

Questions 14–17

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

Write the correct letter in boxes 14–17 on your answer sheet.

- 14 The use of pesticides has contributed to
- A a change in the way ecologies are classified by agroecologists.
 - B an imbalance in many ecologies around the world.
 - C the prevention of ecological disasters in some parts of the world.
 - D an increase in the range of ecologies which can be usefully farmed.
- 15 The Food and Agriculture Organisation has counted more than 300 agricultural pests which
- A are no longer responding to most pesticides in use.
 - B can be easily controlled through the use of pesticides.
 - C continue to spread disease in a wide range of crops.
 - D may be used as part of bio-control's replacement of pesticides.
- 16 Cotton farmers in Central America began to use pesticides
- A because of an intensive government advertising campaign.
 - B in response to the appearance of new varieties of pest.
 - C as a result of changes in the seasons and the climate.
 - D to ensure more cotton was harvested from each crop.
- 17 By the mid-1960s, cotton farmers in Central America found that pesticides
- A were wiping out 50% of the pests plaguing the crops.
 - B were destroying 50% of the crops they were meant to protect.
 - C were causing a 50% increase in the number of new pests reported.
 - D were costing 50% of the total amount they spent on their crops.

多选 C6T4P2

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** important implications drawn from the Nicaraguan study are mentioned by the writer of the passage?

- A It is better to educate mature women than young girls.
- B Similar campaigns in other countries would be equally successful.
- C The effects of maternal literacy programmes can be seen very quickly.
- D Improving child health can quickly affect a country's economy.
- E Money spent on female education will improve child health.



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01

单选题

顺序出题

一题一段

类型（细节、推论、指代、目的、因果，主旨）

解题步骤

1. 划题干的关键词
2. 回原文定位
3. 比对定位句+选项

定位

1. 题干中有**明确**定位词，利用题干中的定位词进行定位
(人名，地名，专有名词，时间，特殊符号等)
2. 题干中**没有明确**定位词，利用选项中的关键词进行定位
3. 单选题的有序性

C8T4P2 P95



Biological control of pests

B

14 The use of pesticides has contributed to

Agroecologists 农业生态学家

- A a change in the way ecologies are classified by agroecologists.
- B an imbalance in many ecologies around the world.
- C the prevention of ecological disasters in some parts of the world.
- D an increase in the range of ecologies which can be usefully farmed.

P1

The continuous and reckless use of synthetic chemicals for the control of pests which pose a threat to agricultural crops and human health is proving to be counter-productive. Apart from engendering widespread ecological disorders, pesticides have contributed to the emergence of a new breed of chemical-resistant, highly lethal superbugs.

Engender 产生, 引起
breed 繁殖, 培育
lethal 致命的

A

15 The Food and Agriculture Organisation has counted more than 300 agricultural pests which

- A are no longer responding to most pesticides in use.
- B can be easily controlled through the use of pesticides.
- C continue to spread disease in a wide range of crops.
- D may be used as part of bio-control's replacement of pesticides.

P2 According to a recent study by the Food and Agriculture Organisation (FAO), more than 300 species of agricultural pests have developed resistance to a wide range of potent chemicals. Not to be left behind are the disease-spreading pests, about 100 species of which have become immune to a variety of insecticides now in use.

The disease-spreading pests **are** not to be left behind. 倒装

D

16 Cotton farmers in Central America began to use pesticides

- A because of an intensive government advertising campaign.
- B in response to the appearance of new varieties of pest.
- C as a result of changes in the seasons and the climate.
- D to ensure more cotton was harvested from each crop.

P4 The havoc that the 'treadmill syndrome' can bring about is well illustrated by what happened to cotton farmers in Central America. In the early 1940s, basking in the glory of chemical-based intensive agriculture, the farmers avidly took to pesticides as a sure measure to boost crop yield. The insecticide was applied eight times a year in the mid-1940s, rising to 28 in a season in the mid-1950s, following the sudden proliferation of three new varieties of chemical-resistant pests.

Bask in 沐浴在
avidly 贪婪地, 热切地
boost 促进, 提升

D

17 By the mid-1960s, cotton farmers in Central America found that pesticides

- A were wiping out 50% of the pests plaguing the crops.
- B were destroying 50% of the crops they were meant to protect.
- C were causing a 50% increase in the number of new pests reported.
- D were costing 50% of the total amount they spent on their crops.

Plague n. 瘟疫
v. 困扰, 折磨

P5

By the mid-1960s, the situation took an alarming turn with the outbreak of four more new pests, necessitating pesticide spraying to such an extent that 50% of the financial outlay on cotton production was accounted for by pesticides. In the early 1970s, the spraying frequently reached 70 times a season as the farmers were pushed to the wall by the invasion of genetically stronger insect species.

