

# IELTS

Test Source for IELTS

雅思真题题源金字塔系列

◎刘 创 编著

# 雅思

## 阅读真题题源 下

★★★★★ (冲刺版)

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雅思真题题源金字塔系列

# 雅思阅读真题题源（冲刺版） （下）

刘 创 编著

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## 前言

**这**些年，笔者作为一名雅思培训教师，伴随着拼搏在雅思考场上的莘莘学子，一路走来。在笔者看来，雅思学生是世界上最可爱的学生，他们坚毅、执著、勤奋，就像烈火中的凤凰，在雅思考试中历练，在历练的火焰中涅槃，让笔者也不由得肃然起敬。

但是，无论是身在海外的游子们，还是蓄势待发的出国预备队，他们都会遇到一些这样或那样的困难。对很多学生来说，雅思考试仍然是他们出国留学、实现梦想的巨大障碍。面对他们的困境，笔者感同身受。如何帮助考生们更为轻松地战胜雅思考试这只拦路虎，成为笔者心之所系。

笔者坚信，雅思培训应该树立行业标准。当然，作为一名雅思培训教师，如果不经历百折不挠的努力，没有怀着对广大出国人员的热爱，是不可能树立行业标准的。编写一系列雅思真题题源培训教材是我和我的合作伙伴们共同的心愿。我们的研发团队是国际化的专家队伍，有的在美国，有的在加拿大，有的在澳大利亚，这些国际专家通过网络通力合作。我们不会说自己是最优秀的，但我们一定是最用心的。所以，作为雅思培训教师，我们给大家的指导是负责任的。在雅思考试的难度越来越大的今天，写作和口语方面的机经资料对大家的帮助可能是最直接的，而阅读和听力方面的参考资料主要是让大家扩充有效词汇、熟悉相关语境。

这些年，面对市场上良莠不齐的雅思考试书籍，编写一系列密切结合雅思考试命题方向、体现雅思考试发展趋势的丛书的想法在笔者心中越来越强烈。在多年雅思培训的教学实践中，笔者从教和学两个方面都有很多感悟，因此，便有了这套《雅思真题题源金字塔系列》丛书的推出。雅思考试离不开剑桥系列书籍，而本书经过我们团队5年时间的研发，最终形成了以剑桥系列为蓝本，涵盖动植物、人类重大发展、国际交通运输、教育、语言、公司管理、建筑构造、医疗、自然环境、农工商业、综合科技等雅思必考题类的辅导丛书。本书文章主要来源于西方主流报纸及刊物，内容包括广告、说明书、小册子介绍等，篇篇都经过精挑细选，紧跟雅思考试发展趋势，将剑桥雅思进行了全方位的破解，标志着雅思考试培训进入新一轮的真题时代。笔者根据多年来对雅思考试的研究以及教学过程中学生的反馈，以现今雅思学习者普遍采用的国际雅思考试培训教程《剑桥雅思考试全真试题解析》(1~6)为基础，汇聚大量考生心得编写了这本《雅思阅读真题题源(冲刺版)(下)》。本书凝聚了笔者多年的雅思阅读教学精华，精炼地再现



了剑桥雅思考试阅读中的文章。

● 浓缩最新真题版本

本书涵盖 2007—2008 年最新真题版本号，浓缩历年试题之精华，是以雅思真题版本为背景进行的科研再创作，所选文章均来自于普遍作为雅思考试题源的国外 20 多家杂志及媒体。

● 真题版本题库实战性最强

本书按照雅思考试历年的出题规律，按十大类进行了编辑整理，可使广大学生拥有第一手的真题版本题库试题。

● 扩充真题版本词汇量，拓展雅思科普知识

雅思阅读考试涉及范围较广，涉及的词汇量较大，因而对考生来说是一个巨大的挑战。本书的试题均来自最新的雅思阅读题库，可使广大雅思学子对雅思的考试内容有一个全面的了解，在短期内获取真实的考题背景，并且掌握丰富的科普知识。

● 大幅度、短期提高雅思阅读成绩

笔者的学生使用了本书成书前的讲义，参加考试后发现真题考试中的文章大都是培训课堂上讲过的内容。他们的成绩比同水平学生高 1~1.5 分。这些附带大量学术及技术含量的真题题源试题，使广大的雅思学子受益匪浅。

