

IELTS

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# 雅思7 IELTS

## 最新全真试题解析

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雅思专家权威打造  
全真试题解析

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# Test 1

## LISTENING

### SECTION 1 Questions 1–10

#### Questions 1–5

Circle the appropriate letters A–D.

#### Example

Hannah's Dad

- A can hear her very well.
- B** cannot hear her very well.
- C wants her to move.
- D says the line is clear.

1 How long did Hannah think it would take her to find a place to live?

- A Three weeks.
- B Less than three weeks.
- C More than three weeks.
- D More than four weeks.

2 There is not enough accommodation to rent because

- A it is the end of the academic year.
- B Hannah is a new student.
- C the area has lots of new technology companies.
- D the town is small.

3 £400 a month for rent is

- A higher than Hannah has paid before.
- B lower than Hannah has paid before.
- C not cheap for the area.
- D cheap for the area.

4 At the moment Hannah is living

- A in a hostel.
- B in a house.
- C in a hotel.
- D in a flat.

5 Hannah's new flat

- A is a bit noisy.
- B is on the second floor.
- C has two bedrooms.
- D has a large roof terrace.

### Questions 6–7

Complete Dad's note.

**Hannah's address:**

6 ..... Whitehart Road

7 ..... 9RJ

### Questions 8–10

Use **NO MORE THAN THREE WORDS** to complete each space.

- 8 Hannah plans to travel to her parents' house on Friday .....
- 9 Hannah's Dad will return the van on .....
- 10 The journey time is about .....



## SECTION 2      Questions 11 – 20

### Questions 11 – 14

Circle **FOUR** letters A – H.

Which **FOUR** planned developments are mentioned?

- A a village town hall
- B a leisure centre
- C a play area for children
- D a hospital
- E an industrial development
- F extra houses
- G a steel works
- H a motorway

### Questions 15 – 18

Tick Column A if the individual is in favour of the proposals.

Tick Column B if the individual is against the proposals.

	A	B
<i>Example</i> The local farmer		✓
15 The Mayor		
16 The conservation group spokesman		
17 The local MP		
18 The local shopkeeper		

## Questions 19–20

Circle the correct letter A–D.

19 Upton is

- A close to Tartlesbury.
- B far from Tartlesbury.
- C connected by rail to Tartlesbury.
- D a town with a university.

20 The College

- A has never had a 100% success rate.
- B has a 100% success rate this year.
- C has always been very successful.
- D has never been successful.

	A	B
18 The local shopkeeper		
17 The local MP		
16 The conservation group spokesman		
15 The Mayor		
14 The local farmer		
13 The local teacher		

## SECTION 3 Questions 21 – 30

### Questions 21–25

Write **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.

21 How many essays do the students have to write?

22 What percentage does the written exam account for?

23 How many marks did Carl get for his latest essay?

24 How many marks did Pamela get for her latest essay?

25 What was explained in the first tutorial?

### Questions 26–30

Complete the table below.

Write **NO MORE THAN THREE WORDS** for each answer.

	Carl	Pamela
Research	Very good, lots of 26 ..... examples	Very good
Sources	Very sound	Very good
Organization	Very good	29 .....
Writing style	27 .....	Slightly too informal in some places
Previous essay	Disappointing, but rewrite 28 .....	30 .....



## SECTION 4 Questions 31–40

### Questions 31–35

Circle the correct letters A–D.

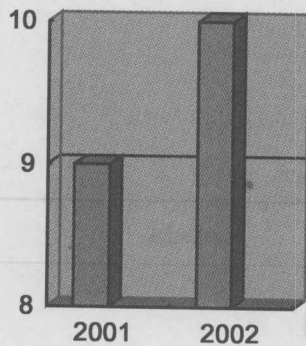
31 The total number of lectures mentioned by the lecturer is

- A ten.
- B thirteen.
- C six.
- D eight.

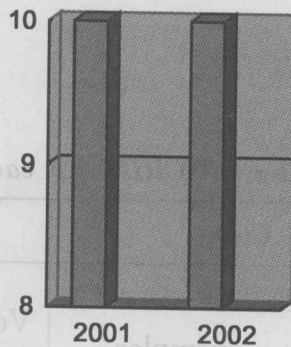
32 The lunch break of the average British worker is

- A on the increase.
- B shorter than it used to be.
- C 36 minutes.
- D precisely 30 minutes.

