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新航道雅思
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雅思阅读真题 还原及解析

6

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History of Refrigeration

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2017.12.2
Texting the Television

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The Olympic Torch

2017.2.25
The Concept of Childhood
in Western Countries

2016.5.28
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前 言

随着《剑桥雅思真题集》更新至今年的《剑桥雅思真题集 13》(以下简称《剑 13》),“9 分达人阅读”系列也迎来了《9 分达人雅思阅读真题还原及解析 6》(以下简称《9 分阅读 6》)的出版。或许大家都知道,无论是《剑 13》还是之前的剑桥系列真题在未来的考试中都不会再出现,考生如果想全面了解雅思考试的题型、难度和出题思路,认真学习这一系列书籍确实十分必要。但如果想一窥雅思考试的现行题库,或想在短期内迅速提高分数,“9 分达人阅读”系列作为一招便可致命的武林秘笈,无疑是最佳选择了!

从“9 分达人阅读”系列第一本到《9 分阅读 6》,我们一步步改进,不断完善,不仅为大家还原出了更多历年雅思考试阅读真题,总结了雅思阅读各类题型的解题技巧和方法,提供了全面的题目解读和分析,还为广大“烤鸭”们打造了一册又一册的押题宝典!在编写《9 分阅读 6》的过程中,作者投入了大量精力,从细心筛选雅思机经试题并加以还原,到精心编写真题解析、反复打磨,无不体现了作者的细心思量和良苦用心。在历经反复雕琢后,现终于成熟。我们相信,《9 分阅读 6》将继续为广大“烤鸭”们的“留学梦”奉献出自己的一份力量,帮助“烤鸭”们进行考前冲刺复习,扩充雅思阅读词汇储备,找到真实的考场体验,习得精炼的解题方法和技巧,延续“9 分达人阅读”系列的押题神话!

本书的编排特色主要有以下几个方面:

一、完整收录 2016 年—2018 年 6 套雅思阅读真题。

本书收录了 2016 年—2018 年 6 套完整的雅思阅读真题,“烤鸭”们可通过本书在考前调整好心态,进行适当的训练。本书所收录的 6 套阅读真题与“9 分达人阅读”系列前五本书所收录的真题均不重合。考生可根据自己的实际情况选做其中的题目,再对照解析部分查漏补缺,巩固已有的知识和经验,加深对雅思考试考点的印象和理解。

二、各套真题保留了各个 Passage 的近期考试日期。

延续了上一本的这一特色,作者将各篇文章近期考过的日期放置在文章开始之前,方便考生了解各部分题目的考试日期,了解考试的近期动态。

三、重现名师考场做题思路，手把手传授经验与技巧。

不同于之前该系列图书，本书中个别类型的题目并没有依据题号顺序进行解读，而是根据作者做题时的思路撰写而成解析，因此也变得更实用。解析中汇聚了有效的解题思路、方法和技巧，有助于“烤鸭”们从技术层面把握好考试节奏。相信“烤鸭”们在掌握好这些方法、技巧后能更从容地应对雅思阅读考试。总之，“烤鸭”们须细心揣摩，读透吃透，如此才能将书本上的知识化为己用。

四、新增“文章结构”版块，调整“参考译文”和“词汇详解”的排版方式。

本书在沿用之前该系列图书四大版块（即“真题集”“题目详解”“参考译文”和“词汇详解”）的基础上，新增了“文章结构”这一版块，尽可能细致地帮助考生了解出题者的写作思路和文章前后的逻辑关系，更快地锁定答案出现的段落。值得一提的是，本书将“参考译文”和“词汇详解”版块调整为左右对照设计，更有助于考生对照学习和理解。

五、实时更新“9分达人阅读”系列图书中题记录。

“9分达人阅读”系列的“考场押题技能”是毋庸置疑的，相信诸多“烤鸭”已深有体会。在考场中，人品爆发的“烤鸭”或许会惊喜地发现手中的雅思阅读题竟然与本书中的题目一模一样！鉴于“烤鸭”们对“9分达人阅读”系列图书的命中率有着强烈的好奇心，我们将在9分达人微信公众号（公众号二维码见封面）中实时更新近期的中题记录，希望购买本书的考生充分地吃透这本书，甚至这系列书中的内容。只有将书中的内容化为脑海中的知识，才能帮助“烤鸭”们笔锋指处，所向披靡！