Outlay 开支, 花费

Be pushed to the wall 被逼 走投无路

34 What were the findings of research carried out in Norway?

A

A Bullying declined by 50% after an anti-bullying campaign.

B Twenty-one schools reduced bullying as a result of an anti-bullying campaign. 内容错误

C Two years is the optimum length for an anti-bullying campaign. 无中生有

D Bullying is a less serious problem in Norway than in the UK. 无中生有

D Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, *Action Against Bullying*, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, *Supporting Schools Against Bullying*, produced the following year. In Ireland, *Guidelines on Countering Bullying Behaviour in Post-Primary Schools* was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted 'before and after' evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

Intervention 干预

A. 正确答案一定为原文中**答案句**的改写

B. **干扰选项**的特征:

原文原词（不经过改写）

内容错误（无中生有、信息杂糅）



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02

单选分类

- C 28 In noise experiments, Glass and Singer found that
- A problem-solving is much easier under quiet conditions.
 - B physiological arousal prevents the ability to work.
 - C bursts of noise do not seriously disrupt problem-solving in the long term.
 - D the physiological arousal of control subjects declined quickly.

For example, Glass and Singer (1972) exposed people to short bursts of very loud noise and then measured their ability to work out problems and their physiological reactions to the noise. The noise was quite disruptive at first, but after about four minutes the subjects were doing just as well on their tasks as control subjects who were not exposed to noise. Their physiological arousal also declined quickly to the same levels as those of the control subjects.

分析清楚指代

跟原文长得像的选项，往往是错误项

- D**
- 34 What does 'This' refer to in the seventh paragraph?
- A the Lapita's seafaring talent
 - B the Lapita's ability to detect signs of land
 - C the Lapita's extensive knowledge of the region
 - D the Lapita's belief they would be able to return home

The Lapit's thrust into the Pacific was eastward, against the prevailing trade winds, Irwin notes. Those nagging headwinds, he argues, may have been the key to their success. 'They could sail out for days into the unknown and assess the area, secure in the knowledge that if they didn't find anything, they could turn about and catch a swift ride back on the trade winds. **This** is what would have made the whole thing work.'

Prevailing 盛行的
headwinds 逆风
catch a swift ride 搭快车

直接分析指代信息得出答案
注意单复数

- A 28 What does the writer suggest about Charley Douglass?
- A He understood the importance of enjoying humour in a group setting.
 - B He believed that TV viewers at home needed to be told when to laugh.
 - C He wanted his shows to appeal to audiences across the social spectrum.
 - D He preferred shows where audiences were present in the recording studio.

Theories focusing on the evolution of laughter point to it as an important adaptation for social communication. Take, for example, the recorded laughter in TV comedy shows. Back in 1950, US sound engineer Charley Douglass hated dealing with the unpredictable laughter of live audiences, so started recording his own 'laugh tracks'. These were intended to help people at home feel like they were in a social situation, such as a crowded theatre. Douglass even recorded various types of laughter, as well as mixtures of laughter from men, women, and children. In doing so, he picked up on a quality of laughter that is now interesting researchers: a simple 'haha' communicates a remarkable amount of socially relevant information.

需要推断，无明显答案句
结合逻辑信号词，帮助判断

问法：What does the writer suggest.....?

27 The writer refers to visitors to New York to illustrate the point that

- A exploration is an intrinsic element of being human.
- B most people are enthusiastic about exploring.
- C exploration can lead to surprising results.
- D most people find exploration daunting.

We are all explorers. Our desire to discover, and then share that new-found knowledge, is part of what makes us human – indeed, this has played an important part in our success as a species. Long before the first caveman slumped down beside the fire and grunted news that there were plenty of wildebeest over yonder, our ancestors had learnt the value of sending out scouts to investigate the unknown. This questing nature of ours undoubtedly helped our species spread around, just as it nowadays no doubt helps the last nomadic Penan maintain their existence in the depleted forests of Borneo, and a visitor negotiate the subways of New York.

具体描述，根据指代、逻辑关系
找到支撑的抽象陈述

问法：The writer refers to/mention.....to suggest/illustrate that...
When referring to....., the writer emphasis...

33 The writer thinks that the declaration 'There is no bullying at this school'

D

- A is no longer true in many schools. 内容错误, 与原文时态不符
- B was not in fact made by many schools. 内容错误
- C reflected the school's lack of concern. 内容错误
- D reflected a lack of knowledge and resources.

结果reflect原因

原因 as a consequence 结果

C Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. 'There is no bullying at this school' has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: 'There is not much bullying here, but when it occurs we have a clear policy for dealing with it.'