本书在编辑过程中得到了专家组的大力支持和帮助，凝结了笔者和大批中外语言培训专家的研发成果。在这里，我谨向我最尊敬的同仁们致以最真诚的感谢：感谢王鼎博士多年来的精神支持，他虽远在英国，仍然对我们这个团队所编写的《雅思真题题源金字塔系列》丛书给予了大量的指导及可行性的意见；感谢剑桥大学的 Rodney H. Smith 先生不遗余力地为我们审稿，使得本书更加精确、可靠。最后，感谢我的父母和妻子的无私支持，他们的支持坚定了我做一名最好的雅思培训师的信念。这个梦想让我和全国的雅思学子们共同成长，这个梦想一定会放射出最耀眼的光芒。

刘 创

2008 年 10 月 10 日凌晨

## 本书收录文章一览表



	Reading Passage 1	Reading Passage 2	Reading Passage 3
Reading Test One	杀人鲸	电子书	玻璃的历史
Reading Test Two	英国建筑	音乐的影响	橡胶的历史
Reading Test Three	恐龙脚印	彗星	业余天文学家
Reading Test Four	联邦航空管理局	纸和电子文档	植物净水
Reading Test Five	法国电影	南极天气	城市公共交通
Reading Test Six	味觉与嗅觉	男女同校	乌鸦制造工具
Reading Test Seven	澳洲有机农业	电视沉迷	水资源短缺
Reading Test Eight	农业与产量	火星和水	阅读速度
Reading Test Nine	香料	沉船保护	专家
Reading Test Ten	植物的保护	小提琴	海龟



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## 1.1 雅思阅读所考查的能力

ACADEMIC类（A类、学术类）阅读用于测试应试者的英语水平是否能够在英语环境中就读大学本科和研究生课程，这一点与托福考试有些类似。其中，A类阅读重点考查考生对文章基本结构和一些重要信息的掌握情况，促使考生加大阅读广度，并培养其快速浏览长文章并把握其结构的能力。A类阅读要求考生快速扫描特定信息，理解复杂句子的结构及重点内容，并通过上下问猜测词义。其考试过程模拟留学生在大量浏览搜索书籍内容时的情景。

## 1.2 雅思阅读的文章出处

雅思阅读中的文章有很多出处，比如，*Economist*（《经济学人》）、*Times*（《泰晤士报》）、*National Geographic*（《国家地理》）、*New Scientist*（《新科学家》），以及其他各种各样的科学人文杂志。例如：

1. 《经济学人》(*Economist*)；
2. 《经济时报》(*Financial Times*)；
3. 《卫报》(*Guardian*)等国际精英知识分子媒体的非社论文章；
4. 政府各部门（英国及世界各国）的社会发展报告、联合国各组织的年度报告；
5. 某些著名的协会杂志（带有官方色彩），如 *Info Journal*（驻英国商会的季刊）；
6. 英国及欧洲的专业杂志（人文类），如 *Arts Management*、*Arts Education*等。

其中，雅思阅读考试中70%的自然科学文章选自 *National Geographic*、*New Scientist*、*Science*、*Popular Science* 和 *Nature* 等杂志；80%的重大事件（非政治经济）和重大发明都选自美国的 *National Geographic* 杂志。

## 1.3 雅思阅读的题型

雅思阅读共3篇文章，每篇文章的词汇量约1 000词左右（阅读量极大），共有38~42个考试题目。

雅思阅读最常考如下十大题型：

- Heading (找小标题)
- True/False/Not Given (是非题)
- Short answer questions (简答题)
- Summary (摘要填空)
- Multiple choice (选择题)
- Matching (从属关系搭配)
- Matching (因果关系搭配)
- Matching (作者及其观点搭配)
- Sentence completion (完成句子)
- Diagram/flowchart/table completion (填图填表题)

## 1.4 雅思阅读的考试时间

雅思考试全程为2小时55分钟(包括听力中填写答案纸的10分钟),其中雅思阅读共占60分钟。

## 1.5 雅思阅读的评分标准

正确题目数	1	2-3	4-9	10-12	13-15	16-17	18-20	21-22
对应分数	1	2	3	3.5	4	4.5	5	5.5
正确题目数	23-25	26-27	28-30	31-32	33-35	36-38	39-42	
对应分数	6	6.5	7	7.5	8	8.5	9	

