiation. However, most of its internal heat comes from the action of its muscles.



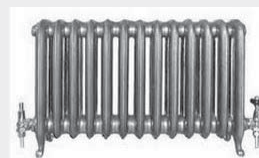
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**C** Leatherbacks keep their body heat in three different ways. The first, and simplest, is size. The bigger the animal is, the lower its surface-to-volume ratio; for every ounce of body mass, there is proportionately less surface through which heat can escape. Leatherbacks are the largest turtles on Earth, growing up to seven feet (two meters) long and exceeding 2,000 pounds (900 kilograms). An adult leatherback is twice the size of the biggest cheloniid sea turtles and will therefore take longer to cool off. Maintaining a high body temperature through sheer bulk is called gigantothermy. It works for elephants, for whales, and, perhaps, it worked for many of the larger dinosaurs. It apparently works, in a smaller way, for some other sea turtles. Large loggerhead and green turtles can maintain their body temperature at a

degree or two above that of the surrounding water, and gigantothermy is probably the way they do it. However, these animals have additional means of staying warm. Muscular activity helps, too, and an actively swimming green turtle may be 7° C (12.6° F) warmer than the waters it swims through.

**D** Gigantothermy, though, would not be enough to keep a leatherback warm in cold northern waters. It is not enough for whales, which supplement it with a thick layer of insulating blubber (fat). Leatherbacks do not have blubber, but they do have a reptilian equivalent: thick, oil-saturated skin, with a layer of fibrous, fatty tissue just beneath a. Insulation protects the leatherback everywhere but on its head and flippers. Because the flippers are comparatively thin and blade like, they are the one part of the leatherback that is likely to become chilled. There is not much that the turtle can do about this without compromising the aerodynamic shape of the flipper. The problem is that as blood flows through the turtle's flippers, it risks losing enough heat to lower the animal's central body temperature when it returns. The solution is to allow the flippers to cool down without drawing heat away from the rest of the turtle's body. The leatherback accomplishes this by arranging the blood vessels in the base of its flippers into a countercurrent exchange system.

**E** In a countercurrent exchange system, the blood vessels carrying cooled blood from the flippers run close enough to the blood vessels carrying warm blood from the body to pick up some heat from the warmer blood vessels; thus, the heat is transferred from the outgoing to the ingoing vessels before it reaches the flipper itself. This is the same arrangement found in an old-fashioned steam radiator, in which the coiled pipes pass heat back and forth as water courses through them. The leatherback is certainly not the only animal with such an arrangement; gulls have a countercurrent exchange in their legs. That is why a gull can stand on an ice floe without freezing.



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**F** All this applies, of course, only to an adult leatherback. Hatchlings are simply too small to conserve body heat, even with insulation and countercurrent exchange systems. We do not know how old, or how large, a leatherback has to be before it can switch from a cold-blooded to a warm-blooded mode of life. Leatherbacks reach their immense size in a much shorter time than it takes other sea turtles to grow. Perhaps their rush to adulthood is driven by a simple need to keep warm.

**G** The ability to maintain warm body temperatures in cold water allows leatherbacks to have the widest global distribution of all reptile species, and

possibly of any vertebrate. They can be found in the tropic and temperate waters of the Atlantic, Pacific, and Indian Oceans, as well as the Mediterranean Sea. Adult leatherbacks also traverse as far north as Canada and Norway and as far south as New Zealand and South America. Leatherbacks also undertake the longest migrations between breeding and feeding areas of any sea turtle, averaging 3,700 miles (6,000 kilometers) each way. After mating at sea, females come ashore during the breeding season to nest. The nighttime ritual involves excavating a hole in the sand, depositing around 80 eggs, filling the nest, leaving a large, disturbed area of sand that makes detection by predators difficult, and finally returning to the sea.

**H** Although their distribution is wide, the number of leatherback turtles has seriously declined during the last century. Now the species that has survived for more than a hundred million years is facing extinction. The Pacific population of leatherback sea turtles is falling at an alarming rate due to egg harvest, fishery bycatch, coastal development, and highly variable food availability: as few as 2,300 adult females now remain, making the Pacific leatherback the world's most endangered marine turtle population. Some Pacific populations have disappeared entirely from certain areas, such as Malaysia. The number of leatherbacks in the Atlantic appears to be stable, but scientists believe that it, too, will decline due to the large numbers of adults being killed accidentally by fishing fleets. Scientists around the world are tracking and studying leatherbacks to learn more about these reptilian giants and how they can be saved.

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### Question 14-17

Which paragraph contains the following information?

Write the correct letter A-J in boxes 13-15 on your answer sheet

- 14 How leatherbacks generate body heat
- 15 Reason why the leatherback turtles are facing extinction  
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- 16 A comparison made to a device to explain a mechanism in body system
- 17 A special circulation system in body can not guarantee turtles' warm blooded life mode



### Question 18-22

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

- |                  |   |
|------------------|---|
| <b>YES</b>       | <i>if the statement is true</i>                       |
| <b>NO</b>        | <i>if the statement is false</i>                      |
| <b>NOT GIVEN</b> | <i>if the information is not given in the passage</i> |

- 18 Leatherbacks maintain its warmth mostly through picking up external heat.
- 19 The bigger the size of a animal the warmer its body temperature can be
- 20 The low temperature of the flippers does not pose a serious threat to the leatherback turtle's heath.
- 21 The countercurrent exchange system is only found in the leatherback turtles.  
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- 22 The number of leatherbacks in the Indian Oceans is gradually increasing.



### Question 23-28

Complete the summary with the list of words below

Write the correct letter A-I in boxes 23-28 on your answer sheet

Adult leatherback turtles are 23 \_\_\_\_\_. To maintain their body temperature, they generate heat through 24 \_\_\_\_\_ and basking at the surface and keep their body heat through sheer size, 25 \_\_\_\_\_, and a special system of blood vessels in the base of their 26 \_\_\_\_\_.

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A leatherback has to reach a certain 27 \_\_\_\_\_ to switch from a cold-blooded mode to a warm-blooded mode of life. Even though leatherbacks have a wide global distribution, their number has seriously declined as a result of 28 \_\_\_\_\_, especially intense egg collection and fisheries bycatch.

#### List of words

- |                 |                           |                    |
|-----------------|---------------------------|--------------------|
| A warm-blooded  | B flippers                | C cold-blooded     |
| D gigantothermy | E muscle activities       | F human activities |
| G insulation    | H countercurrent exchange |                    |
| J size          | K age                     |                    |

SECTION 1

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

# The Sound of Dolphin

**A** Each and every dolphin has a different sound just like you and me, a sound that other dolphins recognize as a particular individual. Even a new baby dolphin, (calf), can detect it's mother's whistle within the pod soon after birth. Utilizing their blowholes, air sacks and valves, dolphins can emit a very wide variety of sounds. In fact, the frequency levels range 10 times beyond what humans can hear.



**B** This system is called "Echolocation", or "Sonar", just like what a submarine uses to navigate while underwater. Yet the dolphins sonar is much more advanced than human technology and can pin point exact information about it's surroundings ranging from size, distance and even the nature of the object.

**C** Millions of years ago, toothed whales developed echolocation, a sensory faculty that enabled them to survive in often murky and dark aquatic environments. It is a process in which an organism probes its environment by emitting sounds and listening to echoes as the sounds bounce off objects in the environment. With sound traveling better in water than electromagnetic, thermal, chemical, or light signals, it was advantageous for dolphins to evolve echolocation, a capability in which acoustic energy is used, in a sense, to see underwater. Synonymous with the term "sonar" (sound navigation and ranging) and used interchangeably, dolphin echolocation is considered to be the most advanced sonar capability, unrivaled by any sonar system on Earth, man-made or natural.

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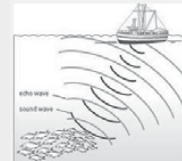
**D** Dolphins identify themselves with a signature whistles. However, scientists have found no evidence of a dolphin language. For example, a mother dolphin may whistle to her calf almost continually for several days after giving birth. This acoustic imprinting helps the calf learn to identify its

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mother. Besides whistles, dolphins produce clicks and sounds that resemble moans, trills, grunts and squeaks. They make these sounds at any time and at considerable depths. Sounds vary in volume, wavelength, frequency and pattern. Dolphins produce sounds ranging from 0.25 to 150kHz. The lower frequency vocalizations (0.25 to 50 kHz) are likely used in social communication. Higher frequency clicks (40 to 150 kHz) are primarily used in echolocation. Dolphins rely heavily on sound production and reception to navigate, communicate, and hunt in dark or murky waters. Under these conditions, sight is of little use. Dolphins can produce clicks and whistles at the same time.

**E** As with all toothed whales, a dolphin's larynx does not possess vocal cords, but researchers have theorized that at least some sound production originates from the larynx. Early studies suggested that "whistles" were generated in the larynx while "clicks" were produced in the nasal sac region. Technological advances in bio-acoustic research enable scientists to better explore the nasal region. Studies suggest that a tissue complex in the nasal region is most likely the site of all sound production. Movements of air in the trachea and nasal sacs probably produce sounds.



**F** The process of echolocation begins when dolphins emit very short sonar pulses called clicks, which are typically less than 50-70 millionth of a second long. The clicks are emitted from the melon of the dolphin in a narrow beam. A special fat in the melon called lipid helps to focus the clicks into a beam. The echoes that are reflected off the object are then received by the lower jaws. They enter through certain parts of the lower jaw and are directed to ear bones by lipid fat channels. The characteristics of the echoes are then transmitted direct to the brain.

**G** The short echolocation clicks used by dolphins can encode a considerable amount of information on an ensonified object – much more information than is possible from signals of longer duration that are emitted by manned sonar. Underwater sounds can penetrate objects, producing echoes from the portion of the object as well as from other surfaces within the object. This provides dolphins with a way to gain more information than if only a simple reflection occurred at the front of the object.

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**H** Dolphins are extremely mobile creatures and can therefore direct their sonar signals on an object from many different orientations, with slightly different bits of information being returned at each orientation; and since the echolocation clicks are so brief and numerous, the multiple reflections

from internal surfaces return to the animal as distinct entities and are used by the dolphin to distinguish between different types of objects. Since they possess extremely good auditory-spatial memory, it seems that they are able to "remember" all the important information received from the echoes taken from different positions and orientations as they navigate and scan their environment. Dolphins' extremely high mobility and good auditory spatial memory are capabilities that enhance their use of echolocation. With much of the dolphin's large brain (which is slightly larger than the human brain) devoted to acoustic signal processing, we can better understand the evolutionary importance of this extraordinary sensory faculty. Yet no one feature in the process of echolocation is more important than the other. Dolphin sonar must be considered as a complete system, well adapted to the dolphin's overall objective finding prey, avoiding predators, and avoiding dangerous environments.

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**I** This ideal evolutionary adaptation has contributed to the success of cetacean hunting and feeding and their survival as a species overall. As a result, dolphins are especially good in finding and identifying prey in shallow and noisy coastal waters containing rocks and other objects. By using their sonar ability, dolphins are able to detect and recognize prey that have burrowed up to 1 ½ feet into sandy ocean or river bottoms – a talent that has stirred the imagination (and envy) of designers of manmade sonar.

**J** Researchers, documenting the behavior of Atlantic dolphins foraging for buried prey along the banks of Grand Bahama Island, have found that these dolphins, while swimming close to the bottom searching for prey, typically move their heads in a scanning motion, either swinging their snout back and forth or moving their heads in a circular motion as they emit sonar sounds. They have been observed digging as deep as 18 inches into the sand to secure a prey. Such a capability is unparalleled in the annals of human sonar development.





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### Questions 1-5

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

In boxes 1-5 on your answer sheet, write

<b>TRUE</b>	if the statement is true
<b>FALSE</b>	if the statement is false
<b>NOT GIVEN</b>	if the information is not given in the passage

- 1 Every single dolphin is labeled by a specific sound.
- 2 The system a dolphin uses as the detector could give a whole picture of the observed objects.
- 3 Echolocation is a specific system evolving only for animals living in an dim environment.
- 4 The sounds are made only in the area related to the nose.  
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- 5 When producing various forms of sounds, dolphins have the asynchronism as one characteristic.



### Questions 6-8

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

Write your answers in boxes 6-8 on your answer sheet.

- 6 **What feature does the sounds deep in the water emitted by dolphins possess?**
  - A diverging
  - B tri-dimensional
  - C piercing
  - D striking  
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- 7 **Which makes the difference between the dolphins and man when it comes to the treating of vocal messages?**
  - A an acute sense of smell
  - B a bigger brain
  - C a flexible positioning system
  - D a unique organ

8 Which is the undefeatable characteristic the sonar system owned by dolphins compared with the one humans have?

- A making more accurate analysis
- B hiding the hunted animals
- C having the wider range in frequencies
- D comprising more components



### Questions 9-13

#### 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 **9-13** on your answer sheet.

Whether .....9..... exists or not has not been confirmed yet. ....10..... is the bond between the baby dolphin and its mother. What's more, .....11..... which are like different sounds



made by human are also used by dolphins .The sounds are made at certain level of depth within a specific scope from a higher frequency aimed at communicating to a lower one to echolocate. Sounds are vital to dolphins living in deep waters while .....12..... is not that imperative. (IELTS test papers offered by ks.ipredicting.com, copyright)

Similar to all toothed whales, vocal cords do not exist in .....13.....but it produces some sound. The tissue in the nasal area is perhaps to do with the sound production.

SECTION 1

# Making of Olympic Torch

**A** Every two years, people around the world wait in anticipation as a torch-bearing runner enters the Olympic arena and lights the cauldron. The symbolic lighting of the Olympic flame marks the beginning of another historic Olympic Games. The opening ceremony is the end of a long journey for the Olympic torch. The ancient Greeks revered the power of fire. In Greek mythology, the god Prometheus stole fire from Zeus and gave it to humans. The Greeks held their first Olympic Games in 776 B.C. The Games, held every four years at Olympia, honored Zeus and other Greek gods. A constantly burning flame was a regular fixture throughout Greece. At the start of the Olympic Games, the Greeks would ignite a cauldron of flame upon the altar dedicated to Hera, goddess of birth and marriage.



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**B** The flame was reintroduced to the Olympics at the 1928 Amsterdam Games. A cauldron was lit, but there was no torch relay. The first Olympic torch relay was at the 1936 Berlin Summer Games and it was not introduced to the Winter Olympics until the 1952 Games. It was lit that year not in Olympia, Greece, but in Norway, which was chosen because it was the birthplace of skiing. But since the 1964 Olympics at Innsbruck, Austria, every Olympic Games – Winter and Summer – has begun with a torch-lighting ceremony in Olympia, Greece, followed by a torch relay to the Olympic stadium.

## Designing an Olympic Torch

**C** The torch starts out as an idea in the mind of a designer or group of designers. Several design teams submit proposals to the Olympic Committee for the opportunity to create and build the torch. The team that wins the assignment will design a torch that is both aesthetically

pleasing and functional. A torch can take a year or two to design and build. And once the torch has been built, it must be tested rigorously in all kinds of weather conditions. The look of the modern Olympic torch originated with John Hench, a Disney artist who designed the torch for the 1960 Winter Olympics in Squaw Valley, California. His design provided the basis for all future torches. Since then, designers have tried to create a torch that represents the host country and the theme for that Olympic Games.

**D** The torch must then be replicated ... and replicated. It's not just one torch making the journey to the Olympic stadium; it's thousands. Anywhere from 10,000 to 15,000 torches are constructed to accommodate the thousands of runners who carry them through each leg of the Olympic relay. Each runner has the opportunity to purchase his torch at the end of his leg of the relay.

## Olympic Torch fuel

**E** The first torch used in the modern Olympics (the 1936 Berlin Games) was made of a thin steel rod topped with a circular piece from which the flame rose. It was inscribed with a dedication to the runners. The torch must stay lit for the entire length of its journey. It must survive wind, rain, sleet, snow, and a variety of climates (desert, mountain, and ocean). For fuel, early torches burned everything from gunpowder to olive oil. Some torches used a mixture of hexamine (a mixture of formaldehyde and ammonia) and naphthalene (the hydrogen- and carbon-based substance in mothballs) with an igniting liquid. These substances weren't always the most efficient fuel sources, and they were sometimes dangerous. In the 1956 Games, the final torch in the relay was lit by magnesium and aluminum, burning chunks of which fell from the torch and seared the runner's arms. The first liquid fuels were introduced at the 1972 Munich Games. Torches since that time have carried liquid fuels – they are stored under pressure as a liquid, but burn as a gas to produce a flame. Liquid fuel is safe for the runner and can be stored in a lightweight canister. The torch designed for the 1996 Atlanta Summer Olympics has an aluminum base that houses a small fuel tank. As fuel rises through the handle, it is pushed through a brass valve with thousands of tiny openings. As the fuel squeezes through the small openings, it builds pressure. Once it makes it through the openings, the pressure drops, and the liquid fuel turns into a gas for burning. The tiny holes maintain a high pressure in the fuel to keep the flame going through harsh conditions.