最后，我们衷心祝愿“烤鸭”们取得优异的成绩，实现自己的“留学梦”！

编者

2018年8月

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TEST 1

READING PASSAGE 1



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

The Concept of Childhood in Western Countries

The history of childhood has been a heated topic in social history since the highly influential book 'Centuries of Childhood', written by French historian Philippe Aries, emerged in 1960. He claimed that 'childhood' is a concept created by modern society.

Whether childhood is itself a recent invention has been one of the most intensely debated issues in the history of childhood. Historian Philippe Aries asserted that children were regarded as miniature adults, with all the intellect and personality that this implies, in Western Europe during the Middle Ages (up to about the end of the 15th century). After scrutinising medieval pictures and diaries, he concluded that there was no distinction between children and adults for they shared similar leisure activities and work. However, this does not mean children were neglected, forsaken or despised, he argued. The idea of childhood corresponds to awareness about the peculiar nature of childhood, which distinguishes the child from adult, even the young adult. Therefore, the concept of childhood is not to be confused with affection for children.

Traditionally, children played a functional role in contributing to the family income in the history. Under this circumstance, children were considered to be useful. Back in the Middle Ages, children of 5 or 6 years old did necessary chores for their parents. During the 16th century, children of 9 or 10 years old were often encouraged or even forced to leave their family to work as servants for wealthier families or apprentices for a trade.

In the 18th and 19th centuries, industrialisation created a new demand for child labour; thus many children were forced to work for a long time in mines, workshops and factories. The issue of whether long hours of labouring would interfere with children's growing bodies began to perplex social reformers. Some of them started to realise the potential of systematic studies to monitor how far these early deprivations might be influencing children's

development.

The concerns of reformers gradually had some impact upon the working condition of children. For example, in Britain, *the Factory Act of 1833* signified the emergence of legal protection of children from exploitation and was also associated with the rise of schools for factory children. Due partly to factory reform, the worst forms of child exploitation were eliminated gradually. The influence of trade unions and economic changes also contributed to the evolution by leaving some forms of child labour redundant during the 19th century. Initiating children into work as ‘useful’ children was no longer a priority, and childhood was deemed to be a time for play and education for all children instead of a privileged minority. Childhood was increasingly understood as a more extended phase of dependency, development and learning with the delay of the age for starting full-time work. Even so, work continued to play a significant, if less essential, role in children’s lives in the later 19th and 20th centuries. Finally, the ‘useful child’ has become a controversial concept during the first decade of the 21st century, especially in the context of global concern about large numbers of children engaged in child labour.

The half-time schools established upon *the Factory Act of 1833* allowed children to work and attend school. However, a significant proportion of children never attended school in the 1840s, and even if they did, they dropped out by the age of 10 or 11. By the end of the 19th century in Britain, the situation changed dramatically, and schools became the core to the concept of a ‘normal’ childhood.

It is no longer a privilege for children to attend school and all children are expected to spend a significant part of their day in a classroom. Once in school, children’s lives could be separated from domestic life and the adult world of work. In this way, school turns into an institution dedicated to shaping the minds, behaviour and morals of the young. Besides, education dominated the management of children’s waking hours through the hours spent in the classroom, homework (the growth of ‘after school’ activities), and the importance attached to parental involvement.

Industrialisation, urbanisation and mass schooling pose new challenges for those who are responsible for protecting children’s welfare, as well as promoting their learning. An increasing number of children are being treated as a group with unique needs, and are organised into groups in the light of their age. For instance, teachers need to know some information about what to expect of children in their classrooms, what kinds of instruction are appropriate for different age groups, and what is the best way to assess children’s progress. Also, they want tools enabling them to sort and select children according to their abilities and potential.