Refrain vi. 抑制, 克制,
n. 经常重复的抱怨, 副歌

因果关系



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显性因果

因为:as a result of, as a consequence of, because (of),for, as, since, due to, owing to, thanks to, in that, on account of, attribute to, put down to, be down to

所以:as a result, as a consequence,consequently, therefore, hence

导致: result in,lead to, trigger cause, give rise to, prompt, generate, breed, contribute to, bring about, induce, be responsible for, pose

解释:explain, illustrate

- 隐性因果

reflect, rely on, in view of, considering, prompt等

英文论述方法



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- 抽象陈述
 - Statement
- 具体描述
 - In fact/For example/Indeed...
 - 时间, 地点, 人物, 数字, 具体的专有名词
- 具体描述紧跟抽象陈述 (论述+例证)
 - 多个并列的具体描述可以共同支撑一个抽象陈述
- 多个抽象陈述可在一起 (纯论述)

B

27 The first paragraph tells us about

- A the kinds of jobs that will be most affected by the growth of AI.
- B the extent to which AI will alter the nature of the work that people do.
- C the proportion of the world's labour force who will have jobs in AI in the future.
- D the difference between ways that embodied and disembodied AI will impact on workers.

P: According to a leading business consultancy, 3–14% of the global workforce will need to switch to a different occupation within the next 10–15 years, and all workers will need to adapt as their occupations evolve alongside increasingly capable machines. Automation – or ‘embodied artificial intelligence’ (AI) – is one aspect of the disruptive effects of technology on the labour market. ‘Disembodied AI’, like the algorithms running in our smartphones, is another.

信息概括（段落结构）

排除法

Occupation 职业
switch to 转变

其他问法：

40. What would be the best subheading for this passage? (C15T4R3 P92) (文章结构)

- A 16 What is the writer doing in the fifth paragraph?
- A explaining how a discovery was made
 - B comparing scientists' theories about microbes
 - C describing confusion among scientists
 - D giving details of how microbes cause disease

For most of human history we had no idea that microbes existed. The first man to see these extraordinarily potent creatures was a Dutch lens-maker called Antony van Leeuwenhoek in the 1670s. Using microscopes of his own design that could magnify up to 270 times, he examined a drop of water from a nearby lake and found it teeming with tiny creatures he called 'animalcules'. It wasn't until nearly two hundred years later that the research of French biologist Louis Pasteur indicated that some microbes caused disease. It was Pasteur's 'germ theory' that gave bacteria the poor image that endures today.

强调句型总结

关注首尾抽象陈述句

把握段落分层

常见问法: What is the writer doing in the ...?
(C16T4P3 P93)

- **Topic sentence (TS) -the beginning**

Needs to state ONE idea clearly

Useful Tip: Always put the most important information first!

- **Supporting Sentences (SS) -the middle**

Elaborates and explains the idea introduced in the topic sentence

provides evidence and example

Explains the evidence or example included-why is it relevant?

- **Concluding sentence (CS) -the end (可省略)**

Makes links: back to the main idea of the paragraph; back to research question or topic of the assignment; to the next paragraph

C8T4P1 P92

LAND OF THE RISING SUN

10 Maths textbooks in Japanese schools are

B

- A** cheap for pupils to buy.
- B** well organised and adapted to the needs of the pupils.
- C** written to be used in conjunction with TV programmes.
- D** not very popular with many Japanese teachers.

C Traditional ways of teaching form the basis of the lesson and the remarkably quiet classes take their own notes of the points made and the examples demonstrated. Everyone has their own copy of the textbook supplied by the central education authority, Monbusho, as part of the concept of free compulsory education up to the age of 15. These textbooks are, on the whole, small, presumably inexpensive to produce, but well set out and logically developed. (One teacher was particularly keen to introduce colour and pictures into maths textbooks: he felt this would make them more accessible to pupils brought up in a cartoon culture.) Besides approving textbooks, Monbusho also decides the highly centralised national curriculum and how it is to be delivered.

细节题的做法：答案为原文对应句的改写

11 When a new maths topic is introduced,

C

- A students answer questions on the board.
- B students rely entirely on the textbook.
- C it is carefully and patiently explained to the students.
- D it is usual for students to use extra worksheets.

After the homework has been discussed, the teacher explains the topic of the lesson, slowly and with a lot of repetition and elaboration. Examples are demonstrated on the board; questions from the textbook are worked through first with the class, and then the class is set questions from the textbook to do individually. Only rarely are supplementary worksheets distributed in a maths class. The impression is that the logical nature of the textbooks and their comprehensive coverage of different types of examples, combined with the relative homogeneity of the class, renders work sheets unnecessary. At this point, the teacher would circulate and make sure that all the pupils were coping well.

12 How do schools deal with students who experience difficulties?

A

- A They are given appropriate supplementary tuition.
- B They are encouraged to copy from other pupils.
- C They are forced to explain their slow progress.
- D They are placed in a mixed-ability class.