## 1.6 何谓真题“版本”和“机经”

“版本”这个词可能是雅思考试所特有的。因为雅思考试的每一科的每一张卷子都有一个号码,即“VersionXXXXX”,每一个号码只对应一套试题。这个号码是世界通行的,会写在考生的成绩单上面。所谓的“版本”就是这个试卷上的号码,实际上就是试题。特别提醒一下,本书一般把 Version 简写成 V,所以,大家看到 V37、V41 的时候不要奇怪。

“机经”这个词最早出现在 GRE 考试的机考中,原义为“机考的经验”。由于 GRE 机考的试题重复,所以很多人靠背以前考过 GRE 的朋友总结的经验得了高分。我们这里用“机经”这个词并不是说雅思考试也有机考,雅思的机考现在国内是没有的,我们所说的“机经”泛指一切有关考试的总结和试题的回忆。

“机经”可以用来帮助我们了解雅思试题的形式和内容。以“机经”为原型的全真试题对于考生在提高英语能力的同时快速地提高雅思英语考试成绩有很大的帮助。

## 1.7 雅思阅读真题十大出题范围

类 别	举 例
动植物	★海牛 ★杀人鲸 ★水獭 ★海龟 ★龙涎香和琥珀 ★海象 ★蝴蝶 ★翅膀的进化与飞行 ★捉蚂蚁 ★鸟的方向感 ★抓蚂蚁 ★香蕉
人类发展史	★茶叶与英国革命 ★玻璃历史 ★橡胶的历史 ★移民 ★地图的制作 ★英国考古 ★古代钱币 ★计时器的发展 ★纸币的发展史
教育	★电脑教育 ★英语与商业 ★保护网络资源 ★大学教学方法改革 ★电子书 ★母亲受教育的程度与孩子的关系 ★日本的教育 ★如何提高阅读能力 ★英语拼写及其发展 ★小班授课 ★学生的智力测试
旅游交通	★交通堵塞 ★城市公交改革 ★非洲交通的改善 ★公共交通发展史 ★汽车工业的污染 ★未来汽车的发展 ★探索外空生命
建筑结构	★法国城堡 ★节能建筑 ★中国和日本塔
医疗卫生	★双胞胎的研究 ★磁疗发展 ★撒谎者心理 ★肥胖 ★基因 ★运动与英国青少年的健康
自然环境	★欧洲森林保护 ★气候与财富 ★全球气候的变暖
农林牧副渔	★潮汐发电 ★农业 ★化肥 ★水利发展 ★阿拉斯加鲑鱼保护 ★生物杀虫 ★英国绿色农业
社会科学	★火星冰层 ★挠痒和笑 ★飞机上打手机 ★科学中的欺诈 ★燃料电池 ★生物的节律
管理	★工作职务与空间 ★公司品牌

***International English Language Testing System******Academic Reading******Test 1*****READING PASSAGE 1**

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

**The Killer Whale**

The killer whale or orca is a toothed whale and is a member of the Dolphin family (it is the largest dolphin). There are 3 distinct species of these warm blooded, air breathing mammals: Resident Killer Whales, Transient Killer whales, and Off-shore Killer Whales. The main factors which set each species apart are — social behavior, physical appearance, preferred food, and vocal dialects. At this stage, there is little known of the Off-Shore species of Killer Whales as they are seldom seen in protected coastal waters. Although the traveling ranges of Residents Killer Whales, Transients Killer Whales, and Off-shores Killer Whales overlap, they have never been seen to mix.

Killer whales have a distinctive color pattern, with black dorsal and white ventral portions. They also have a conspicuous white patch above and behind the eye and a highly variable gray or white saddle behind the dorsal fin. The species shows considerable size “dimorphism”. They have a tall, falcate (sickle-shaped) dorsal fin and large, paddle-like flippers. The dorsal fin of the male is taller (up to 6 ft tall) and more upright than that of the female (whose dorsal fin is



up to 4 ft tall). Male adult killer whales can reach up to 32 feet (9.8 m) in length and can weigh nearly 22,000 pounds (10,000 kg); females can reach 28 feet (8.5 m) in length and can weigh up to 16,500 pounds (7,500 kg).

Like all earthly life forms they originally came from the water. They then came onto land. Some scientists believe that the last form they had before they went back into the water was something between a wolf and a cow. They had a wolf type head and fangs with a cow-like hoofed body. It has been proposed that the animal that remained on land is an ancestor of the cow. The animal that returned to the water lost all but a miniature part of their legs, and grew a big muscular tail instead. Their nostrils moved to the top of their heads to make breathing while swimming easier. In the case of the humpbacks, their hands grew into long flippers, other whales have shorter flippers. They lost most of their hair, especially as adults. Their bones became much lighter so they can float easier. In fact their whole body evolved to become supported by water. This is why beached whales cannot remain beached for very long without dire consequences. The weight of their body, without being supported by water, will crush their internal organs.