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**F** The 1996 torch was fueled by propylene, which produced a bright flame. But because propylene contains a high level of carbon, it also produced a lot of smoke — not a plus for the environment. In 2000, the creators of the Sydney Olympic torch came up with a more lightweight, inexpensive, and environmentally friendly design. To fuel their torch, they decided on a mixture of 35 percent propane (the gas used to heat home stoves and barbecue grills) and 65 percent butane (cigarette lighter fuel), which ignites a strong flame without making a lot of smoke. Because the propane/butane mixture can be stored as a liquid under relatively light pressure, it can be kept in a lightweight container. It then burns as gas under normal atmospheric pressure. The liquid fuel is stored in an aluminum canister located about halfway up the torch. It flows up to the top of the torch through a pipe. Before leaving the pipe, the liquid fuel is forced through a tiny hole. Once it moves through the hole, there is a pressure drop, causing the liquid to turn into gas for burning. The torch moves the liquid fuel at a consistent rate to the burner, so the flame always burns with the same intensity. The torch can stay lit for about 15 minutes.

**G** The engineers behind both the 1996 and 2000 torches adopted a burner system that utilized a double flame, helping them to stay lit even in erratic winds. The external flame burns slowly and at a lower temperature than the internal flame. This flame is big and bright orange, so it can be seen clearly; but it is unstable in winds. The interior flame burns hotter, producing a blue flame that is small but very stable, because its internal location protects it from the wind. It would act like a pilot light, able to relight the external flame should it go out.

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**H** When the 2002 Olympic Torch, in Salt lake city, the top section was glass, and the Olympic Flame burned within the glass, echoing the 2002 Olympic theme Light the Fire Within. The glass stood for purity, winter, ice, and nature. Also inside the glass was a geometric copper structure which helped hold the flame. The two silver sections also mirrored the blue/purple colors of the Fire and Ice theme





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### Questions 1-3

Complete the summary below using **NO MORE THAN THREE WORDS** from the passage.

Write your answers in boxes 1-4 on your answer sheet.

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The Olympic torch, as Olympic Committee requested, is carefully designed which takes a years to design and build so that it is capable of withstanding all kinds of 1..... and staying lit through widely differing weather conditions. The torch used in the modern Olympics which is to hold the 2..... And the torch must then be copied and thousands are built as demanded by the thousands of runners who carry them through. Each runner has the opportunity to 3..... his torch at completion of his journey of the relay for memorial and as for souvenirs

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### Questions 4-9

Match the following statements as applying to different Olympic flames A-H.

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**NB** There are more choices than questions. You may not need all the choices.

- A** ancient Greek Olympic flames
- B** Berlin Games torch (1936)
- C** 1952 Winter Games flame
- D** 1956 Games torch
- E** Munich Games torch (1972)
- F** 1996 torch (Atlanta)
- G** 2000 torch (Sydney)
- H** 2002 torch (Salt lake city)

Write your answers in boxes 4-9 on your answer sheet.

- 4 first liquid fuel torch
- 5 not environmentally friendly
- 6 began to record the runners' name
- 7 potential risky as it burnt runner's arms
- 8 special for a theme
- 9 flame not lit in Greek

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## Questions 10-14

### Diagram filling

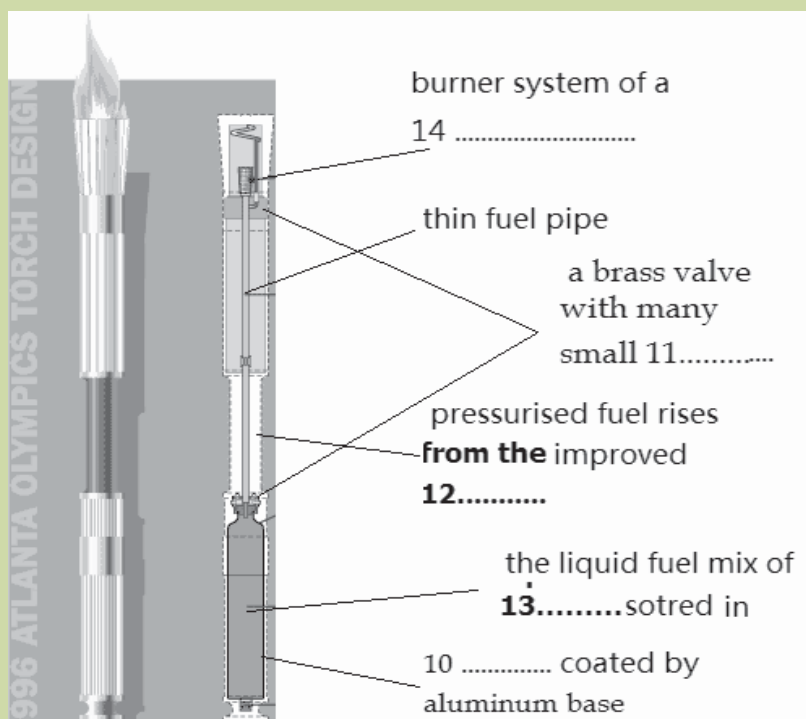
The chart below shows the structure of the 1996 Olympic torch.

Complete the chart using **NO MORE THAN THREE WORDS** from the passage for each blank.

Write your answers in boxes 10-14 on your answer sheet.

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SECTION 1

# Magnetic Therapy

**A** Magnetic therapy, which is a \$5-billion market worldwide, is a form of alternative medicine which claims that magnetic fields have healing powers. Magnetic devices that are claimed to be therapeutic include magnetic bracelets, insoles, wrist and knee bands, back and neck braces, and even pillows and mattresses. Their annual sales are estimated at \$300 million in the United States and more than a billion dollars globally. They have been advertised to cure a vast array of ills, particularly pain.



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**B** The therapy works on the principle of balancing electrical energy in the body by **pulsating** (v.振动) magnetic waves through different parts of the body. The electrical currents generated by magnets increase the blood flow and oxygen which helps to heal many of the ailments. The natural effects of the Earth's magnetic field are considered to play an essential role in the health of humans and animals. It is generally accepted that our body draws some benefit from the Earth's magnetic field. To restore the balance within our body allows us to function at our optimum level. For example, when the first astronauts returned to earth sick, NASA concluded that their illness resulted from the lack of a planetary magnetic field in outer space. To resolve the problem, NASA placed magnets in the astronauts' space suits and space travel vehicles, and astronauts have returned to Earth healthy ever since.



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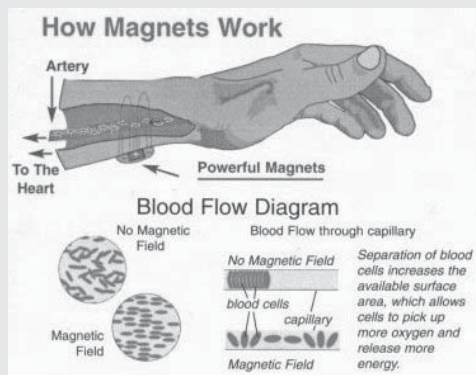
**C** Historically it is reported that magnets have been around for an extremely long time. The therapeutic power of magnets was known to physicians (n.内科医生) in ancient Greece, Egypt and China over 4000 years ago, who used naturally magnetic rock -lodestone- to treat a variety of physical and psychological ailments. Cleopatra the beautiful Egyptian queen was probably the first celebrity to use magnets. It is documented that in order to prevent from aging, she slept on a Lodestone to keep her skin youthful. Ancient Romans also used magnet therapy to

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treat eye disease.

**D** The popularity of magnet therapy in the United States began to rise during the 1800s and soared in the post-Civil War era. Sears-Roebuck advertised magnetic jewelry in its catalog for the healing of virtually any ailment. An Austrian psychoanalyst by the name of Wilhelm Reich immigrated to the United States in 1939 and researched the effects of electromagnetism on humans. Today, Germany, Japan, Israel, Russia and at least 45 other countries considers magnetic therapy to be an official medical procedure for the treatment of numerous ailments, including various inflammatory and neurological (adj.神经学的) problems.



**E** For those who practice magnetic therapy, strongly believe that certain ailments can be treated if the patient is exposed to magnetic fields while at the same time there is a strong resentment (n.不满) from the medical establishment and critics claim that most magnets don't have the strength to effect the various organs and tissues within the body and it is a product of Pseudoscience (n.伪科学) and is not based on proper research and analysis. There are few reported complications of magnetic therapy and the World Health Organization says low level of magnetic energy is not harmful. Documented side effects are not life-threatening and include pain, nausea and dizziness that disappeared when the magnets were removed. If considering magnet therapy, as with any medical treatment, it is always advisable to consult one's regular physician first. Magnet therapy is gaining popularity; however, the scientific evidence to support the success of this therapy is lacking. More scientifically sound studies are needed in order to fully understand the effects that magnets can have on the body and the possible benefits or dangers that could result from their use. Magnet therapy is gaining popularity; however, the scientific evidence to support the success of this therapy is lacking. More scientifically sound studies are needed in order to fully understand the effects that magnets can have on the body and the possible benefits or dangers that could result from their use.



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**F** Researchers at Baylor University Medical Center recently conducted a double-blind study on the use of concentric-circle magnets to relieve chronic pain in 50 post-polio patients. A static magnetic device or a placebo device was applied to the patient's skin for 45 minutes. The patients were asked to rate how much pain they

experienced when a "trigger point was touched." The researchers reported that the 29 patients exposed to the magnetic device achieved lower pain scores than did the 21 who were exposed to the placebo device. However, this study had significant flaws in their design. Although the groups were said to be selected randomly, the ratio of women to men in the experimental group was twice that of the control group; the age of the placebo group was four years higher than that of the control group; there was just one brief exposure and no systematic follow-up of patients.

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**G** Magnet therapy is gaining popularity; however, the scientific evidence to support the success of this therapy is lacking. More scientifically sound studies are needed in order to fully understand the effects that magnets can have on the body and the possible benefits or dangers that could result from their use.

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*You should spend about 20 minutes on question 1-13, which are based on reading passage 1 on the following pages.*



## Questions 1-6

Reading passage 1 has seven paragraphs, A-G

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

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

### List of headings

- i Earth itself as the biggest magnet
- ii The commercial magnetic products
- iii Utilize the power from natural magnetic field
- iv Early application of magnet
- v Brief introduction of how the magnetic therapy works
- vi Pain-reducing effect
- vii Arguments for and against the therapy
- viii An experiment on post-polio patients
- ix Conditions of magnet use today

**1 Paragraph A**

**2 Paragraph B**

**3 Paragraph C** *(IELTS test papers offered by ks.ipredicting.com, copyright)*

**4 Paragraph D**

**5 Paragraph E**

**6 Paragraph F**





## Questions 7-8

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

*Write the correct letters in boxes 7-8 on your answer sheet.*

Which **TWO** of the lodestone benefits in ancient times are mentioned by the writer in the text?

- A make facial mask
- B diminish the energy
- C improve eyesight
- D keep younger appearance
- E remove dizziness



## Questions 9-10

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

*Write the correct letters in boxes 9-10 on your answer sheet.*

Which **TWO** weakness of the Baylor research does the writer present?

- A The number of the subjects involved were not enough.
- B There was no further evidence to support.
- C The patients were at the same age.
- D The device used in the experiment did not work properly.
- E The gender ratio was not in proportion



## Questions 11-13

*Complete each sentence with the correct ending, A-F, below.*

*Write the correct letters, A-F, in boxes 11-13 on your answer sheet.*

- 11 The first NASA astronauts' sickness
- 12 According to the WHO, under the physician's instruction, a small amount of magnetic energy
- 13 The author holds that in order to fully understand the magnetic effects, we

- A has no negative side effect.
- B resulted from the physical ailment.
- C should have more sophisticated studies
- D is exposed to the placebo device.
- E must select the subjects randomly.
- F came from the absence of magnetic field.

SECTION 1

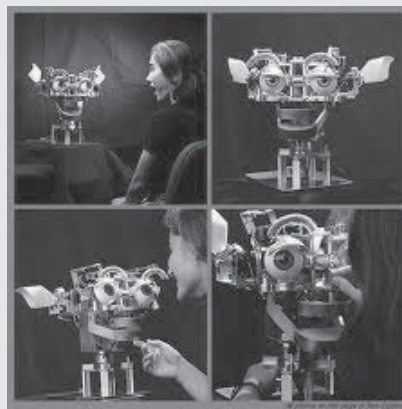
# Man or Machine

**A** During July 2003, the Museum of Science in Cambridge, Massachusetts exhibited what Honda calls 'the world's most advanced humanoid robot', ASIMO (the Advanced Step in Innovative Mobility). Honda's brainchild is on tour in North America and delighting audiences wherever it goes. After 17 years in the making, ASIMO stands at four feet tall, weighs around 115 pounds and looks like a child in an astronaut's suit. Though it is difficult to see ASIMO's face at a distance, on closer inspection it has a smile and two large 'eyes' that conceal cameras. The robot cannot work autonomously - its actions are 'remote controlled' by scientists through the computer in its backpack (n.背包, 背囊). Yet watching ASIMO perform at a show in Massachusetts it seemed uncannily human. The audience cheered as ASIMO walked forwards and backwards, side to side and up and downstairs. After the show, a number of people told me that they would like robots to play more of a role in daily life - one even said that the robot would be like 'another person'.



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**B** While the Japanese have made huge strides in solving some of the engineering problems of human kinetics (n.动力学) and bipedal (adj.两足动物的) movements, for the past 10 years scientists at MIT's former Artificial Intelligence (AI) lab (recently renamed the Computer Science and Artificial Intelligence Laboratory, CSAIL) have been making robots that can behave like humans and interact with humans. One of MIT's robots, Kismet, is an anthropomorphic (adj.拟人的) head and has two eyes (complete with



eyelids), ears, a mouth, and eyebrows. It has several facial expressions, including happy, sad, frightened and disgusted. Human interlocutors are able to read some of the robot's facial expressions, and often change their behavior towards the machine as a result - for example, playing with it when it appears 'sad'. Kismet is now in MIT's museum, but the ideas developed here continue to be explored in new robots.

**C** Cog (short for Cognition) is another pioneering project from MIT's former AI lab. Cog has a head, eyes, two arms, hands and a torso (n.躯干) - and its proportions were originally measured from the body of a researcher in the lab. The work on Cog has been used to test theories of embodiment and developmental robotics, particularly getting a robot to develop intelligence by responding to its environment via sensors, and to learn through these types of interactions.



**D** MIT is getting furthest down the road to creating human-like and interactive robots. Some scientists argue that ASIMO is a great engineering feat but not an intelligent machine - because it is unable to interact autonomously with unpredictabilities in its environment in meaningful ways, and learn from experience. Robots like Cog and Kismet and new robots at MIT's CSAIL and media lab, however, are beginning to do this.

**E** These are exciting developments. Creating a machine that can walk, make gestures and learn from its environment is an amazing achievement. And watch this space: these achievements are likely rapidly to be improved upon. Humanoid robots could have a plethora of uses in society, helping to free people from everyday tasks. In Japan, for example, there is an aim to create robots that can do the tasks similar to an average human, and also act in more sophisticated situations as firefighters, astronauts or medical assistants to the elderly in the workplace and in homes - partly in order to counterbalance the effects of an ageing population.



**F** Such robots say much about the way in which we view humanity, and they bring out the best and worst of us. On one hand, these developments express human creativity - our ability to invent, experiment, and to extend our control over the world. On the other hand, the aim to create a robot like a human being is spurred on by dehumanized ideas - by the sense that human companionship can be substituted by machines; that humans lose their humanity when they interact with technology; or that we are little more than surface and ritual behaviors, that can be simulated with metal and electrical circuits.

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You should spend about 20 minutes on question 1-13, which are based on reading passage 1 on the following pages.



### Questions 1-6

Reading passage 1 has six paragraphs, A-F.

Which paragraph contains the following information?

Write the correct letter, A-F, in boxes 1-6 on your answer sheet.