E It is remarkable that large, mixed-ability classes could be kept together for maths throughout all their compulsory schooling from 6 to 15. Teachers say that they give individual help at the end of a lesson or after school, setting extra work if necessary. In observed lessons, any strugglers would be assisted by the teacher or quietly seek help from their neighbour. Carefully fostered class identity makes pupils keen to help each other – anyway, it is in their interests since the class progresses together.

This scarcely seems adequate help to enable slow learners to keep up. However, the Japanese attitude towards education runs along the lines of 'if you work hard enough, you can do almost anything'. Parents are kept closely informed of their children's progress and will play a part in helping their children to keep up with class, sending them to 'Juku' (private evening tuition) if extra help is needed and encouraging them to work harder. It seems to work, at least for 95 per cent of the school population.

C

13 Why do Japanese students tend to achieve relatively high rates of success in maths?

- A** It is a compulsory subject in Japan.
- B** They are used to working without help from others.
- C** Much effort is made and correct answers are emphasised.
- D** There is a strong emphasis on repetitive learning.

F So what are the major contributing factors in the success of maths teaching? Clearly, attitudes are important. Education is valued greatly in Japanese culture; maths is recognised as an important compulsory subject throughout schooling; and the emphasis is on hard work coupled with a focus on accuracy.

Other relevant points relate to the supportive attitude of a class towards slower pupils, the lack of competition within a class, and the positive emphasis on learning for oneself and improving one's own standard. And the view of repetitively boring lessons and learning the facts by heart, which is sometimes quoted in relation to Japanese classes, may be unfair and unjustified. No poor maths lessons were observed. They were mainly good and one or two were inspirational.



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03

多选题

C6T4P2 P92

Do literate women make better mothers?

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** important implications drawn from the Nicaraguan study are mentioned by the writer of the passage?

- A It is better to educate mature women than young girls.
- B Similar campaigns in other countries would be equally successful.
- C The effects of maternal literacy programmes can be seen very quickly.
- D Improving child health can quickly affect a country's economy.
- E Money spent on female education will improve child health.

一般五选二

选项无序

- 乱序出题
- 定位区间大
- 考察细节句
- 着重考察并列结构
- 多用排除法

Which **TWO** important implications drawn from the **Nicaraguan study** are mentioned by the writer of the passage?

E

- A It is better to educate mature women than young girls.
- B Similar campaigns in other countries would be equally successful.
- C The effects of maternal literacy programmes can be seen very quickly.
- D Improving child health can quickly affect a country's economy.
- E Money spent on female education will improve child health.

The **Nicaraguan study** may have important implications for governments and aid agencies that need to know where to direct their resources. Sandiford says that there is increasing evidence that female education, at any age, is 'an important health intervention in its own right'. The results of the study lend support to the World Bank's recommendation that education budgets in developing countries should be increased, not just to help their economies, but also to improve child health.

'We've known for a long time that maternal education is important,' says John Cleland of the London School of Hygiene and Tropical Medicine. 'But we thought that even if we started educating girls today, we'd have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that.'



Which **TWO** important implications drawn from the Nicaraguan study are mentioned by the writer of the passage?

C E

- A** It is better to educate mature women than young girls.
- B** Similar campaigns in other countries would be equally successful.
- C** The effects of maternal literacy programmes can be seen very quickly.
- D** Improving child health can quickly affect a country's economy.
- E** Money spent on female education will improve child health.

In 1985, after the National Literacy Crusade had ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged. For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate. The children of the newly-literate mothers were also better nourished than those of women who could not read.



	单选	多选
定位	题干定位	选项定位
答案出处	正确答案为答案句的改写	

C9T3P2 P69

Tidal Power

Which **FIVE** of the following claims about tidal power are made by the writer?

- A** It is a more reliable source of energy than wind power.
- B** It would replace all other forms of energy in Britain.
- C** Its introduction has come as a result of public pressure.
- D** It would cut down on air pollution.
- E** It could contribute to the closure of many existing power stations in Britain.
- F** It could be a means of increasing national income.
- G** It could face a lot of resistance from other fuel industries.
- H** It could be sold more cheaply than any other type of fuel.
- I** It could compensate for the shortage of inland sites for energy production.
- J** It is best produced in the vicinity of coastlines with particular features.

A,D,E,F,J

- A** Operating on the same principle as wind turbines, the power in sea turbines comes from tidal currents which turn blades similar to ships' propellers, but, unlike wind, the tides are predictable and the power input is constant. The technology raises the prospect of Britain becoming self-sufficient in renewable energy and drastically reducing its carbon dioxide emissions. If tide, wind and wave power are all developed, Britain would be able to close gas, coal and nuclear power plants and export renewable power to other parts of Europe. Unlike wind power, which Britain originally developed and then abandoned for 20 years allowing the Dutch to make it a major industry, undersea turbines could become a big export earner to island nations such as Japan and New Zealand.