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 agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Ariès pointed out that children did different types of work like adults during the Middle Ages.
- 2 Working children during the Middle Ages were generally unloved.
- 3 Some scientists thought that overwork might damage the health of young children.
- 4 The rise of trade unions majorly contributed to the protection of children from exploitation in the 19th century.
- 5 By the aid of half-time schools, most children went to school in the mid-19th century.
- 6 In the 20th century, almost all children needed to go to school with a full-time schedule.
- 7 Nowadays, children's needs are much differentiated and categorised based on how old they are.

Questions 8-13

Answer the questions below.

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

Write your answers in boxes 8-13 on your answer sheet.

- 8 What has not become a hot topic until the French historian Philippe Aries' book caused great attention?
- 9 What image did Aries believe children are supposed to be like in Western Europe during the Middle Ages?
- 10 What historical event generated the need for a large number of children to work for a long time in the 18th and 19th centuries?
- 11 What bill was enacted to protect children from exploitation in Britain in the 1800s?
- 12 What activities were more and more regarded as preferable to almost all children in the 19th century?
- 13 In what place did children spend the majority of time during their day in school?

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.

Bestcom—Considerate Computing

'Your battery is now fully charged,' announced the laptop to its owner Donald A. Norman in a synthetic voice, with great enthusiasm and maybe even a hint of pride. For the record, humans are not at all unfamiliar with distractions and multitasking. 'We are used to a complex life that gets constantly interrupted by computer's attention-seeking requests, as much as we are familiar with procreation,' laughs Ted Selker of the Massachusetts Institute of Technology (MIT) Media Lab.

Humanity has been connected to approximately three billion networked telephones, computers, traffic lights and even fridges and picture frames since these things can facilitate our daily lives. That is why we do not typically turn off the phones, shut down the e-mail system, or close the office door even when we have a meeting coming or a stretch of concentrated work. We merely endure the consequences.

Countless research reports have confirmed that if people are unexpectedly interrupted, they may suffer a drop in work efficiency, and they are more likely to make mistakes. According to Robert G. Picard from the University of Missouri, it appears to build up the feeling of frustration cumulatively, and that stress response makes it difficult to focus again. It is not solely about productivity and the pace of life. For some professionals like pilots, drivers, soldiers and doctors, loss of focus can be downright disastrous. 'If we could find a way to make our computers and phones realise the limits of human attention and memory, they may come off as more thoughtful and courteous,' says Eric Horvitz of Microsoft Research. Horvitz, Selker and Picard are just a few of a small but prospering group of researchers who are attempting to make computers, phones, cars and other devices to function more like considerate colleagues instead of egocentric oafs.

To do this, the machines need new skills of three kinds: sensing, reasoning and communicating. First, a system must sense or infer where its owner is and what he or she is doing. Next, it must weigh the value of the messages it wants to convey against the cost of the disruption. Then it has to choose the best mode and time to interject. Each of these pushes the limits of computer science and raises issues of privacy, complexity or reliability. Nevertheless, 'Attentive' Computing Systems have started to make an appearance in the latest Volvos, and IBM has designed and developed a communications software called WebSphere

that comes with an underlying sense of busyness. Microsoft has been conducting extensive in-house tests of a way more sophisticated system since 2003. In a couple of years, companies might manage to provide each office employee with a software version of the personal receptionist which is only available to corner-suite executives today.

However, the truth is that most people are not as busy as they claim to be, which explains why we can often stand interruptions from our inconsiderate electronic paraphernalia. To find out the extent to which such disruption may claim people's daily time, an IBM Research team led by Jennifer Lai from Carnegie Mellon University studied ten managers, researchers and interns at the workplace. They had the subjects on videotape, and within every period of a specific time, they asked the subjects to evaluate their 'interruptibility'. The time a worker spent in leave-me-alone state varied from individual to individual and day to day, and the percentage ranged from 10 to 51. Generally, the employees wished to work without interruption for roughly 1/3 of the time. Similarly, by studying Microsoft workers, Horvitz also came to the discovery that they ordinarily spend over 65 per cent of their day in a low-attention mode.

Obviously, today's phones and computers are probably correct about two-thirds of time by assuming that their users are always available to answer a call, check an email, or click the 'OK' button on an alert box. But for the considerate systems to be functional and useful, their accuracy has to be above 65 in sending when their users are about to reach their cognitive limits.