**NB** you may use any letter more than once

- 1 different ways of using robots
- 2 a robot whose body has the same proportion as that of an adult
- 3 the fact that human can be copied and replaced by robots
- 4 a comparison between ASIMO from Honda and other robots
- 5 the pros and cons of creating robots
- 6 a robot that has eyebrows



### Questions 7-13

Complete the following summary of the paragraphs of Reading Passage 1, using **NO MORE THAN TWO WORDS** from the Reading Passage for each answer.

Write your answers in boxes 7-13 on your answer sheet.

In 2003, Massachusetts displayed a robot named ASIMO which was invented by Honda, after a period of 7..... in the making. The operating information is stored in the computer in its 8..... so that

scientists can control ASIMO's movement. While Japan is making great progress, MIT is developing robots that are human-like and can 9.....humans. What is special about Kismet is that it has different 10.....which can be read by human interlocutors. 11....is another robot from MIT, whose body's proportion is the same as an adult. By responding to the surroundings through 12....., it could develop its 13.....



SECTION 3

# The Rainmaker design

**A** SOMETIMES ideas just pop up out of the blue. Or in Charlie Paton's case, out of the rain. 'I was in a bus in Morocco traveling through the desert,' he remembers. 'It had been raining and the bus was full of hot, wet people. The windows steamed up and I went to sleep with a towel against the glass. When I woke, the thing was soaking wet. I had to wring it out. And it set me thinking. Why was it so wet?'

**B** The answer, of course, was condensation. Back home in London, a physicist friend, Philip Davies, explained that the glass, chilled by the rain outside, had cooled the hot humid air inside the bus below its dew point, causing droplets of water to form on the inside of the window. Intrigued, Paton--a lighting engineer by profession--started rigging up his own equipment. 'I made my own solar stills. It occurred to me that you might be able to produce water in this way in the desert, simply by cooling the air. I wondered whether you could make enough to irrigate fields and grow crops.'



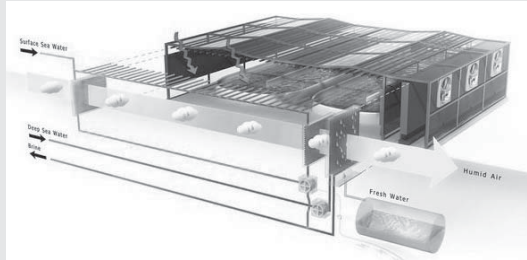
**C** Today, a decade on, his dream has taken shape as a giant greenhouse on a desert island off Abu Dhabi in the Persian Gulf--the first commercially



viable version of his 'seawater greenhouse'. Local scientists, working with Paton, are watering the desert and growing vegetables in what is basically a giant dew-making machine that produces fresh water and cool air from sun and seawater. In awarding Paton first prize in a design competition two years ago, Marco Goldschmied, president of the Royal Institute of British Architects, called it 'a truly original idea which has the potential to impact on the lives of millions of people living in coastal water-starved areas around the world'.

**D** The seawater greenhouse as developed by Paton has three main parts. They both air-condition the greenhouse and provide water for irrigation. The front of the greenhouse faces into the prevailing wind so that hot dry air blows in through a front wall. The wall is made of perforated cardboard kept moist by a constant trickle of seawater pumped up from ocean. The purpose is to cool and moisten the incoming desert air. The cool moist air allows the plants to grow faster. And, crucially, because much less water evaporates from the leaves, the plants need much less moisture to grow than if they were being irrigated in the hot dry desert air outside the greenhouse.

**E** The air-conditioning of the interior of the greenhouse is completed by the second feature: the roof. It has two layers: an outer layer of clear polyethylene and an inner coated layer that reflects infrared radiation. This combination ensures that visible light can stream through to the plants, maximizing the rate of plant growth through photosynthesis but at the same time heat from the infrared radiation is trapped in the space between the layers, and kept away from the plants. This helps keep the air around the plants cool.



**F** At the back of the greenhouse sits the third elements. This is the main water production unit. Here, the air hits a second moist cardboard wall that increases its humidity as it reaches the condenser, which finally collects from the hot humid air the moisture for irrigating the plants. The condenser is a metal surface kept cool by still more seawater. It is the equivalent of the window on Paton's Moroccan bus. Drops of pure distilled water form on the condenser and flow into a tank for irrigating the crops.

**G** The Abu Dhabi greenhouse more or less runs itself. Sensors switch everything on when the sun rises and alter flows of air and seawater through the day in response to changes in temperature, humidity, and sunlight. On windless days, fans ensure a constant flow of air through the greenhouse. 'Once it is tuned to the local environment, you don't need anyone there for it to work,' says Paton. 'We can run the entire operation off one 13-amp plug, and in the future we could make it entirely independent of the grid,'

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powered from a few solar panels.'

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**H** Critics point out that construction costs of around \$4 a square foot are quite high. By illustration, however, Paton presents that it can cool as efficiently as a 500-kilowatt air conditioner while using less than 3 kilowatts of electricity. Thus the plants need only an eighth of the volume of water used by those grown conventionally. And so the effective cost of the desalinated water in the greenhouse is only a quarter that of water from a standard desalinator, which is good economics. Besides it really suggests an environmentally-friendly way of providing air conditioning on a scale large enough to cool large greenhouses where crops can be grown despite the high outside temperatures.

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## Questions 27-31

Do the following statements agree with the claims of the writer in Reading Passage?  
In boxes 27-31 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*

- 27 The idea just came to Charlie Paton by accident.
- 28 The bus was well ventilated.
- 29 After waking up, Paton found his towel was wet.
- 30 The fan in the bus did not work well.
- 31 Paton immediately operated his own business in Persian Gulf after talking with Philip Davies.



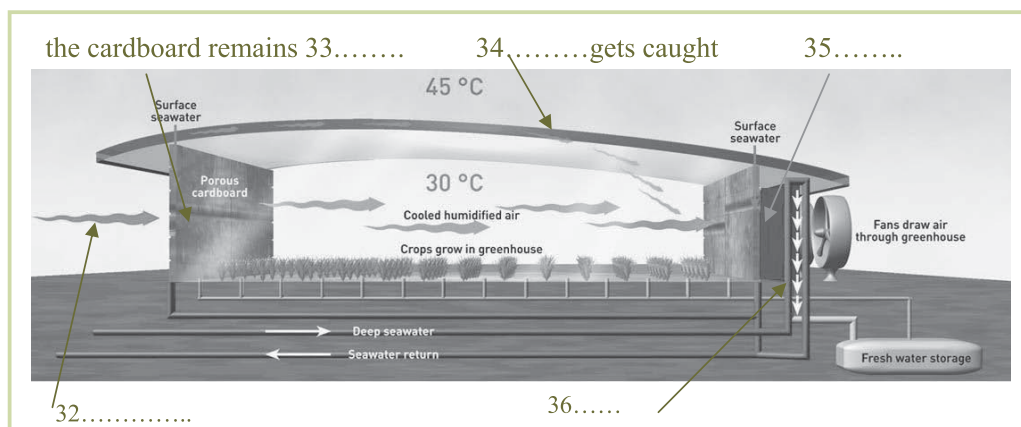
## Questions 32-36

Label the diagram below.

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

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Write your answers in boxes 32-36 on our answer sheet.





## Questions 37-40

### Summary

Complete the summary below, using **NO MORE THAN TWO WORDS** from the Reading Passage for each answer.

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

To some extent, the Abu Dhai greenhouse functions automatically. When the day is sunny, the equipment can respond to the changes in several natural elements. When there is no wind, 37.....help to retain the flow of air. Even in the future, we have an ideal plan to power the greenhouse from 38..... However, there are still some critics who argue that 39.....are not good economics.

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To justify himself, Paton presents favorable arguments against these critics and suggests that it is an 40.....approach to provide air conditioning in a scale large sense.

SECTION 1

# Plant Scents

**A** Everyone is familiar with scented flowers, and many people have heard that floral odors help the plant attract pollinators. This common notion is mostly correct, but it is surprising how little scientific proof of it exists. Of course, not all flowers are pollinated by biological agents—for example, many grasses are wind-pollinated—but the flowers of the grasses may still emit volatiles. In fact, plants emit organic molecules all the time, although they may not be obvious to the human nose. As for flower scents that we can detect with our noses, bouquets that attract moths and butterflies generally smell “sweet,” and those that attract certain flies seem “rotten” to us.



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**B** The release of volatiles from vegetative parts of the plant is familiar, although until recently the physiological functions of these chemicals were less clear and had received much less attention from scientists. When the trunk of a pine tree is injured—for example, when a beetle tries to burrow into it—it exudes a very smelly resin. This resin consists mostly of terpenes—hydrocarbons with a backbone of 10, 15 or 20 carbons that may also contain atoms of oxygen. The heavier C<sub>20</sub> terpenes, called diterpenes, are glue-like and can cover and immobilize insects as they plug the hole. This defense mechanism is as ancient as it is effective: Many samples of fossilized resin, or amber, contain the remains of insects trapped inside. Many other plants emit volatiles when injured, and in some cases the emitted signal helps defend the plant. For example, (Z)-3-hexenyl acetate, which is known as a “green leaf volatile” because it is emitted by many plants upon injury, deters females of the moth *Heliothis virescens* from laying eggs on injured tobacco plants. Interestingly, the profile of emitted tobacco volatiles is different at night than during the day, and it is the nocturnal blend, rich in several (Z)-3-hexen-1-olesters, that is most effective in repelling the night-active *H. virescens* moths.

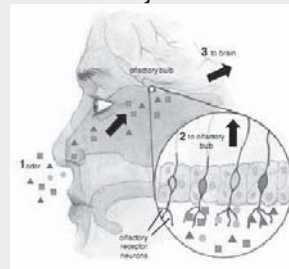




C Herbivore induced volatiles often serve as indirect defenses. These bulwarks exist in a variety of plant species, including corn, beans, and the model plant species *Arabidopsis thaliana*. Plants not only emit volatiles acutely, at the site where caterpillars, mites, aphids or similar insects are eating them, but also generally from non-damaged parts of the plant. These signals attract a variety of predatory insects that prey on the plant-eaters. For example, some parasitic wasps can detect the volatile signature of a damaged plant and will lay their eggs inside the offending caterpillar; eventually the wasp eggs hatch, and the emerging larvae feed on the caterpillar from the inside out. The growth of infected caterpillars is retarded considerably, to the benefit of the plant. Similarly, volatiles released by plants in response to herbivore egg laying can attract parasites of the eggs, thereby preventing them from hatching and avoiding the onslaught of hungry herbivores that would have emerged. Plant volatiles can also be used as a kind of currency in some very indirect defensive schemes. In the rainforest understory tree *Leonardoxa africana*, ants of the species *Petalomyrmex phylax* patrol young leaves and attack any herbivorous insects that they encounter. The young leaves emit high levels of the volatile compound methyl salicylate, a compound that the ants use either as a pheromone or as an antiseptic in their nests. It appears that methyl salicylate is both an attractant and a reward offered by the tree to get the ants to perform this valuable deterrent role.



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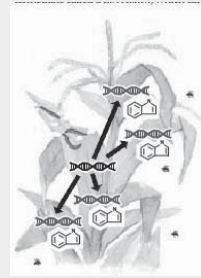


D Floral scent has a strong impact on the economic success of many agricultural crops that rely on insect pollinators, including fruit trees such as the bee-pollinated cherry, apple, apricot and peach, as well as vegetables and tropical plants such as papaya. Pollination not only affects crop yield, but also the quality and efficiency of crop production. Many crops require most, if not all, ovules to be fertilized for optimum fruit size and shape. A decrease in fragrance emission reduces the ability of flowers to attract pollinators and results in considerable losses for growers, particularly for introduced species that had a specialized pollinator in their place of origin. This problem has been exacerbated by recent disease epidemics that have killed many honeybees, the major insect pollinators in the United States.

E One means by which plant breeders circumvent the pollination problem is by breeding self-compatible, or apomictic, varieties that do not require

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fertilization. Although this solution is adequate, its drawbacks include near genetic uniformity and consequent susceptibility to pathogens. Some growers have attempted to enhance honeybee foraging by spraying scent compounds on orchard trees, but this approach was costly, had to be repeated, had potentially toxic effects on the soil or local biota, and, in the end, proved to be inefficient. The poor effectiveness of this strategy probably reflects inherent limitations of the artificial, topically applied compounds, which clearly fail to convey the appropriate message to the bees. For example, general spraying of the volatile mixture cannot tell the insects where exactly the blossoms are. Clearly, a more refined strategy is needed. The ability to enhance existing floral scent, create scent de novo or change the characteristics of the scent, which could all be accomplished by genetic engineering, would allow us to manipulate the types of insect pollinators and the frequency of their visits. Moreover, the metabolic engineering of fragrance could increase crop protection against pathogens and pests.



**F** Genetic manipulation of scent will also benefit the floriculture industry. Ornamentals, including cut flowers, foliage and potted plants, play an important aesthetic role in human life. Unfortunately, traditional breeding has often produced cultivars with improved vase life, shipping characteristics, color and shape while sacrificing desirable perfumes. The loss of scent among ornamentals, which have a worldwide value of more than \$30 billion, makes them important targets for the genetic manipulation of flower fragrance. Some work has already begun in this area, as several groups have created petunia and carnation plants that express the linalool synthase gene from *C. Breweri*. These experiments are still preliminary: For technical reasons, the gene was expressed everywhere in the plant, and although the transgenic plants did create small amounts of linalool, the level was below the threshold of detection for the human nose. Similar experiments in tobacco used genes for other monoterpene synthases, such as the one that produces limonene, but gave similar results.

**G** The next generation of experiments, already in progress, includes sophisticated schemes that target the expression of scent genes specifically to flowers or other organs—such as special glands that can store antimicrobial or herbivore-repellent compounds.

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### Questions 1-4

The reading Passage has seven paragraphs A-G.

Which paragraph contains the following information?

Write the correct letter A-G, in boxes 1-4 on your answer sheet.

- 1 Substance released to help plants themselves.
  - 2 Scent helps plant's pollination.
  - 3 Practice on genetic experiment of fragrance.
  - 4 Plant's scent attracts herbivore's enemy for protection.
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### Questions 5-8

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

In boxes 5-8 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

- 5 We have few evidence to support the idea that scent attracts pollinators.  
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- 6 *Heliothis virescens* won't eat those tobacco leaves on which they laid eggs.
- 7 Certain ants are attracted by volatiles to guard plants in rainforest.
- 8 Pollination only affects fruit trees' production rather than other crop trees.



## Questions 9-13

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

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

9 How do **wasps** protect plants when they are attracted by scents according to the passage?

- A plants induce wasps to prey herbivore.
- B wasps lay eggs into caterpillars.
- C wasps laid eggs on plants to expel herbivore.
- D offending caterpillars and wasp eggs coexist well.

10 What reason caused number of honeybees decline in the United States.

- A pollination process
- B spread illness
- C crop trees are poisonous
- D grower's overlook

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11 Which of the following drawbacks about artificial fragrance is **NOT** mentioned in the passage?

- A it's very expensive
- B it can't tell correct information to pollinators.
- C it needs massive manual labour
- D it poisons local environment

12 The number of **\$30 billion** quoted in the passage is to illustrate the fact that:

- A favorable perfumes are made from ornamental flowers.
- B traditional floriculture industry needs reform.
- C genetic operation on scent can make vast profit.
- D Scent plays a significant role in Ornamental industry.

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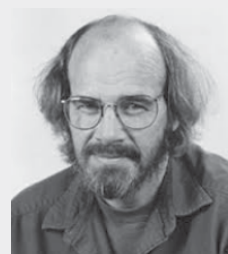
13 What is **weakness** of genetic experiments on fragrance?

- A Linalool level is too low to be smelt by nose
- B no progress made in linalool emission.
- C experiment on tobacco has a better result
- D transgenic plants produce intense scent

SECTION 1

# T-Rex Hunter

**A** Jack Horner is an unlikely academic: his dyslexia is so bad that he has trouble reading a book. But he can read the imprint of life in sandstone or muddy shale across a distance of 100m years, and it is this gift that has made him curator of palaeontology at Montana State University's Museum of the Rockies, the leader of a multi-million dollar scientific project to expose a complete slice of life 68m years ago, and a consultant to Steven Spielberg and other Hollywood figures.



**B** His father had a sand and gravel quarry in Montana, and the young Horner was a collector of stones and bones, complete with notes about when and where he found them. "My father had owned a ranch when he was younger, in Montana," he says. "He was enough of a geologist, being a sand and gravel man, to have a pretty good notion that they were dinosaur bones. So when I was eight years old he took me back to the area that had been his ranch, to where he had seen these big old bones. I picked up one. I am pretty sure it was the upper arm bone of a duckbilled dinosaur: it probably wasn't a maiaosaur but closely related to that. I catalogued it, and took good care of it, and then later when I was in high school, excavated my first dinosaur skeleton. It obviously started earlier than eight and I literally have been driven ever since. I feel like I was born this way."