Male killer whales, or bulls, begin maturing at 12 to 14 years of age and over the next few years, grow very quickly and attain physical maturity at about 20 years. Most males probably reach a length of 8 to 9 meters. Females, or cows, average about 7 meters in length and reach reproductive maturity at about 14 to 15 years. The gestation period is 16 to 17 months. A single calf is usually born (although twins have been recorded) 200 kilograms. Newborn killer whales nurse for at least one year. The mortality rate of calves is quite high — over 40% of resident calves die in their first six months.

Killer whales live in stable families. The kids stay with their mother for their entire life. As many as four generations of whales live together in some of these matrilineal groups. Within these families, members are incredibly vocal. Killer whales bunch together when they socialize or rest — touching, rubbing, resting, and rolling on the surface. They spread out to find food. But even when they separate they remain in acoustic range.

There are between 7 and 17 calls in the repertoire of the average killer whale matrilineal group. And the call produced by the first individual was copied almost immediately by the responder — a phenomenon that the scientists dubbed “call-matching”. It could signal that the responder is aware of the first caller and is paying attention, or that the message might simply have been received. In primates, call-matching can be used as a sign of reconciliation after a nasty situation or fight.

Killer whales are efficient hunters that eat a very diverse diet of fish, squid, sharks, marine mammals (including whales and seals), turtles, octopi, and birds (penguins and gulls). They have even been known to attack young blue whales and other large whales. Killer whales often hunt cooperatively in pods for food. Members of a pod frequently cooperate in hunts. An average-sized orca will eat 551 pounds (250 kg) of food a day. They work together to encircle and herd prey into a small area before attacking. When hunting a large whale, a pod of killer whales may attack from several angles (generally transients). The conical and interlocking teeth of killer whales are well suited for a wide variety of prey, from small schooling fish to large whales. The number of teeth varies among individuals — but there are usually 10 to 14 teeth on each side of the jaw, a total of 40 to 56 teeth. The teeth curve inwards and backwards — this helps the orca catch its prey. Teeth average about 3 inches (7.6 cm) long and about 1 inch in diameter, but some are even longer. Adult killer whales eat approximately 3% to 4% of their body weight in food per day, fully weaned calves can eat up to approximately 10% of their body weight during growth periods.

### Questions 1–8

Answer the questions below.

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

In boxes 1–8 on your answer sheet, please 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 The killer whale is a kind of whale, which just looks like a dolphin.
- 2 Adult killer whales are about 4 feet shorter than female ones.
- 3 The ancestor of the killer whale that returned to the water lost most of their legs, and grew a big muscular tail instead.
- 4 The ancestor of the killer whales had heavy hair.
- 5 Male killer whales reach their physical maturity at about 12 to 14 years.
- 6 Killer whales live in stable families and one can see its mother for all of its life.
- 7 For Killer whales, father is not important.
- 8 The message of the caller is so simply that the responder can copy it almost immediately.

### Questions 9–13

The paragraph below is a summary of the reading passage.

Choose **MORE THAN ONE WORD** from the passage to complete spaces 9–13.

Write the words in boxes 9–13 on your answer sheet.

#### Example

#### Answer

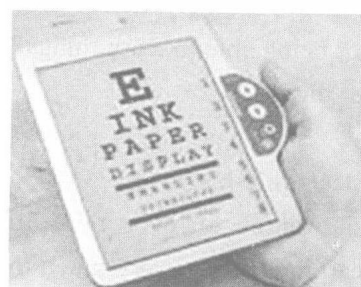
There are ..... of these warm blooded, air breathing mammals: Killer Whales. distinct species

Killer whales hunt efficiently and eat fish, squid, turtles, octopi, birds and 9..... Members of a pod frequently cooperate in hunts. They even can attack young 10....., and in the situation of this kind of hunting they work in 11..... The conical and interlocking teeth of killer whales are well suited for a wide variety of prey, from small schooling fish to large whales. And just mach their hunting, the number of the teeth is about 12..... teeth and they have to eat approximately 3% to 4% of their 13.....

## READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–25**, which are based on Reading Passage 2 below.

One finds oneself rebelling against a very controlled approach to education with its restrictions of centralization and, at the same time, against the liberal chaos that can at times prevail. There is a constant struggle between both camps of the educational divide, a struggle which invariably creates a jumbled mixture of educational provision. This is not to say that what is provided is totally unacceptable. Far from it.



In the educational world, picking and choosing from different theories, i.e. eclecticism, as is no doubt the case in many other fields, is frowned upon by the theoretical purist, irrespective of which of the two above camps they belong to. The pragmatists, i.e. practical classroom teachers, know that they have to jump from one teaching method to another, trying out new ones and discarding the old. But they frequently return again to tried and trusted techniques, sometimes with a fresh insight. Experienced teachers know that essentially there is not just one method, but that people learn in many different ways.

Some learners use a single method, but the most sophisticated employ an array of different techniques, instinctively or subconsciously, picking and even adapting any approach to suit their needs, while the not-so effective learners stick to a limited repertoire or even one method. The practicalities of the real world demand, however, that students and trainers in every field be eclectic.

Having a larger repertoire of strategies for learning, the sophisticated student advances at an exponential rate, as the different strategies he or she uses cross-fertilize and help each other. It is dangerous to exclude one particular technique in teaching or to follow one orthodoxy, as the one-size-fits-all principle does not, from a common sense point of view, work. It may deprive a weaker student of the only tool he or she may be able to use and deny the more effective learner an extra mechanism.

Take rote-learning, a much maligned learning process. There are certain aspects of any subject area, whether it be language or the arts or science, where a student is required to learn huge amounts of facts. These may be learnt by experience, but developing memory skills gives students an advantage in this area. Antipathy to certain methods like memory-based learning has condemned many students to a second-rate education, compounded by the fact that their teachers have been damaged by similar attitudes. It has been said that students are damned by the limitations of their teachers, just as the teachers themselves were damned.

This is not to say that rote-learning is the best approach to learning, yet it has its place as part of a wider programme. Where rote-learning proves inadequate is that it is not suitable for every learner. Not everyone is blessed with a good memory and learners should not be humiliated by not being able to learn things by heart. Other strategies need then be harnessed to compensate for this.

### **Electronic-learning**

The search for ever more different novel learning styles goes on. Electronic-learning, or learning, is now very much the flavour of the month. The upside is that students may access the training whenever they want and they can learn at their own pace unhindered by fellow students. Again, whilst it has its place, e-learning lacks some essential ingredients, like the motivation of human contact in the classroom. Such training is, in fact, inherently flawed as it is impossible to devise an exhaustive programme to accommodate every individual. Learners have individual needs that may not be catered for by distance-learning delivered on the Internet. Frustrated by their lack of development, they will not develop to their full potential. One solution has been to build into any e-learning programme an element of human contact

with on-line help via e-mail, but increasingly, as video-conferencing facilities become more advanced, designers are able to incorporate real-time video links. While this is a considerable advance, it still falls far short of the human contact that learning requires.

E-learning is here to stay, so what needs to be done is to give it a human face. Not, might I add, a computerized one, but a real one. Students should be able, if necessary, to access a tutor by telephone or, even better, face to face. Periodic tutorials could be built in to any programme. These can be individual, group and seminar or a mixture of all three.

Distance learning, such as e-learning, comes with an oft unheeded caveat. It is seen by the unwary as a cheap option and as a way of curbing costs. Set up on a wave of innovation and excitement, the initial wave of enthusiasm soon wanes. Few take on board the warning: any self-access material that needs to be developed requires huge amounts of input time. It has been estimated that, for every student hour, materials writers have to put in 70 hours of preparation. Those unfamiliar with the workings of materials production expect others to live through the consequences of their inexperience in this field. The wrong people, i.e. the materials producers, get the blame for any shortcomings: frequently, the quality and volume of material. There is one further point here that is worth mentioning. Once in place, the material requires constant updating and research: an added cost.

### Questions 14–16

Complete the following statements 14–16 with the best ending A–G below.

Write the appropriate letters A–G in boxes 14–16 on your answer sheet.

- 14 There are according to the writer, two educational camps: a centralized and  
15 Unlike teachers, theoretical purists look down upon  
16 The modern world dictates that students adopt

- A a flexible approach to teaching.
- B an over-controlled approach.
- C practical teachers.
- D various learning methods.
- E a controlled approach.
- F a liberal approach.
- G only a limited range of learning techniques.