Inspired by Horvitz's work, Microsoft prototype Bestcom-Enhanced Telephony (Bestcom-ET) digs a bit deeper into every user's computer to find out clues about what they are dealing with. As I said earlier, Microsoft launched an internal beta test of the system in mid-2003. Horvitz points out that by the end of last October, nearly 3,800 people had been relying on the system to field their incoming calls.

Horvitz is, in fact, a tester himself, and as we have our conversation in his office, Bestcom silently takes care of all the calls. Firstly, it checks if the caller is in his address book, the company directory, or the 'recent call' list. After triangulating all these resources at the same time, it attempts to figure out what their relationship is. The calls that get through are from family, supervisors and people he called earlier that day. Other callers will get a message on their screens that say he cannot answer now because he is in a meeting, and will not be available until 3pm. The system will scan both Horvitz's and the caller's calendar to check if it can reschedule a callback at a time which works for both of them. Some callers will take that option, while others simply leave a voicemail. The same happens with e-mails. When Horvitz is not in his office, Bestcom automatically offers to transfer selected callers to his cellphone, unless his calendar implies that he is in a meeting.

Questions 14-19

Do the following statements agree with the information given in Reading Passage 2?

In boxes 14-19 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 14 According to Ted Selker, human reproduction has been disturbed throughout history.
- 15 If people are interrupted by calls or e-mails, they usually put up with it instead of feeling sickness.
- 16 Microsoft is now investigating a software which is compatible with ordinary offices.
- 17 People usually have a misperception about whether they are busy or not.
- 18 Experts in Carnegie Mellon University conducted a research observing all occupations of IBM.
- 19 Current phone and computer systems have shortcut keys for people receiving information immediately.

READING PASSAGE 3

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

Questions 27-33

Reading Passage 3 has seven paragraphs, **A-G**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i-viii**, in boxes 27-33 on your answer sheet.

List of Headings

- i** Hurricanes in history
- ii** How hurricanes form
- iii** How a laboratory exercise re-route a hurricane
- iv** Exciting ways to utilise future technologies
- v** Are hurricanes unbeatable?
- vi** Re-visit earlier ideas
- vii** How lives might have been saved
- viii** A range of low-tech methods

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

Can Hurricanes be Moderated or Diverted?

- A** Each year, massive swirling storms bringing along winds greater than 74 miles per hour wipe across tropical oceans and land on shorelines—usually devastating vast swaths of territory. When these roiling tempests strike densely inhabited territories, they have the power to kill thousands and cause property damage worth of billions of dollars. Besides, absolutely nothing stands in their way. But can we ever find a way to control these formidable forces of nature?
- B** To see why hurricanes and other severe tropical storms may be susceptible to human intervention, a researcher must first learn about their nature and origins. Hurricanes grow in the form of thunderstorm clusters above the tropical seas. Oceans in low-latitude areas never stop giving out heat and moisture to the atmosphere, which brings about warm, wet air above the sea surface. When this kind of air rises, the water vapour in it condenses to form clouds and precipitation. Condensation gives out heat in the process—the solar heat is used to evaporate the water at the ocean surface. This so-called invisible heat of condensation makes the air more buoyant, leading to it ascending higher while reinforcing itself in the feedback process. At last, the tropical depression starts to form and grow stronger, creating the familiar eye—the calm centre hub that a hurricane spins around. When reaching the land, the hurricane no longer has a continuous supply of warm water, which causes it to swiftly weaken.
- C** Our current studies are inspired by my past intuition when I was learning about chaos theory 30 years ago. The reason why long-range forecasting is complicated is that the atmosphere is highly sensitive to small influences and tiny mistakes can compound fast in the weather-forecasting models. However, this sensitivity also made me realise a possibility: if we intentionally applied some slight inputs to a hurricane, we might create a strong influence that could affect the storms, either by steering them away from densely populated areas or by slowing them down. Back then, I was not able to test my ideas, but thanks to the advancement of computer simulation and remote-sensing technologies over the last 10 years, I can now renew my enthusiasm in large-scale weather control.
- D** To find out whether the sensitivity of the atmospheric system could be exploited to