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Horner spent seven years at university, but never graduated. "I have a learning disability, I would call it a learning difference - dyslexia, they call it - and I just had a terrible time with English and foreign languages and things like that. For a degree in geology or biology they required two years of a foreign language. There was no way in the world I could do that. In fact, I didn't really pass English. (*IELTS test papers offered by ks.ipredicting.com, copyright*) So I couldn't get a degree, I just wasn't capable of it. But I

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took all of the courses required and I wrote a thesis and I did all sorts of things. So I have the education, I just don't have the piece of paper," he says.

C In Montana, in those days, everybody had the right to a college education. His grades at high school had been terrible, at university, his advisers recognised that he was having a hard time, and went on helping. The dean who kept readmitting him, was to give Horner an honorary doctorate years later. As a young non-graduate, Horner wrote to every museum in the English-speaking world, asking for a job. Los Angeles County Museum and the Royal Ontario Museum in Toronto made offers, but he accepted a post as technician at Princeton University because Princeton, New Jersey.

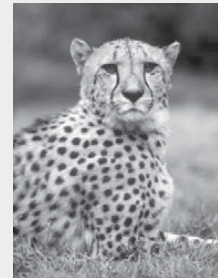
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D "We definitely know we are working on a very broad coastal plain with the streams and rivers bordered by conifers and hardwood plants, and the areas in between these rivers were probably fern-covered. There were no grasses at all: just ferns and bushes - an unusual landscape, kind of taking the south-eastern United States - Georgia, Florida - and mixing it with the moors of

England and flattening it out," he says. "Triceratops is very common: they are the cows of the Cretaceous, they are everywhere. Duckbilled dinosaurs are relatively common but not as common as triceratops and T rex, for a meat-eating dinosaur, is very common. What we would consider the predator-prey ratio seems really off the scale. What is interesting is the little dromaeosaurs, the ones we know for sure were good predators, we haven't found any of them."

E Which is why he sees T rex not as the lion of the Cretaceous savannah but its vulture. "Look at the wildebeest that migrate in the Serengeti of Africa, a million individuals lose about 200,000 individuals in that annual migration. There is a tremendous carrion base there. And so you have hyenas, you have tremendous numbers of vultures that are scavenging, you don't have all that many animals that are good predators. If T rex was a top predator, especially considering how big it is, you'd expect it to be extremely rare, much rarer than the little dromaeosaurs, and yet they are everywhere, they are a dime a dozen," he says. A 12-tonne T rex is a lot of vulture, but he doesn't see the monster as clumsy. He insisted his theory and finding, dedicated to further research upon it, of course, he would like to reevaluate if there is any case that additional evidence found or explanation raised by others in the future.





**F** He examined the leg bones of the T-rex, and compared the length of the thigh bone (upper leg), to the shin bone (lower leg). He found that the thigh bone was equal in length or slightly longer than the shin bone, and much thicker and heavier. which proves that the animal was built to be a slow walker rather than fast running. On the other hand, the fossils of fast hunting dinosaurs ALWAYS showed that the shin bone was longer than the thigh bone. This same truth can be observed in many animals of today which are designed to run fast: The ostrich, cheetah, etc.

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**G** He also studied the fossil teeth of the T-rex, and compared them with the teeth of the Velociraptor, and put the nail in the coffin of the "hunter T-rex theory". The Velociraptor's teeth where like stake knives: sharp, razor-edged, and capable of tearing through flesh with ease. The T-Rex's teeth were huge, sharp at their tip, but blunt , propelled by enormous jaw muscles, which enabled them to only crush bones.



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**H** With the evidence presented in his documentary, Horner was able to prove that the idea of the T-rex as being a hunting and ruthless killing machine is probably just a myth. In light of the scientific clues he was able to unearth, the T-rex was a slow , sluggish animal which had poor vision, an extraordinary sense of smell, that often reached its "prey" after the real hunters were done feeding, and sometimes it had to scare the hunters away from a corpse. In order to do that, the T-rex had to have been ugly, nasty-looking, and stinky This is actually true of nearly all scavenger animal. They are usually vile and nasty looking.

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## Questions 1-7

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

In boxes 1-7 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*

- 1 Jack Horner knew exactly the bone belonged to a certain dinosaur when he was in father's ranch at the age of 8.

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

- 2 Jack Horner achieved distinctive degree in university when he graduated.

- 3 Jack Horner is the first man that discovered T-Rex's bone in the world.

- 4 Jack Horner believes that the number of prey should be more than that of predator.

- 5 T-rex's number is equivalent to the number of vulture in the Serengeti.

- 6 The hypothesis that T-rex is top predator conflicts with the fact of predator-prey ratio which Jack found.

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- 7 He refused to accept any other viewpoints about T rex's category.



## Questions 8-13

### 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 **8-13** on your answer sheet.

Jack Horner found that T-rex's \_\_\_\_\_ 8 \_\_\_\_\_ is shorter than the thigh bone, which demonstrated that it was actually a \_\_\_\_\_ 9 \_\_\_\_\_, unlike other swift animals such as ostrich or \_\_\_\_\_ 10 \_\_\_\_\_ that was built to \_\_\_\_\_ 11 \_\_\_\_\_. Another explanation support his idea is that T-rex's teeth were rather \_\_\_\_\_ 12 \_\_\_\_\_, which only allowed T-rex to \_\_\_\_\_ 13 \_\_\_\_\_ hard bones instead of tearing flesh like *Velociraptor*.

SECTION 3

# Plain English Campaign

**A** We launched Plain English Campaign in 1979 with a ritual shredding of appalling government and municipal council forms in Parliament Square, London. We had become so fed up of people visiting our advice centre in Salford, Greater Manchester, to complain about incomprehensible forms that we thought we ought to take action. At the time the shredding seemed like merely throwing sand in the

## Plain English Campaign

Fighting for crystal-clear communication since 1979



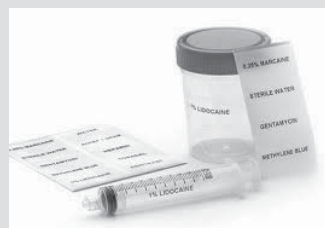
eyes of the charging lion, but it briefly caught the public imagination and left an

impression on government and business. Although we're pleased with the new plain English awareness in government departments, many local councils and businesses maintain a stout resistance to change. one council began a letter to its tenants about a rent increase with two sentences averaging 95 words, full of bizarre housing finance jargon and waffle about Acts of Parliament. The London Borough of Ealing sent such an incomprehensible letter to ISO residents that 40 of them wrote or telephoned to complain and ask for clarification. Many were upset and frightened that the council was planning to imprison them if they didn't fill in the accompanying form. In fact the letter meant nothing of the sort, and the council had to send another letter to explain

**B** Plain legal English can be used as a marketing tactic. Provincial Insurance issued their plain English Home Cover policy in 1983 and sold it heavily as such. In the first 18 months its sales rocketed, drawing in about an extra £1.5 million of business. Recently, the Eagle Star Group launched a plain English policy to a chorus of congratulatory letters from policyholders. People, it seems, prefer to buy a policy they can understand.

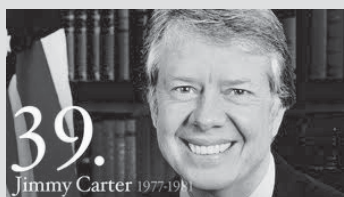
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(<http://ks.ipredicting.com>)

**C** Two kinds of instructions give us a lot of concern - medical labels and do-it-yourself products. With medical labels there is a serious gap between what the professionals think is clear and what is really clear to patients. A survey by pharmacists Raynor and Sillito found that 31% of patients misunderstood the instruction on eye drops 'To be instilled', while 33% misunderstood 'Use sparingly'. The instruction 'Take two tablets 4 hourly' is so prone to



misunderstanding (for example, as 8 tablets an hour) that we think it should be banned. Unclear instructions on do-it-yourself products cause expense and frustration to customers. Writing the necessary instructions for these products is usually entrusted to someone who knows the product inside out, yet the best qualification for writing instructions is ignorance. The writer is then like a first-time user, discovering how to use the product in a step-by-step way. Instructions never seem to be tested with first-time users before being issued. So vital steps are missed out or components are mislabeled or not labelled at all. For example, the instructions for assembling a sliding door gear say: 'The pendant bolt centres are fixed and should be at an equal distance from the centre of the door.' This neglects to explain who should do the fixing and how the bolt centres will get into the correct position. By using an imperative and an active verb the instruction becomes much clearer: 'Make sure you fix the centres of the pendant bolts at an equal distance from the centre of the door.'

**D** Effectively, the Plain English movement in the US began with President Jimmy Carter's Executive Order 12044 of 23 March 1978, that required regulations to be written in plain language. There were earlier government efforts to inform consumers about their rights and obligations, such as the Truth in Lending Act



(1969) and the Fair Credit Billing Act (1975), which emphasized a body of information that consumers need in simple language. But President Carter's executive order gave the prestige and force of a president to the movement. All over the country isolated

revolts or efforts against legalistic gobbledygook at the federal, state and corporate levels seemed to grow into a small revolution. These efforts and advances between the years 1978 and 1985 are described in the panel 'The Plain English Scorecard'.

**E** The **Bastille** (巴士底狱) has not fallen yet. The forces of resistance are strong, as one can see from the case of Pennsylvania as cited in the Scorecard. In addition, President Ronald Reagan's executive order of 19 February 1981, revoking President Carter's earlier executive order, has definitely slowed the pace of plain English legislation in the United States. There are three main objections to the idea of plain English. They are given below, with the campaign's answers to them:



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**F** The statute would cause unending litigation and clog the courts. Simply not true in all the ten states with plain English laws for consumer contracts and the 34 states with laws or regulations for insurance policies. Since 1978 when plain English law went into effect in New York there have been only four litigations and only two decisions. Massachusetts had zero cases. The cost of compliance would be

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enormous. Translation of legal contracts into non-legal everyday language would be a waste of time and money. The experience of several corporations has proved that the cost of compliance is often outweighed by solid benefits and litigation savings. Citibank of New York made history in 1975 by introducing a simplified promissory note and afterwards simplified all their forms. Citibank counsel Carl Falsenfield says: 'We have lost no money and there has been no litigation as a result of simplification.' The cost effectiveness of clarity is demonstrable. A satisfied customer more readily signs on the bottom line and thus contributes to the corporation's bottom line. Some documents simply can't be simplified. Only legal language that has been tested for centuries in the courts is precise enough to deal with a mortgage, a deed, a lease, or an insurance policy. Here, too, the experience of several corporations and insurance companies has proved that contracts and policies can be made more understandable without sacrificing legal effectiveness.



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**G** What does the future hold for the Plain English movement? Today, American consumers are buffeted by an assortment of pressures. Never before have consumers had as many choices in areas like financial services, travel, telephone services, and supermarket products. There are about 300 long-distance phone companies in the US. Not long ago, the average supermarket carried 9,000 items; today, it carries 22,000. More important, this expansion of options - according to a recent report- is faced by a staggering 30 million Americans lacking the reading skills to handle the minimal demands of daily living. The consumer's need, therefore, for information expressed in plain English is more critical than ever.



**H** What is needed today is not a brake on the movement's momentum but another push toward plain English contracts from consumers. I still hear plain English on the TV and in the streets, and read plain English in popular magazines and best-sellers, but not yet in many functional documents. Despite some victories, the war against gobbledygook is not over yet. We do well to remember, the warning of Chrissie Maher, organizer of Plain English Campaign in the UK: *'People are not just injured when medical labels are written in gobbledygook- they die. Drivers are not just hurt when their medicines don't tell them they could fall asleep at the wheel - they are killed.'*



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## Questions 1-6

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

In boxes 1-6 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*

- 1 In marketing area, spread of Plain English can generate economic benefit.
- 2 Because doctors tend to use jargon when they talk with patients, thereafter many patients usually gets confused with medicine dose.  
*(IELTS test papers offered by ks.ipredicting.com, copyright)*
- 3 After successive election over U.S president Jimmy Carter, effect of Plain English Campaign is less distinctive than that of previous one.
- 4 The Plain English campaigner has a problem of talking with the officials.
- 5 Word check is made regularly by judge in the court scenario.  
*(IELTS test papers offered by ks.ipredicting.com, copyright)*
- 6 Compared with situation of the past, consumers are now facing less intensity of label reading pressure in supermarket in America.



## Questions 7-14

### 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 **7-14** on your answer sheet.

Campaigners experienced a council renting document full of strange.....7.....of housing in terms of an Act. They are anxious in some other field, for instance, when reading a label of medicine, there was a obvious.....8.....for patients.

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Another notable field was on .....9.....products, it not only additionally cost buyers, but caused.....10....., thus writer should regard himself as a.....11....., However, oppositions against the Plain English Campaign under certain circumstances, e.g. ....12.....language had been embellished as an accurate language used in the .....13..... Author suggested that nowadays new compelling force is needed from .....14.....

SECTION 2

# Twin Study:

## Two of a kind

**A** THE scientific study of twins goes back to the late 19th century, when Francis Galton, an early geneticist, realised that they came in two varieties: identical twins born from one egg and non-identical twins that had come from two. That insight turned out to be key, although it was not until 1924 that it was used to formulate what is known as the twin rule of pathology, and twin studies really got going.

**B** The twin rule of pathology states that any heritable disease will be more concordant (that is, more likely to be jointly present or absent) in identical twins than in non-identical twins—and, in turn, will be more concordant in non-identical twins than in non-siblings. Early work, for example, showed that the statistical correlation of skin-mole counts between identical twins was 0.4, while non-identical twins had a correlation of only 0.2. (A score of 1.0 implies perfect correlation, while a score of zero implies no correlation.) This result suggests that moles are heritable, but it also implies that there is an environmental component to the development of moles, otherwise the correlation in identical twins would be close to 1.0.



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**C** Twin research has shown that whether or not someone takes up smoking is determined mainly by environmental factors, but once he does so, how much he smokes is largely down to his genes. And while a person's religion is clearly a cultural attribute, there is a strong genetic component to religious fundamentalism. Twin studies are also unraveling the heritability of various aspects of human personality. Traits from neuroticism and anxiety to thrill- and novelty-seeking all have large genetic components. Parenting matters, but it does not determine personality in the way that some had thought.

**D** More importantly, perhaps, twin studies are helping the understanding of diseases such as cancer, asthma, osteoporosis, arthritis and immune disorders. And twins can be used, within ethical limits, for medical experiments. A study that administered vitamin C to one twin and a placebo to the other found that it had no

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effect on the common cold. The lesson from all today's twin studies is that most human traits are at least partially influenced by genes. However, for the most part, the age-old dichotomy between nature and nurture is not very useful. Many genetic programs are open to input from the environment, and genes are frequently switched on or off by environmental signals. It is also possible that genes themselves influence their environment. Some humans have an innate preference for participation in sports. Others are drawn to novelty. Might people also be drawn to certain kinds of friends and types of experience? In this way, a person's genes might shape the environment they act in as much as the environment shapes the actions of the genes.

**E** In the past, such research has been controversial. Josef Mengele, a Nazi doctor working at the Auschwitz extermination camp during the second world war, was fascinated by twins. He sought them out among arrivals at the camp and preserved them from the gas-chambers for a series of brutal experiments. After the war, Cyril Burt, a British psychologist who worked on the heredity of intelligence, tainted twin research with results that appear, in retrospect, to have been rather too good. Some of his data on identical twins who had been reared apart were probably faked. In any case, the prevailing ideology in the social sciences after the war was Marxist, and disliked suggestions that differences in human potential might have underlying genetic causes. Twin studies were thus viewed with suspicion.

**F** (*IELTS test papers offered by ipredicting.com, copyright*) The ideological pendulum has swung back; however, as the human genome project and its aftermath have turned genes from abstract concepts to real pieces of DNA. The role of genes in sensitive areas such as intelligence is acknowledged by all but a few die-hards. The interesting questions now concern how nature and nurture interact to produce particular bits of biology, rather than which of the two is more important. Twin studies, which are a good way to ask these questions, are back in fashion, and many twins are enthusiastic participants in this research.

**G** Research at the Twinsburg festival began in a small way, with a single stand in 1979. Gradually, news spread, and more scientists began turning up. This year, half a dozen groups of researchers were lodged in a specially pitched research tent. In one corner of this tent, Paul Breslin, who works at the Monell Institute in Philadelphia, watched over several tables where twins sat sipping clear liquids from cups and making notes. It was the team's third year at Twinsburg. Dr Breslin and his colleagues want to find out how genes influence human perception, particularly the senses of smell and taste and those (warmth, cold, pain, tingle, itch and so on) that result from stimulation of the skin. Perception is an example of something that is probably influenced by both genes and experience. Even before birth, people are exposed to flavours such as chocolate, garlic, mint and vanilla that pass intact into the bloodstream, and thus to the fetus. Though it is not yet clear whether such pre-natal exposure shapes taste-perception, there is evidence

that it shapes preferences for foods encountered later in life.

**H** However, there are clearly genetic influences at work, as well—for example in the ability to taste quinine. Some people experience this as intensely bitter, even when it is present at very low levels. Others, whose genetic endowment is different, are less bothered by it. Twin studies make this extremely clear. Within a pair of identical twins, either both, or neither, will find quinine hard to swallow. Non-identical twins will agree less frequently.

**I** On the other side of the tent Dennis Drayna, from the National Institute on Deafness and Other Communication Disorders, in Maryland, was studying hearing. He wants to know what happens to sounds after they reach the ear. It is not clear, he says, whether sound is processed into sensation mostly in the ear or in the brain. Dr Drayna has already been involved in a twin study which revealed that the perception of musical pitch is highly heritable. At Twinsburg, he is playing different words, or parts of words, into the left and right ears of his twinned volunteers. The composite of the two sounds that an individual reports hearing depends on how he processes this diverse information and that, Dr Drayna believes, may well be influenced by genetics.



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**J** Elsewhere in the marquee, Peter Miraldi, of Kent State University in Ohio, was trying to find out whether genes affect an individual's motivation to communicate with others. A number of twin studies have shown that personality and sociability are heritable, so he thinks this is fertile ground. And next to Mr. Miraldi was a team of dermatologists from Case Western Reserve University in Cleveland. They are looking at the development of skin diseases and male-pattern baldness. The goal of the latter piece of research is to find the genes responsible for making men's hair fall out.

**K** The busiest part of the tent, however, was the queue for forensic-science research into fingerprints. The origins of this study are shrouded in mystery. For many months, the festival's organisers have been convinced that the Secret Service—the American government agency responsible for, among other things, the safety of the president—is behind it. When The Economist contacted the Secret Service for more information, we were referred to Steve Nash, who is chairman of the International Association for Identification (IAI), and is also a detective in the scientific investigations section of the Marin County Sheriff's Office in California. The IAI, based in Minnesota, is an organisation of forensic scientists from around the world. Among other things, it publishes the *Journal of Forensic Identification*.

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### Questions 14-18

*The reading Passage has seven paragraphs A-K.*

*Which paragraph contains the following information?*

Write the correct letter **A-K**, in boxes **14-18** on your answer sheet.

**NB** You may use any letter more than once.

14 Mentioned research conducted in Ohio

15 Medical contribution to the researches for twins.

16 Research situation under life threatening conditions

17 Data of similarities of identical twins

18 Reasons that make one study unconvincing



### Questions 19-20

#### **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 **19-20** on your answer sheet.

The first one that conducted research on twins is called .....**19**..... He separated twins into two categories: non identical and identical twins. The twin research was used in medical application in as early as the year of .....**20**.....





### Questions 21-23

Choose the correct letters in following options:

Write your answers in boxes 21-23 on your answer sheet.

Please choose **THREE** research fields that had been carried out in **Ohio, Maryland and Twinsburgh?**

- A Sense
- B Cancer
- C Be allergic to Vitamin D
- D Mole heredity
- E Sound
- F Boldness of men



### Questions 24-26

Choose the correct letters in following options:

Write your answers in boxes 24-26 on your answer sheet.

Please choose **THREE** results that had been **verified** in *this passage*.

- A Non identical twins come from different eggs.
  - B Genetic relation between identical twins is closer than non-identical ones.
  - C Vitamin C has evident effect on a cold.
- (IELTS test papers offered by ks.ipredicting.com, copyright)*
- D Genetic influence to smoking is superior to environment's
  - E If a pregnant woman eats too much sweet would lead to skin disease.
  - F Hair loss has been found to be connected with skin problem.

SECTION 2

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

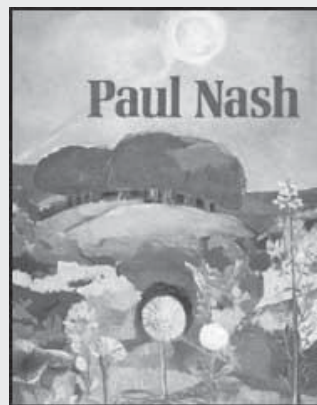
# Paul Nash

**A** Paul Nash, the elder son of William Nash and his first wife, Caroline Jackson, was born in London on 11th May, 1889. His father was a successful lawyer who became the Recorder of Abingdon. According to Ronald Blythe: "In 1901 the family returned to its native Buckinghamshire, where the garden of Wood Lane House at Iwer Heath, and the countryside of the Chiltern hills, with its sculptural beeches and chalky contours, were early influences on the development of the three children. Their lives were overshadowed by their mother's mental illness and Nash himself was greatly helped by his nurse who, with some elderly neighbours, introduced him to the universe of plants."

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**B** Nash was educated at St. Paul's School and the Slade School of Art, where he met Dora Carrington. Unlike some of his contemporaries at the Slade School, Nash remained untouched by the two post-impressionist exhibitions organized by Roger Fry in 1910 and 1912. Instead, he was influenced by the work of William Blake. He also became a close friend of Gordon Bottomley, who took a keen interest in his career.

**C** Nash had his first one-man show, of ink and wash drawings, at the Carfax Gallery in 1912. The following year he shared an exhibition at the Dorien Leigh Gallery with his brother, John Nash. Myfanwy Piper, has added: "Nash had a noteworthy sense of order and of the niceties of presentation; his pictures were beautifully framed, drawings mounted, his studio precisely and decoratively tidy, and oddments which he collected were worked up into compositions."



**D** Paul Nash was strongly attracted to Dora Carrington: He later recalled: "Carrington... was the dominating

personality, I got an introduction to her and eventually won her regard by lending her my braces for a fancy-dress party. We were on the top of a bus and she wanted them then and there."

**E** On the outbreak Nash considered the possibility of joining the British Army. He told a friend: "I am not keen to rush off and be a soldier. The whole damnable war is too horrible of course and I am all against killing anybody, speaking off hand, but beside all that I believe both Jack and I might be more useful as ambulance and red cross men and to that end we are training. Nash enlisted in the Artists' Rifles. He told Gordon Bottomley: "I have joined the Artists' London Regiment of Territorials the old Corps which started with Rossetti, Leighton and Millais as members in 1860. Every man must do his bit in this horrible business so I have given up painting. There are many nice creatures in my company and I enjoy the burst of exercise - marching, drilling all day in the open air about the pleasant parts of Regents Park and Hampstead Heath."

**F** In March 1917 he was sent to the Western Front. Nash, who took part in the offensive at Ypres, had reached the rank of lieutenant in the Hampshire Regiment by 1916. Whenever possible, Nash made sketches of life in the trenches. In May, 1917 he was invalided home after a non-military accident. While recuperating in London, Nash worked from his sketches to produce a series of war paintings. This work was well-received when exhibited later that year. As a result of this exhibition, Charles Masterman, head of the government's War Propaganda Bureau (WPB), and the advice of Edward Marsh and William Rothenstein, it was decided to recruit Nash as a war artist. In November 1917 in the immediate aftermath of the battle of Passchendaele Nash returned to France.

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**G** Nash was unhappy with his work as a member of War Propaganda Bureau. He wrote at the time: "I am no longer an artist. I am a messenger who will bring back word from the men who are fighting to those who want the war to go on for ever. Feeble, inarticulate will be my message, but it will have a bitter truth and may it burn their lousy souls." However, as Myfanwy Piper has pointed out: "The drawings he made then, of shorn trees in ruined and flooded landscapes, were the works that made Nash's reputation. They were shown at the Leicester Galleries in 1918 together with his first efforts at oil painting, in which he was self-taught and quickly successful, though his drawings made in the field had more immediate public impact.

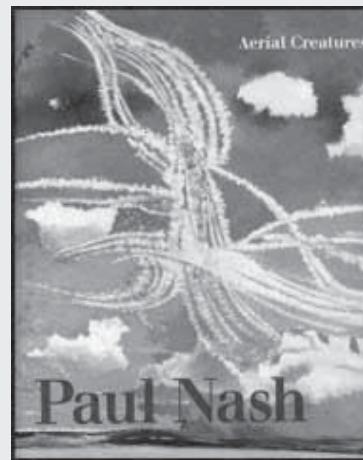
**H** In 1919 Nash moved to Dymchurch in Kent, beginning his well-known

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series of pictures of the sea, the breakwaters, and the long wall that prevents the sea from flooding Romney Marsh. This included Winter Sea and Dymchurch Steps. Nash also painted the landscapes of the Chiltern Hills. In 1924 and 1928 he had successful exhibitions at the Leicester Galleries. Despite this popular acclaim in 1929 his work became more abstract. In 1933 Nash founded Unit One, the group of experimental painters, sculptors, and architects.

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**I** During the Second World War Nash was employed by the Ministry of Information and the Air Ministry and paintings produced by him during this period include the Battle of Britain and Totes Meer. His biographer, Myfanwy Piper, has argued: "This war disturbed Nash but did not change his art as the last one had. His style and his habits were formed, and in the new war he treated his new subjects as he had treated those he had been thinking about for so long. His late paintings, both oils and watercolours, are alternately brilliant and sombre in colour with the light of setting suns and rising moons spreading over wooded and hilly landscapes. "Paul Nash died at 35 Boscombe Spa Road, Bournemouth, on 11th July 1946.



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### Questions 14-17

Choose the correct letter, **A-G**?

Write your answers in boxes 14-17 on your answer sheet.

**What four statements are correct concerning Nash's story?**

- A He did not make an effort after becoming a high ranking official in the army.
- B He had a dream since his childhood.
- C He once temporarily ceased his painting career for some reason.
- D He was not affected by certain shows attractive to his other peers.
- E He had cooperation in art with his relative.
- F Some of his paintings were presented in a chaotic way.
- G His achievement after being enlisted in the army did not as much attention as his previous works.



### Questions 18-23

*The reading Passage has eleven paragraphs A-I.*

*Which paragraph contains the following information?*

Write the correct letter **A-I**, in boxes **18-23** on your answer sheet.

**NB** You may use any letter more than once.

18 a charming lady in Nash's eyes

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19 Nash's passion on following particularly appreciated artists

20 Nash's works with contrast elements

21 the true cause for Nash to join the military service

22 the noticeable impact on Nash's growth exerted from the rearing environment

23 high praise for Nash's unique taste of presenting his works



## Questions 11-13

Answer the questions below.

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

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11 Because of a popular display of Nash's works created in the army, what did his leader designate him as?

12 How did Nash learn oil painting?

13 What a change took place for Nash's painting style in the late second decade of the twentieth century?



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# English to Chinese

## 预测真题原文 参考中文翻译

全部的原文中文翻译获取渠道：

(1)预测书籍后面附录部分（成稿时完成的翻译会收录书籍印刷...）

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## 越努力 越幸运

The harder the more fortunate



DREAM

## 营销文章：

# 消费者在想什么？

- A** 当你说，喜欢一个产品胜过另一个，营销人不再愿意相信你的话。他们想扫描你的大脑来看看你更喜欢哪个(产品)。神经科学家开始使用此类工具，如脑电图(EEG)映射和功能性核磁共振成像(fMRI)；他们正试图了解更多关于购买决定背后的心理过程。这样，神经科学和营销的融合是不可避免的，被称为“神经学营销”。
- B** 在这个领域第一个应用脑成像技术的是哈佛大学的格里 Zaltman(1990 年代后期)。这种想法曾经一直默默无闻，直到 2001 年，坐落在乔治亚州的亚特兰大 BrightHouse 营销咨询公司成立了一个专门的神经学营销的部门。(BrightHouse 在他的客户中选择了 可口可乐，三角洲航空公司和家得宝研究。)但从该公司的名字(BrightHouse Neurostrategies 集团)看，它可能本身仅仅是聪明营销一个例子。当给人们特定的产品或活动的时候，BrightHouse 的研究没有去扫描人的想法，而仅仅(借用或)建立在亚特兰大埃默里大学进行的 基于功能核磁共振成像研究消费者的偏好和决策的一般结果。(IELTS test papers offered by ipredicting.com, copyright)
- C** 大脑扫描能真正被应用到营销？其实基本原理和其他传统市场研究的焦点和形式并无区别。一个志愿者躺在功能磁共振机和机器显示图像或视频剪辑。不过通过监测评估主体大脑活动的反应来代替一个采访或问卷。功能磁共振成像的大脑活动提供了实时图像，不同地区“点亮”取决于血液水平的流动。这提供了主体侧的潜意识思维模式的线索。神经科学家知道，例如，自我感知的是与大脑称为内侧前额叶皮层的区域相关。流向该区域的血液，是测试对象他或她认同这个品牌的一个特定的信号标志。
- D** 起初，似乎只有欧洲的公司准备承认他们使用神经学营销。两家汽车制造商，德国戴姆勒克莱斯勒和福特的欧洲的子公司，于 2003 年开始试点研究。但最近，美国公司对于他们使用神经营销学已经变得更加开放。利伯曼的研究(一个总部位于洛杉矶，与加州理工学院合作的营销公司)在世界范围内进行电影制片市场研究——他们测试电影预告片。更有争议的是，《纽约时报》最近报道，政治咨询公司 FKF，已经研究竞选广告中使用神经学营销技术的有效性。(IELTS test papers offered by ks.ipredicting.com, copyright)





1 E 是否所有这些超出现代版的颅相学-关于**维多利亚的痴迷点和头骨个性疙瘩**  
2 的**链接块特征**的-的范畴尚不清楚。因为没有大规模的研究,所以扫描少数受  
3 试者可能不是一个消费者行为可靠的一般性指导。当然,焦点小组和问卷调查  
4 也存在缺陷:个性强烈的人可以引导关注群体整体的结果;有些民意调查专  
5 家们关注群体的反应也可能是不真实的。甚至是诚实的人也不能总是说清楚  
6 他们的偏好。  
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8 F 这也许是在神经学营销就最有潜力的领域。当被问及可乐碳酸饮料品牌时,  
9 大多数人声称有一个最喜欢的品牌,但不能说出他们为什么喜欢这个品牌。去  
10 年,在美国一个医学院进行的关于两个著名的可乐饮料(品牌 A 和品牌 B)消  
11 费者态度未发表的研究发现:在盲品测试 fMRI 扫描时,按照扫描结果,大多  
12 数调查对象首选品牌应该是 B,饮用品牌 B 在消费者脑部叫做腹侧核的区域  
13 (这是大脑的“奖赏中心”)比品牌 A 更明亮。但是当告诉这些饮料是哪个,大多  
14 数的实验对象说他们更喜欢品牌 A,这表明其强大的品牌效应甚至大于其他  
15 饮料实际更加愉快的味道。  
16

17 G 利伯曼研究的合作者,加州理工学院的神经学家 Steven Quartz 说:人们的  
18 态度是来源许多无意识的情形,这显然是超出传统的利用内省的方法。仅在美国  
19 在营销的花费超过每年一千亿美元,任何可以更准确地分析客户如何选择  
20 品牌的公司都可能会发财。  
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22 H 消费者保护团体则持谨慎态度。一个游说团体 **Gary Ruskin of Commercial**  
23 **Alert** 认为,“现有的营销技术是足够强大,消费者已经深陷其中产生很多流行的  
24 病理症状。市场营销中的孩子尤其如此,受害的孩子已产生相关疾病,包  
25 括肥胖和 2 型糖尿病。而神经营销学正是放大这些趋势的一个工具”。但是  
26 神经营销学 Quartz 博士反驳说,技术同样可以用于良性的目的。“人们有办  
27 法利用这些技术来创建更负责任的广告,例如大脑-扫描可以被用于划定广告  
28 的界限来确保人们能够做出自由选择”  
29

30 (更多阅读考点原创教师网络串讲 关注新浪微博@yy8638)

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

32 I 另一个担心是,大脑扫描是一种侵犯隐私行为,这些特定个人的喜好信息会被  
33 滥用。但神经营销学的研究依赖于少量的志愿受试者,  
34 所以,这似乎有些令人难以有可行性。批评家们也反对医  
35 疗设备用于非医学目的“琐碎轻佻的”研究。但伦敦商  
36 学院的神经营销学研究员 Tim Ambler 说,“工具仅是工  
37 具,如果(医疗)工具的主人出租这工具取得不错的租金,用于资助的设备的  
38 费用,那么人人都是赢家。他还调侃,“也许有一天(医疗)设备对更多的大脑  
39 扫描还能解释为什么有些人喜欢神经营销学这个主意,但其他人却不喜  
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## 真题原文参考翻译

### 农村交通和“实际行动”方案

#### Rural transport and Practical action plan

40多年来，“实际行动”计划与贫困社区通力合作，在充分考虑文化，需求和技能等诸要素的前提下，致力于寻找最有效的农村交通方式。得到技术和实际行动方面的支持后，哪怕是偏远的乡村地区也可以自行设计，建造和维护交通。

A 尽管“国家发展计划”的交通部门重心主要在于公路网络和桥梁的延展，而贫困地区需求的处理解决依然远远不足。很有必要发展和促进可选择性交通体系和中间交通方式（IMTs）的可持续性使用。IMTs完善补足了穷苦人民与公路网络以及其他社会经济基础设施之间的联系，也提高了他们的生活水平。

B 另一方面，对于一个经济不景气的国家而言，全天候（all weathered）的公路（目前为止只有30%的农村人口可以使用到公路）和可通汽车的桥梁的维护和发展是代价不菲的。而且，从环境，社会和经济角度而言，这些人为干涉并不总是在所有的地区都受到支持。超过60%的交通网络集中在低地地区。尽管存在着大量的其他方式可以解决山区农村地区的交通需求，但由于缺乏清晰的政府重心和政策，缺乏财政和经济的刺激，缺乏充足的技术知识和生产能力，导致了包括IMTs在内的诸多其他交通方式的发展裹足不前。

C 贫困的主要原因之一就是与外界隔绝闭塞。提高闭塞落后地区的通路和机动性，也就为接触市场，服务和得到更多的机会铺平了道路。随着交通的改良，贫困的人民就可以进入买卖商品的市场，获得收益的同时，也得以更好地享用诸如健康和教育之类的基本服务。没有适合的公路和车辆，也就意味着妇女和孩童每天要被迫花更多的时间来满足她们的基本生活需求，比如取水和收集木柴。而这些宝贵的时间大可种庄稼，照顾家庭，学习，或者做些小生意，多赚点钱满足生活所需。

#### 公路建造

D 没有公路，农村社区就被完全限制住了。连收集水和木材，去当地市场都成了一个艰巨的事情。因此不难理解对大多数农村社区而言，建造公路（construction of road）就是一项主要的任务。通过建设和恢复较短的农村公路，小桥梁，排水渠以及其他与交通相关的设备，“实际行动”方案正在帮助改进农村的交通基本设施。该方案的目标是使用一些方法，鼓励社区能动地发展。也就是说，村民们可以更好地接触市场，健康医护，教育和其他社会经济机会，把改善的服务提供给那些可通行的乡村，以此来提高自身的生活水平。

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提出新主意

E “实践行动”方案，以及我们所合作的社区都不停地构思琢磨出新的点子，来帮助穷苦的人群。拖车(cylce trailers)有一个实际的商务用途：帮助人们运输蔬菜，煤炭等商品到市场区售卖。所以通过制造，维护，运作出租车，那些处于贫困线的人们便能够从中赚不少钱。在“实践行动”方案提供专业知识的帮助下，斯里兰卡社会开始了一个巴士服务(bus services)，并且维护着沿途的公路。该影响是巨大的，结束了农村人民的与世隔绝。又快又便宜，提供了人民一个可靠的方式旅行到最近的城镇；孩子们受到了教育，也就更有可能找到了一条摆脱贫困的路线。“实践行动”方案也促进了很多国家道路网络和地方道路网络通达，基于行动研究的知识交换也得以执行了，其中一个特别引人注目的案例就是斯里兰卡有机农业运动。

摩天交通体系

F 对于生活在偏远山区的人们而言，把食物运到市场以获得收入而生存下去是一件特别重要的事情。山脉太陡峭了，攀山越岭都是件危险的事情。是可以聘请运货工，但毕竟代价不菲。即便如此，依然要花数个小时甚至是一天的时间来翻山越岭。路程花费时间过长，商品开始腐坏，开始逐渐贬值。“实践行动”方案想出了一个聪明的法子，名字叫做空中索道(aerial rope)。空中索道利用地心引力运作，或者通过外部能量运作。控制缆绳在中间，以传统的飞轮方式移动，两个缆车则在支撑的轨道上滚动。位于顶部的缆车装载货物，可达120公斤。而后通过地心引力或者外部能量拉到站台。另外一个位于底部的缆车因此也就自动地往上移。如果无法利用电网，外在能量则可以由微型水动力系统产生。

G “实践行动”方案发展了两轮铁拖车，通过座位后的钩子，铁拖车可以附着在自行车上，用于运输较重的食物，水，甚至是乘客（总计可以高达 200 公斤）。依然踩着自行车，人们可以运输之前三倍的货物量。拖车被当地的制造商用来进行各类运输，诸如被当做救护车，移动商店，甚至是移动图书馆。拖车是在小山村作坊中以铁管制成的。通过切割，弯曲，焊接，穿孔，制作出了框架和轮子。也会根据买家的要求进行一些修改。两轮救护车由磨具浇灌的金属做成，带着标准的橡胶轮子。“床”的部分铺着坐垫使病人感到舒服。而“座位”的部分使得家人得以在转移时照看病人。需要专门的拉车来拉动救护拖车，人所以们也就不必割舍日常生活依赖的自行车。装卸体系使得拆装变得容易。出于客户的要求，人们设计了一个盖子，在天气恶劣到时候来保护病人和看护人员。盖子由处理过的棉花做成，可以防水，经久耐用。

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## (儿童)数学与科学的学习原理

- A** 已经有研究指出,学习数学和科学不像学习思考一样那么直观;也有人强调,学习科学知识的时候,人们往往不得不改变他们在普通的情况下的思维方式。(1题)例如,为了理解如热量和温度这样简单的科学概念,温度作为热量的衡量单位的思维方式必须被抛弃,'温度'和'热'之间的区别也必须学习。这些思维方式的变化通常被称为概念上的变化。但概念上的变化是怎么发生的呢?在青年人发展脑部和在校学习的时候,他们是如何改变思考方式的呢?
- B** 以传统的教学方法告诉学生现代科学家的思考方式似乎并不很成功。(2题)学生可以学习定义、公式和术语,但仍然维持其先前的概念。这个困境已经被说明很多次。例如,当被告知关于热能和温度后的学生受访时,教师往往发现同学在课堂上应用科学概念是会出现困难的。(10题)学生可以重复使用公式,但他们在使用公式背后的概念来解释观察到的现象时就不是很成功。
- C** 心理学家 Piaget 提出了一个在儿童认知转变的过程中的有趣的假设。认知转变被认为是自身智力行为的结果。当学生面临着一个挑战自己的想法的结果时,也就是说发生思想冲突的时候。不论这个是数学还是科学上的问题,学生就会发现他们需要重新思考他们解决问题的方法。(35题)他假设,冲突带来了不平衡,并触发了一个平衡过程,这也最终产生了认知转变。(3题)出于这个原因, Piaget 和他的同事们认为学生为了让他们的思想进步,他们需要积极参与解决问题,挑战他们目前的推理模式。(9题)然而, Piaget 还指出,在面对矛盾的证据时,年轻的孩子并不容易放弃自己的想法。实际上,他们还可能会放弃证据,并保持他们本来的理论。
- D** Piaget 的对于认知转变的假说后来被转化成现在被称为“发现学习”的教育方法。最初“发现学习”走了一条现在被称为“孤独学习”的道路。(4题)教师负责设定情况以挑战学生的推理能力,而其他同学是没有任何实质

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的角色。然而，很多人随后提出人与人之间的冲击，尤其是同龄的人，可以对认知转变发挥到重要的作用。(39题)这一假说由 Perret-Clermont (1980) 和 Doise 与 Mugny (1984) 作了进一步研究，而这假说也被很多目前的科学教育所采用。

**E** Christine Howe 和她的同事给予了小孩观察一些关于几个科学概念的事件时，对比了小孩们的认知进度。其中一个研究中，Howe 在一群 8 到 12 岁的儿童理解什么因素影响山坡运动的进度时进行了对比。(5题) 为了确定小组内会存在冲击，他们根据预测把小孩分成了两组：其中一组的孩子有不同的意见，另一组则抱有差不多的观点。

**F** Howe 发现了支持他们观点的证据。(6题) 组中儿童的不同看法使他们的培训课程比那个看法相似的组别更有效果。然而，Howe 未能发现任何证据来支持孩子们是在课堂辩论中学到新的概念，这是因为后来的测试未有在第一时间进行，而是在小组讨论后的四个星期。(40题)

**G** 在另一项研究中，Howe 着手调查两个人一起学习是否能够借交换意见来推进学习进度。(7题) 他们调查了 12-15 岁的学生在理解物体坠落的路径的过程。这个主题在概念上很容易出现认知困难。为了把学生分成一对一对在概念的程度相异，Howe 在学生分组前为学生的预测和解释物体坠落的路径进行了评估。学生的学习课程中需要解答在电脑上展示的难题，这也一样需要预测和解释物体坠落的路径。最后，学生会单独进行一个课后测试，评估他们对于什么影响到物体坠落的路径的概念上的进展。

# 是人还是机器

**A** 在 2003 年 7 月，曼彻斯特的剑桥博物馆陈列了 Honda 称之为“世界最先进的人性机器人”：ASIMO（即“创新移动的进步之举”）。Honda 的智力产物正在北美巡回展示，所过之处，总能令观众开心不已。17 年的辛苦制作，ASIMO 高 4 英尺，重 115 磅，以小孩的形态穿着宇航服。在远距离看不清 ASIMO，近距离下 ASIMO 面带微笑，两个大眼睛包含着摄像头。它不能自己行走，得由科学家通过机器人背包上的电脑远程控制。观察 ASIMO 在曼彻斯特的表演，很令人惊讶，它具有人性的特征。ASIMO 走来走去的时候，上下楼梯的时候，观众总是爆发出喝彩声。展示过后，许多人跟我说，他们喜欢机器人在日常生活中起更大的作用——有人甚至说：机器人就像是人一样。

**B** 日本人大踏步地解决人类动力学和两足动物移动的工程问题。与此同时，近十年来，MIT 的前人工智能实验室 AI（现在重新命名为电脑科学人工智能实验室 CSAIL）一直致力于研制能够类似于人类，同时能与人互动的机器人。Kismet 是 MIT 的拟人机器人，有一个像人一样的头，有两只眼睛（也有眼睑），耳朵，嘴巴，眉毛。它可以做好些面部表情，比如开心，悲伤，惊恐，讨厌。与之对话，我们可以获得机器人的些许面部表情，从而改换面对机器人的态度。比如说：当机器人表现出“悲伤”的时候，就与机器人玩耍。Kismet 如今位于 MIT 的博物馆，但这里发展的理念将继续在新的机器人身上被探索。

**C** COG（认知 cognition 的缩写）是另外一个前 MIT 智能实验室的先驱项目。有头，两条胳膊，手臂和躯干，其比例最早是由实验室研究员的身体测量而来的。COG 被用来检测机器人学的体现和发展，特别是通过传感器去发展智力反应周边环境方面，以及通过互动类型学习方面。

**D** 在创造类人互动机器人方面，MIT 无疑走得最远。有些科学家争辩道：ASIMO 是一个伟大的工程，但并不算是智力机器。因为它不能自动以有意义的方式与未知情况互动，也不能从经验中学习。COG 和 Kismet，以及在 MIT 的 CSAIL 媒体实验室的新机器人却是可以自发学习的。

**E** 这些都是令人激动的进展。创造一个机器，能走，能做手势，能从环境中学习，这是了不起的成就。看看这种发展空间吧：这些现有成就都还能够很快地加以改进。类人机器人能在社会上具有广泛的用途：把人们从日常琐事中解放出来。举个例子：在日本，人们想创造出精密的机器人，能够与正常人做一样的工作，

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比如说消防队员，宇航员，工作地点和家中的医护助手，以便于部分地抵消老龄化的影响。

F 这些机器人证明了我们看待人性的方式，它们也表现出了我们人类中最好的和最差的方面。一方面，这些发展表达了人类创新性，也就是我们有能力去发明，实验，和延长对世界的控制。另一方面，创造类人机器人的目标被去个性化的理念所刺激。人类友情将让路于机器。当人类与技术互动时，人类失去了人性。或者说，我们人类不过是表面和模式行为而已，能够被钢铁和电路所取代。

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# 双胞胎研究

- A** 关于双胞胎的科学研究最早要追溯到 19 世纪晚期, 当时最早的基因学家 Francis Galton 发现双胞胎主要有两种: (第 19 题) 完全一样的双胞胎来自同一个卵子, (第 24 题) 不完全一样的双胞胎是来自两个卵子。该观点是很重要的, 但是直到 1924 年, 才被应用到病理学双胞胎法则中, 自此双胞胎研究正式开始。(第 20 题 ks. ipredicting.com copyright)
- B** 病理学双胞胎法则是指, 和异卵双生的双胞胎相比, 任何遗传性的疾病都是会在同卵双生的双胞胎中要么都有所表现要么都没有表现, 而非兄弟姐妹关系的孩子相比, 异卵双生的双胞胎又会更加有一致性。早期的研究发现同卵双生的双胞胎身上痣的相关统计学数据是 0.4, (第 17 题) 而异卵双生的相关系数是 0.2 (第 25 题) (相关系数 1.0 表示完全相关, 相关系数 0 表示完全无关)。该结果表明痣是会遗传的, 但是痣的产生也是和环境有关的, 否则同卵双生的痣的相关系数应该是 1.0。
- C** 双胞胎研究表明一个人是否会学会抽烟主要是和环境因素有关, 但是一旦他开始抽了, 那么他会抽多少主要是和基因有关。(第 26 题) 尽管一个人的宗教信仰是一个文化属性, 但是有研究表明基因对宗教信仰也是至关重要的。双胞胎研究还表明人个性的各个方面也是会遗传的。神经质和焦虑以及猎奇都和基因有很大的关系。家庭的教养是有一定的影响, 但是并不是人们想的那样可以决定人的个性。
- D** 更重要的是, 双胞胎研究让人们对疾病的了解, 比如说癌症, 哮喘, 骨质疏松症, 关节炎, 和免疫系统失调。(第 1 题) 双胞胎可以在道德允许的范围内作为药物试验的对象。在一项研究中, 给双胞胎中的其中一个服用维生素 C, 另一个服用安慰剂, 结果发现维生素 C 对于普通感冒没有任何作用。今天所有双胞胎的研究都表明人类最主要的特征至少部分是和基因有关的。古老的二分法研究天性还是后天抚养的方法大部分情况下还是很有用的。许多基因程序启动都需要环境因素的输入, 基因也经常是被环境信号激活或是关闭。有的人有内在的偏好参加体育活动, 也有的人天生喜欢创新。会不会有的人还会对特定类型的朋友和经验有偏好? 在这种意义上, 一个人的基因可能会反映出他所处的环境, 就像环境会引发基因的表现一样。
- E** 在过去, 这样的研究一直是有争议的。Josef Mengele 是二战期间在 Auschwitz 集中营工作的一位纳粹医生, 对双胞胎研究很着迷。他按双胞胎到达集中营的先后顺序将他们找出, 并把他们放在毒气室里做残酷的实验。(第 16 题) 二战结束后, 英国的一位研究智力遗传的心理学家 Cyril Burt, 通过看起来过于完美的结果玷污了双胞胎研究。他的一些关于同卵双生但是分开抚养的双胞胎的数据是造假的。战后, 社会学的主流意识形态的引领者是 Marxist, 他不喜欢关于人们潜能的不同可能和基因有关的观点。双胞胎的研究总是笼罩在被质疑的阴影下。(第 18 题 ipredicting.com copyright)

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**F** 理想的钟形曲线又摆了回来,但是人类基因组计划和它的余波又将基因是 DNA 分子的概念带了回来。基因在令人敏感的领域比如说智力方面的影响被很多人接受但是也有一小部分人一直不能接受。但问题是,天性和后天培养是怎样影响人生物学上的表现呢?而不是说这两者哪一个更为重要。双胞胎研究就是得出这些答案的一个很好的途径,现在许多双胞胎也愿意加入到这项研究中。

**G** 在 1979 年的俄亥俄州的 Twinsburg 节上,关于双胞胎的研究低调地开始了,当时只有一位科学家在其中。慢慢地,消息传开了,更多的科学家加入。今年,有 6 组科学家住进了一个特殊的供研究用的帐篷。在帐篷的一角,来自费城的 Monell 学院的 Paul Breslin,隔着好几张桌子在观察坐在那里的双胞胎,他们边喝着水边在记笔记。这是该实验小组第 3 年参加 Twinburg 节了。Dr Breslin 和他的同事想要弄清楚基因是怎么影响人类洞察力的,尤其是嗅觉和味觉以及热感,冷感,疼痛,耳鸣,痒等等这些由于皮肤刺激引起的感觉。(第 21 题)洞察力可能是表明很多感觉是同时受基因和经验控制的这点的的一个很好的例子,甚至在出生前,母亲就通过融入血液的味道比如说巧克力,大蒜,薄荷及香草获得刺激,并且将这种刺激带给腹中的胎儿。尽管是否这种产前的刺激会影响味觉感官的形成还没有确定,但是有证据表明它和孩子后来对食物的偏好有影响。

**H** 然而,显然基因是起到一定作用的,比如人们在尝奎宁的味道时的感受就是不一样的,即使有的奎宁的量很少,有的人也会觉得很苦。另外一些人的基因很不相同,他们就不太会觉得苦。双胞胎研究使得这一点得到了确认,对于一对同卵双生的双胞胎而言,要么两个人都觉得奎宁难以下咽,要么就是都不觉得,而异卵双生的双胞胎的反应就不会这么一致。

**I** 在帐篷的另一头,来自马里兰国家聋哑及其它交流障碍研究所的 Dennis Drayna 正在进行听力的研究。(第 22 题)他想弄明白在声音到达人耳后是怎么处理的,很难确定声音主要是通过耳朵还是大脑进行加工处理。Dr Drayna 已经进行了一个双胞胎的研究,得出人耳对音乐的洞察是高度遗传的。在 Twinsburg 节上,他将不同的单词或是单词的一部分通过音乐的形式传送到志愿者的左右耳中,他们处理不同信息的能力在 Dr Drayna 看来,受基因的影响很大。

**J** 在这个大帐篷的另外的地方,来自俄亥俄州 Kent 州立大学的 Peter Miraldi 试着研究基因对于人们交流动机的影响。(第 14 题)许多双胞胎研究表明遗传和社交能力是遗传的,所以他认为 Twinbrug 节绝对是一个研究的好机会。在 Mr.Mitaldi 旁边的是来自克里夫兰 Case Western Reserve 大学的皮肤科专家,他们主要是研究皮肤病和男性秃头问题的,(第 23 题)研究是否基因对男性的掉发有影响。

**K** 在帐篷里最忙碌的小组要数研究法医科学关于指纹鉴定的研究小组了,这项研究小组的研究组织者一直是一个谜,几个月下来,Twinbrug 节的主办方一直坚信确保总统安全的美国政府部门 Secret Service 是研究小组的组织者。当《经济学家》的工作人员想要更多地了解时,就要找 Steve Nash 了,他是 International Association for Identification (IAI) 的主席,也是加利福尼亚 Marin County Sheriff 办公室的一名侦探,这个办公室聚集了全世界的法医科学家,除此之外,该办公室还出版了杂志《Journal of Forensic Identification》。

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# 画家 保罗·纳什

**A** 保罗·纳什是威廉·纳什和他的第一任妻子卡罗琳·杰克逊的长子，于1889年5月11日出生在伦敦。他的父亲是一位成功的律师，号称“Recorder of Abingdon”。据罗纳德·布莱斯所说：“在1901年，纳什全家回到其老家白金汉郡位于Iwer Heath的Wood Lane House花园，该花园坐落在Chiltern丘陵，有着雕塑般的榉木和歪白轮廓，这些也对家里三个孩子的发展产生了早期影响。他们的生活受到他们母亲的精神疾病的困扰，纳什的护士和一些年老的邻居对他的帮助很大，前者将他引向植物的世界。”

**B** 纳什曾就读于圣保罗中学和斯莱德艺术学院，在那里他遇到了多拉卡林顿。纳什不像他的一些在斯莱德学校的同时代的人，他们受由罗杰·弗莱在1910年和1912年举办的两个后印象派展览影响很大，而纳什却对此毫无反应。相反，他受到了威廉·布莱克的作品的影响。他也成为了Gordon Bottomley的一个亲密的朋友，这位朋友对于纳什的职业生涯始终保持着浓厚的兴趣。



**C** 1912年，纳什在卡尔法克斯画廊举办了第一个个人水墨画展览。次年，他与他的兄弟约翰·纳什在Dorien Leigh画廊共同举办了一个画展。“Myfanwy Piper, 补充说：”纳什有一种引人注目的秩序感，也懂得怎样精美地展示自己的作品。他的画作都是在精美的框架中摆放图画，他的工作室装饰整洁，并且将收集的杂物融入到自己作品的装饰中。”

**D** 多拉卡林顿小姐强烈地吸引着保罗·纳什：他后来回忆说：“卡林顿有着很强的个性。别人把我介绍给她认识，并最终通过帮助她准备一个服装聚会赢得了她的芳心，我们在公交车的顶部，她总是叫我做这做那。”

**E** 战争的爆发，使纳什开始考虑加入英国陆军的可能性。他告诉朋友：“我并不热衷于冲上前线成为一名士兵。整个该死的战争当然是太可怕了，我完全反对杀害任何人，更不要说砍断他们的手，但与此同时，我相信我和杰克都可能为有用的救护车和红十字效力，并为此接受训练。”纳什应征入伍加入Artists' Rifles。他告诉Gordon Bottomley：“我已经加入了艺术家伦敦Territorials军团，是Rossetti, Leighton and Millais于1860年开始组建的老兵团，每个人都必须做他该做的可怕的事情，所以我已经放弃了绘画。我的同伴中有很多不错的同事，我也很享受爆发的锻炼，像行军以及整天在野外演习，是在Regents公园和Hampstead Heath愉快地进行。”

**F** 1917年3月，他被派往西部战线。纳什参加了在伊普尔进攻，到1916年的时候他已经获得了汉普郡军团的中将军衔。只要有可能，纳什就在战壕中素描。在1917年5月，他因为一个非军用事故回家休养。虽然在伦敦休养，纳什通过他之前的素描作品创作了一系列的战争画作。当年晚些时候他的画作广受好评。

因为这次画展的成功，政府战争宣传局(WPB)的主要负责人查尔斯·马斯特曼和爱德华·马什以及威廉·罗森斯坦，决定招募纳什作为战争艺术家。1917年11月纳什在Passchendaele的战斗结束后立即返回法国。

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**G** 纳什对于自己作为战争宣传局的成员感到不满。他当时写道：“我不再是一个艺术家，我是一个信使，在战斗中的人和希望战争永远进行下去的人之间传话而已。我的消息是微弱的，难以言喻的，但其中有一个痛苦的事实，希望它燃烧他们的糟糕的灵魂。”然而，就像Myfanwy Piper已经指出的：“他当时所画的画作，是描绘在毁坏的和被洪水肆虐过的土地上的修剪过的树木。正是这些作品使得纳什开始成名。这些作品在 1918 年在莱斯特画廊一起与他第一次努力尝试的油画进行展览，油画是纳什自学的，并迅速取得成功，尽管他的绘画在绘画领域有着更加迅速的公众影响力。

**H** 1919年，纳什搬到肯特郡的Dymchurch，他开始了著名的一系列关于海的画作的创作，防波堤，防止海水浸入Romney Marsh的长壁。这包括冬天的海，Dymchurch Steps。纳什还画Chiltern山的景观。在 1924 年和 1928 年，他又在Leicester画廊成功地举办了展览。尽管他的作品在 1929 年颇受好评，他的作品开始变得更加抽象。纳什在 1933 年创办Unit One，汇集很多实验派画家，雕塑家和建筑师。

**I** 在第二次世界大战期间，纳什受雇于信息部和广播部，被要求创作绘画英国和TotesMeer 之战。他的传记作者，MyMyfanwy，评论说：“这场战争搅乱了纳什的生活，但没有改变他哪怕最后一个艺术作品，他已经形成了自己的风格和习惯，并在新的战争中，他对待新的作品就像他对待那些他一直在思考许久的作品一样。他晚期的作品，包括油画和水彩画中，交替辉煌和暗淡的颜色与落日和升起月亮散发的光线散布在树林和丘陵上。“保罗·纳什于 1946 年 7 月 11 日在博斯库姆温泉路 35 号，伯恩茅斯去世。

# Appendix

雅思阅读必备资料系列

## 词汇替换的秘密 1, 高频表

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【1】选择: ☒ 朋友们



【2】☒ 添加朋友



【3】扫一扫 (扫描时不要太靠近)



【4】成功后, 状态保持 (点选) ☒ 接收消息

### 阅 读 题

考频	考查的单词	正确的选项	词性	中文含义
	abundant	plentiful	a.	大量的
	accelerate	increase	v.	加速; 加大
	accessible	available	a.	可用的
	account	explain	v.	解释; 说明
2	account for	explain	v.	解释; 说明
	accumulate	collect	v.	聚集
	adhere	stick	v.	黏附; 胶着
	adjunct	addition	n.	附加物
	administered	managed	v.	管理
	adorn	decorate	v.	装饰
	adversely	negatively	ad.	不利地; 有害地
	advocate	proponent	n.	倡导者; 辩护者
	aesthetically	artistically	ad.	审美地; 美学地
	aided	helped	v.	帮助
	alert	wary	a.	机敏的
	alter	change	v.	改变; 调整
	alternative	option	n.	替代; 替代物
	altogether	completely	ad.	完全地
	ancillary	secondary	a.	附属的; 辅助的
	annihilate	conquer	v.	消灭; 征服
	antagonist	enemy	n.	对手; 敌人
	antecedent	predecessor	n.	先辈
	anticipate	look forward to	v.	期待; 盼望
	appealing	attractive	a.	吸引人的
	apply	used for	v.	应用; 适用
	appreciated	recognized	v.	赏识
	arduous	difficult	a.	艰巨的; 艰苦的
	article	object	n.	物品, 物体
	ascend	climb	v.	攀升; 升高
2	assemble	gather	v.	装配; 组合
2	assemble	bring together	v.	装配; 组合
	assortment	variety	n.	形形色色; 各式各样
	assumption	belief	n.	确信的想法
	attachment	preference for	n.	依恋; 偏好
	attained	achieved	v.	达到
	attire/costume	clothing	n.	衣着; 盛装
	attribute	credit	v.	被认为; 被鉴定
	attribute	characteristics	n.	特征
	avid	eager	a.	渴望的; 热心的
	barren	infertile	a.	贫瘠的; 不毛的

2	bias	prejudice	n.	偏见; 嗜好
	bind	tie	v.	捆; 绑; 使结合
	boosted	raised	v.	提高, 推进
	bound	limit	n.	范围; 界限
	break	departure from	n.	决裂; 破裂
	brief look	glance	n.	瞥视; 浏览
	bring about	cause	v.	导致; 引起
	brittle	easily broken	a.	易碎的
	calculate	determine	v.	计算; 确定
	carried on	continued	v.	继续
	cease	stop	v.	停止; 结束
	celestial	astronomical	a.	天空的; 天上的
	chance/accidental	unplanned	a.	偶然的; 碰巧的
	characteristics	qualities	n.	性质, 特性
	chronicle	describe	v.	记述
	classify	categorize	v.	分类
2	clue	information	n.	线索; 信息
	cluster	group	v.	成群
	coarse	rough/crude	a.	粗糙的
	component	parts	n.	部分
	compose	focus on	v.	创作; 创造
	comprise	consist of	v.	包含; 包括
	concealed	covered	a.	隐藏着的
	conclusive	definitive	a.	最后的
	concrete	specific	a.	具体的; 特定的
	confine	limit	v.	限制; 局限
	confine	restrict	v.	限制
	confirm	uphold	v.	证实; 确认
	conflicting	opposing	a.	冲突的; 抵触的
	consequence	result	n.	结果
2	conserve	store	v.	保存; 保护
2	conserve	retain	v.	保存; 保护
3	considerable	substantial /many	a.	很重要的; 很大的
	consistent	constant	a.	持续的
	conspicuous	noticeable	a.	显著的
	constituent	component	n.	成分; 要素
	constitute	make up	v.	构成; 组成
	contemporary	existing	a.	当代的; 现有的
	contemporary	written at that time	n.	同时代
	convergence	gathering	n.	聚集
	convert	change	v.	转换
	converted	changed	v.	转变

	correspondingly	similarly	ad.	相应地; 对应地
	count	weigh	v.	有价值; 有分量
	counteract	negate	v.	抵消; 反作用
	counterpart	version	n.	复本; 对应物
	crisscross	move back and forth	v.	穿梭; 交错往来
	critical judge of fine arts	connoisseur	n.	鉴赏家; 评论家
	crucial	important	a.	重要的
	cumbersome	burdensome	a.	麻烦的; 笨重的
	dampen	moisten	v.	使潮湿
	daring	bold	a.	勇敢的; 大胆的
	deft	skilled	a.	熟练的; 灵巧的
	deliberate	careful	a.	审慎的; 仔细的
	demand	require	v.	要求; 需求
	demise	death	n.	死亡
	demonstrate	show	v.	表明; 证实
	dense	thick	a.	稠密的; 浓厚的
	depress	lower	v.	压低; 使沮丧
	derive/acquire	obtain	v.	得到
	derived from	based on	v.	基于
2	detectable	apparent	a.	可察觉的; 易发现的
	detecting	finding	v.	探测
	devastated	ruined	a.	毁坏的; 被破坏的
	developing	evolving	a.	发展的; 演化的
2	devote to	dedicate	v.	致力于; 献身于
2	devote to	specializing in	v.	致力于; 献身于
	dictate	determine	v.	指示; 决定
	dictate	determine	v.	确定; 决定
	diffuse	travel	v.	扩散; 传播
	disaster	catastrophe	n.	灾难
	discard	get rid of	v.	丢弃; 抛弃
	dispute	argument	n.	争论; 争执
	disseminate	spread/impart	v.	散布; 传播
2	distinct	separate/different	a.	清晰的; 不同的
	distinguish	differentiate	v.	区分; 辨别
	divergence	difference	n.	差异; 变化
	diverse	dissimilar	a.	多种多样的; 不一样的
	diverse	varied	a.	不同的
	diverse	different	a.	不同的
	dividing line	boundary	n.	边界; 分界线
	do sth. Repeatedly	iterate	v.	重复; 反复
2	domain	field	n.	领域; 范围
2	domain	region	n.	领域; 范围



	dominate	be prevalent in	v.	支配；控制
	dramatic	striking	a.	戏剧性的；显著的
	drastic	radical	a.	激烈的；猛烈的
	drastically	severely	ad.	激烈的
2	draw	attract	v.	吸引
2	draw	attract	v.	吸引
	draw	instruct	v.	引导
	durability	endurance	n.	经久，耐久
	durable	long-lasting	a.	持久的；耐用的
	dwelling	house	n.	住处；寓所
	eager	enthusiastic	a.	热心的
2	easily moved	portable	a.	轻便的；可携带的
	effect	influence	v.	影响；效果
	efficiency	effectiveness	n.	效力
	elevate	promote	v.	提高；提升
	elicit	bring out	v.	引出
	embraced	welcomed	v.	欢迎
	emerge	appear	v.	浮现；出现
	emit	give off	v.	发出
	emitting	producing	v.	生产，发行
	emphasize	stress	v.	强调
	employ	use	v.	雇佣；应用
2	enable	allow	v.	使能够；使可能
	enactment	performance	n.	演出；表演
	encompass	include	v.	包含
	ensures	guarantees	v.	保证(绝对性词)
	entire	whole	a.	全部的
	entity	object	n.	实体；存在
	entomb	trap	v.	埋葬；设陷阱
	era	period of time	n.	时期
	eradicate	eliminate	v.	除去；消除
	erroneous ideas	misconception	n.	误解；错误观念
	erroneously identified as	mistake	v.	误以为；误认为
	essence	basic nature	n.	基本
	essential	fundamental	a.	基本的
	establish	create	v.	设立；创作
	estimated	judged	v.	鉴定
	evidence	indicate	n.	迹象；预示
	exalted	superior	a.	高贵的；崇高的
	execute	create	v.	造成；制成；履行；执行
	exercise	utilize	v.	行使，利用
	exert	cause	v.	引起；产生

	exorbitant	expensive	a.	昂贵的
	expendable	unprofitable	a.	没有用的
2	expose	subject to	v.	使暴露; 暴露于
2	expose	uncover	v.	使暴露; 暴露于
2	extend	stretch	v.	延长; 扩展
	extol	praise	v.	赞美
2	extract	remove	v.	提取; 取得
	extraordinary	supreme	a.	非凡的; 极度的
	fabricate	make	v.	制作; 装配
	fabricating	constructing	v.	制作, 构建
	faction	side	n.	小派系
	fatal	deadly	a.	致命的
	favor	prefer	v.	喜爱
	favored	perferred	n.	喜爱
	finding	scientific discovery		
	fine	tiny	a.	细小的
	finely	minutely	ad.	精细的
	flattering	complimentary	a.	称赞的; 奉承的
	flourished	thrived	n.	茂盛
	formidable	difficult	a.	艰难的
	forward-looking	progressive	a.	向前看的; 有远见的
	functional	usable	a.	合用的
	fundamental/rudimentary	basic	a.	基础的; 基本的
	glowing	shining	a.	光亮的
	good name	reputation	n.	名声; 名誉
	graphic	vivid	a.	生动的
	hard	firm	a.	坚硬的; 牢固的
	hard to deal with	stubborn	a.	执拗的; 固执的
	herald	announce	v.	预示; 预报
	identical	exactly alike	a.	同样的
	imitate	copy	v.	模仿; 伪造
	immutable	unchangeable	a.	不变的
	impediment	obstacle	n.	妨碍; 阻碍
	imperceptibly	subtly	ad.	不可觉察地; 极缓慢地
	implement	tool	n.	工具; 器械
	implication	significance	n.	含义; 意义
	imposing	demanding	a.	紧迫的; 紧急的
	in place of	instead of	ad.	代替
	in reality	actually	n.	实际上; 事实上
	inaccessible	unreachable	a.	难接近的; 难达到的
	inception	beginning	n.	起初
	incinerate	burn up	v.	烧毁

	incised	carved	a.	雕刻的
	inclination	preference	n.	倾向；偏好
	incorporate	combine	v.	结合；合并
	inhibit	hinder/prevent	v.	阻止；阻碍
2	initiate	start	v.	开始；引发
	innovative	new	a.	创新的
	insignificant	unimportant	a.	不重要的
	instance	case	n.	实例；例证
	integral	essential	a.	整体的；不可缺少的
	integral	fundamental	a.	基本的
	intense	extreme	a.	强烈的；剧烈的
	intensive	concentrated	a.	加强的，集中的
	intent	goal	n.	目的
	intent	purpose	n.	目的
	interchangeable	equivalent	a.	相等的；可互换的
	intervals	periods	n.	周期
	intervention	influence	n.	干涉；影响
	intricate	complex	a.	复杂的
	intriguing	attractive	a.	迷人的
	inviting	attractive	a.	吸引人的；诱人的
	justify	prove	v.	辩护；证实
	laborious	difficult	a.	费力的
	lie	be located	v.	位于
	load	weight	n.	重担
	lured	attracted	v.	吸引，引诱
	magnify	intensify	v.	放大；强化
3	maintain	preserve	v.	维持；坚持
	major	principal	a.	主要的；大型的
	make possible	allow	v.	允许；使可能
	mandated	required	v.	要求
	margin	edge	n.	边；边缘
	marked	noticeable	a.	显著的
	means	method	n.	方法
	merely	only	ad.	仅仅地，只不过
	meticulously	carefully	ad.	小心地
	minuscule	tiny	a.	很小的；微小的
	modifying	changing	v.	修改；变化
	monopolize	dominate	v.	独占；占优势
	moreover	furthermore	ad.	此外
	moreover	in addition	ad.	另外
	motif	design	n.	图案；花纹
	mundane	ordinary	a.	世俗的；普通的

	myriad	many	a.	许多的；无数的
	nascent	immature	a.	新生的；初生的
	nevertheless	however	ad.	然而；仍然
	norm	standard	n.	标准
	noted	observed	v.	注意到
	noticed	announced	v.	宣告，通告
	notwithstanding	despite	prep.	尽管
	noxious	harmful	a.	有害的；有毒的
	obvious	apparent	a.	明显的；显而易见的
	optimal	best	a.	最佳的
	ornate	elaborate	a.	华丽的
	outbreak	beginning	n.	爆发；开始
	outline	summarizing	v.	总结；概括
	outstanding	excellent	a.	杰出的；显著的
	overtaken	surpassed	v.	赶上，超越
	peak	maximum	a.	最高的；高峰的
	peculiar	strange	a.	奇特的
	penetrate	go through	v.	穿透；透过
	periphery	outer edge	n.	外围
	persist	continue	v.	持续
	personal magnetism	charisma	n.	个人魅力
	pertinent	relevant	a.	有关的
	phenomena	event	n.	现象；事件
	picture	imagine	n.	图片
	plunge	drop	n. / v.	投入，陷入
	ponderous	heavy	a.	笨重的
	position	job	n.	职位；职务
	potential	possible	a.	潜在的；可能的
	precarious	uncertain	a.	不稳定的
	precise	accurate	a.	精确的
	prefer	favor	v.	偏好；喜欢
	preside	manage	v.	负责；统辖
	presumably	probably	ad.	大概
	prevailed	dominated	v.	成功，统治
	prevailing	most frequent	a.	盛行的；流行的
	prevailing	dominant	a.	主要的，占优势的
	prevent	avoid	v.	制止；阻止
	primarily	chiefly	ad.	主要地
	primary	fundamental	a.	基本的；初步的
	prior to	preceding	a.	在先；居前
	prized	valued	a.	贵重的
	probe	explore	v.	探索

prolific	productive	a.	多产的
prolific	fruitful	a.	多产的
prominent	distinguished	a.	显著的; 卓越的
prominent	famous	a.	著名的
proponent	supporter	n.	支持者
prototype	model	n.	原型; 范例
protrude	project	v.	突出; 伸出
pry off	locate	v.	查找
puncture	pierce	v.	刺穿; 刺破
pursue	chase	v.	追赶
raise	rear	v.	饲养; 养育
random	unpredictable	a.	不可知的
rapidity	swiftness	n.	迅速
rare	infrequent	a.	稀有的; 罕见的
rather	instead	ad.	相反; 相反地
readily	easily	ad.	容易地
realization	awareness	n.	认识; 意识
reap	accept	v.	收获; 接受
rear	raise	v.	培养; 饲养
reckless	irresponsible	a.	不负责任的
recorded	documented	a.	已纪录的
recruit	enlist	v.	征募; 补充
refreshing	unusual	a.	清新的; 清爽的
regardless of	no matter what	a.	不管
relate	connect	v.	相关; 关联
reliance	dependence	n.	依靠
remarkable	significant	a.	异常的; 非凡的
representative	typical	a.	典型的
resemble	be similar to	v.	相似; 类似
resolve	find a solution for	v.	解决
resort to	using	v.	采用
revered	respected	v.	尊敬
revise	change	v.	修正; 改造
robust	strong	a.	强健的; 坚强的
roll back	reduce	v.	压低; 减少
rotting	decaying	v.	腐烂
roughly	approximately	ad.	概略地; 大约
rudimentary	undeveloped	a.	原始的; 简单的
rupture	burst	v.	破裂; 裂开
rushing	rapid	a.	急流的
sanitation	health	n.	卫生; 健康状态
saturate	soak	v.	浸透; 饱和

	saying two opposite things	paradox	n.	悖论；隽语
	scale	measure	n. / v.	刻度/测量
	scarce	rare	a.	稀有的
	scarcely	barely	ad.	稀缺；珍贵
	scope	extent	n.	范围
	scorched	burned	v.	烧焦
	score	musical compositions	n.	乐谱
	scurrying	rushing	v.	急赶
	secure	acquire	v.	获得；取得
	secure	safe	ad.	安全的
	sedentary	inactive	a.	不移栖的
	sentiment	opinion	n.	意见；观点
	serve as	function as	v.	充当；担任
	set	establish	v.	确定；安置
	settle	decide	v.	决定；解决
	settled	stabled	a.	固定的
	severe poverty	indigence	n.	贫困；赤贫
	shield	protect	v.	保护；避开
	significant	meaningful	a.	有重要意义的
	site	location	n.	地点；场所
	skepticism	doubt	n.	怀疑主义；怀疑态度
	sketch	draw	v.	速写；素描
	skilled	expert	a.	熟练的；擅长的
	skyrocket	increase rapidly	v.	猛涨，突增
	sleep briefly	nap	n.	小睡；打盹
	smooth operation	effective functioning		
	snap	break	v.	折断；拉断
	sole	only	a.	唯一的；独一的
	sole	only	a.	单独的
	solemn	serious	a.	严肃的；庄重的
	sort out	separate	v.	挑选出
	source of energy	fuel	n.	能源；燃料
	spanning	covering	v.	包含
	spark	bring about	v.	激发；发动
	speculate	hypothesize	v.	推测；假设
	staggering	overwhelming	a.	压倒的；压倒之势的
	standard	customary	a.	标准的
	standing	not flowing	a.	停滞的；不流动的
	staple	popular edition?	n.	大宗物品；流行的东西
	staple	basic element	n.	主要成分
	stimulate	encourage	v.	激发；促进
	story	level	n.	楼层；层



	strain	stress	v.	拉紧，重压
	strength	basis	n.	实力；基础
	stress	emphasize	v.	强调
	striking	noticeable	a.	显著的
	stringent	strict	a.	严格的；严厉的
	struggle	competition	n.	竞争
	subject	susceptible	a.	易受影响的；遭受影响的
	subjugated	conquered	v.	征服
	subsequent	later	a.	后来的
	subsidize	finance	v.	资助；赞助
	subsidy	finance	n.	补助金；补贴
	succinct	concise	a.	简洁的；简练的
	sufficient	adequate	a.	足够的；充足的
	suitably	appropriately	ad.	适宜地
	sumptuous	luxurious	a.	豪华的；奢侈的
	sums	amounts	n.	和
	supplant	replace	v.	取代；替代
	supplement	extension	n.	补充；补遗
	supplement	add to	v.	补充，增加
	support	hold	v.	支持；支撑
	supposedly	seemingly	ad.	想象地；表面上
	supremacy	dominance	n.	至高无上；支配地位
	supreme	most outstanding	a.	最大的；极度的
	surge	increase sharply	v.	急剧增加
	surging	accelerating	a.	高涨的；跃进的
	suspend	hang	v.	挂；悬挂
	sustain	support	v.	支撑
	symmetrical	proportionary balanced	a.	对称的；匀称的
	tangled	twisted together	a.	混乱的
	telling	challenging	a.	有效的；有力的
	tempting	attractive	a.	诱人的
	thanks to	because of	n.	由于；多亏
	thereby	by that means		
	think highly	admire	v.	钦佩；羡慕
	tolerate	endure	v.	忍受；忍耐
	trace	imprint	n.	痕迹；遗迹
	trend	tendency	n.	趋势；趋向
	typify	characterize	v.	代表，表现
	ultimately	eventually	ad.	最后
2	undergoing	experiencing	v.	经历
2	undergone	experienced	v.	经历
	undergone	experienced	v.	经历

	underscore	emphasize	v.	强调
	underwater craft	submarine	n.	潜水艇
	undoubtedly	certainly	ad.	的确地
	unique	particular	a.	独特的
	unique	singular	a.	非凡的
	unprecedented	never seen before	a.	空前的
	unravel	discover	v.	解开；阐明
	unrestricted	unlimited	a.	无限制的；自由的
	unsubstantiated	unverified	a.	未证实的；未核实的
	urged	encouraged	v.	催促，鼓励
	usher	beginning	v.	引导；开始
	various	different	a.	不同的
	vary	differ	v.	变化；改变
	vast	large	a.	巨大的；广阔的
	vast	great	a.	大量的
	venture	endeavor	n.	冒险；冒险行动
	very closely	intimately	ad.	亲密；密切
	vestige	evidence	n.	遗迹；残余
	virtually	completely	n.	实质地
	wider	more extensive	a.	宽广的
	witness	observe	v.	目睹；目击
	yield	provide	v.	产生；产生效果

1

Version 17101

主题 消费者的思维

教师互动解析  
请扫描二维码

14	v	15	i	16	ix
17	viii	18	iii	19	vi
20	F	21	D	22	A
23	brand(s)/logo	24	untruthful	25	unconscious/ subconscious
26	children				

2

Version 17102

主题 “实践行动” 交通

教师互动解析  
请扫描二维码

1	YES	2	NO	3	NOT GIVEN
4	YES	5	construction of roads	6	cycle trailers
7	(a) bus service	8	(an) aerial ropeway	9	shops/shops and libraries
10	cushions	11	family member	12	mechanism
13	a cover				

3

Version 17103

主题 折射的发现人

教师互动解析  
请扫描二维码

27	x	28	v	29	ix
30	iii	31	vii	32	magnification
33	a prism/prisms	34	land and language	35	ship design
36	( the ) rainbow refraction /refraction in rainbow	37	D	38	B
39	E	40	A		

4

Version 17104

主题 儿童数学教育

教师互动解析  
请扫描二维码

28	B	29	D	30	F
31	A	32	C	33	D
34	True	35	True	36	False
37	Not Given	38	D	39	C
40	B				

5

Version 17106

主题 棱皮温血海龟

教师互动解析  
请扫描二维码

14	B	15	H	16	E
17	F	18	NO	19	NOT GIVEN
20	YES	21	NO	22	NOT GIVEN
23	A	24	E	25	G
26	B	27	K	28	F

6

Version 17108

主题 海豚的声音

教师互动解析  
请扫描二维码

1	TRUE	2	TRUE	3	NOT GIVEN
4	FALSE	5	FALSE	6	C
7	B	8	B	9	a dolphin language
10	Whistle	11	clicks and sounds	12	sight
13	a dolphin's larynx				

7

Version 17110

主题 奥运火炬

教师互动解析  
请扫描二维码

1	weather conditions	2	flame	3	purchase
4	E	5	F	6	B
7	D	8	H	9	C
10	fuel tank	11	openings	12	handle
13	propylene	14	double flame		

8

Version 17202

主题 磁疗的发展

教师互动解析  
请扫描二维码

1	ii	2	v	3	iv
4	ix	5	vii	6	viii
7	C	8	D	9	B
10	E	11	F	12	A
13	C				

9

Version 17203

主题 仿生小机器人

教师互动解析  
请扫描二维码

1	E	2	C	3	F
4	D	5	F	6	B
7	17 years	8	backpack	9	interact with
10	facial expressions	11	Cog/Cognition	12	sensors
13	intelligence				

10

Version 17204

主题 沙漠造雨设计

教师互动解析  
请扫描二维码

27	YES	28	NO	29	YES
30	NOT GIVEN	31	NO	32	hot dry air
33	moist	34	heat	35	condenser
36	pure distilled water	37	fans	38	solar panels
39	construction costs	40	environmentally-friendly		

11

Version 17302

主题 植物的芳香

教师互动解析  
请扫描二维码

1	B	2	A	3	F
4	C	5	True	6	NOT GIVEN
7	True	8	False	9	B
10	B	11	C	12	D
13	A				

12

Version 17303

主题 霸王龙学者

教师互动解析  
请扫描二维码

1	TRUE	2	FALSE	3	NOT GIVEN
4	TRUE	5	NOT GIVEN	6	TRUE
7	FALSE	8	shin bone	9	slow walker
10	cheetah	11	run fast	12	blunt
13	crush				



13

Version 17306

主题 简化英语运动

教师互动解析  
请扫描二维码

1	True	2	NOT GIVEN	3	True
4	NOT GIVEN	5	NOT GIVEN	6	FALSE
7	Jargon and waffle	8	Gap	9	do-it-yourself
10	frustration	11	first-time user	12	legal
13	courts	14	customers/consumers		

14

Version 17308

主题 双胞胎研究

教师互动解析  
请扫描二维码

14	J	15	D	16	E
17	B	18	E	19	Francis Galton
20	1924	21	A	22	E
23	F	24	A	25	B
26	D				

15

Version 17402

主题 山水画作家

教师互动解析  
请扫描二维码

14	A	15	C	16	D
17	E	18	D	19	B
20	I	21	E	22	A
23	C	24	A War Artist	25	Self-taught
26	More abstract				

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