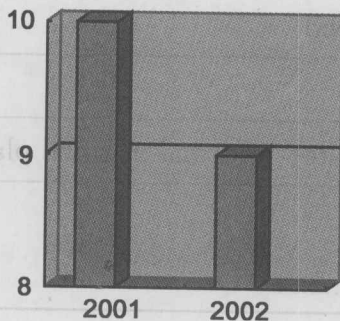
33 Which graph shows the change as regards sick leave?



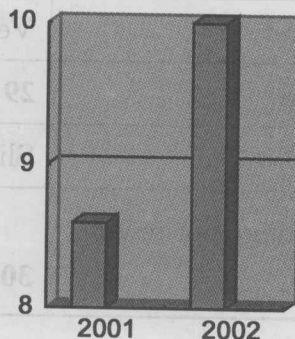
A



B



C



D

34 There will be another lecture on stress in work and study

A given by Professor Butt.

B on the calendar.

C in about a fortnight.

D in a week's time.

35 Which of the following is mentioned?

A Most workers say they do not take all their holidays.

B Under half of the workers say they do not take all their holidays.

C Employers do not believe workers.

D About a third of healthy workers take days off sick.

### Questions 36 – 39

Complete the table below.

Write **NO MORE THAN THREE WORDS** for each answer.

#### Student's Notes

Employees	now working 36 ..... physically and mentally
Productivity	up in many 37 .....
In 2002, local car plant	vehicles per employee on rise to 38 .....
Car industry	once thought to be 39 .....

### Question 40

Choose the correct letter **A – D**.

40 Dr Butt asks those students to see him who

A want to work at the plant.

B have chosen to do the project.

C want to write extra essays.

D are new.

# READING

## READING PASSAGE 1

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

### **Wild Foods of Australia**

Over 120 years ago, the English botanist J. D. Hooker, writer of *Australian Edible Plants*, suggested that many of them were ‘eatable but not worth eating’. Nevertheless, the Australian flora, together with the fauna, supported the Aboriginal people well before the arrival of Europeans. The Aborigines were not farmers and were wholly dependent for life on the wild products around them. They learned to eat, often after treatment, a wide variety of plants.

The conquering Europeans displaced the Aborigines, killing many, driving others from their traditional tribal lands, and eventually settling many of the tribal remnants on government reserves, where flour and beef replaced nardoo and wallaby as staple foods. And so, gradually, the vast store of knowledge, accumulated over thousands of years, fell into disuse. Much was lost.

However, a few European men took an intelligent and even respectful interest in the people who were being displaced. Explorers, missionaries, botanists, naturalists and government officials observed, recorded and fortunately in some cases, published. Today, we can draw on these publications to form the main basis of our knowledge of the edible, natural products of Australia. The picture is no doubt mostly incomplete. We can only speculate on the number of edible plants on which no observation was recorded.

Not all our information on the subject comes from the Aborigines. Times were hard in the early days of European settlement, and traditional foods were often in

short supply or impossibly expensive for a pioneer trying to establish a farm in the bush. And so necessity led to experimentation, just as it must have done for the Aborigines, and experimentation led to some lucky results. So far as is known, the Aborigines made no use of *Leptospermum* or *Dodonaea* as food plants, yet the early settlers found that one could be used as a substitute for tea and the other for hops. These plants are not closely related to the species they replaced, so their use was not based on botanical observation. Probably some experiments had less happy endings; L. J. Webb has used the expression eat, die and learn in connection with the Aboriginal experimentation, but it was the successful attempts that became widely known. It is possible that the edibility of some native plants used by the Aborigines was discovered independently by the European settlers or their descendants.

Explorers making long expeditions found it impossible to carry sufficient food for the whole journey and were forced to rely, in part, on food that they could find on the way. Still another source of information comes from the practice in other countries. There are many species from northern Australia which occur also in Southeast Asia, where they are used for food.

In general, those Aborigines living in the dry inland areas were largely dependent for their vegetable foods on seed such as those of grasses, acacias and eucalypts. They ground these seeds between flat stones to make a coarse flour. Tribes on the coast, and particularly those in the vicinity of coastal rainforests, had a more varied vegetable diet with a higher proportion of fruits and tubers. Some of the coastal plants, even if they had grown inland, probably would have been unavailable as food since they required prolonged washing or soaking to render them non-poisonous; many of the inland tribes could not obtain water in the quantities necessary for such treatment. There was also considerable variation in the edible plants available to Aborigines in different latitudes. In general, the people who lived in the moist tropical areas enjoyed a much greater variety, than those in the southern part of Australia.



With all the hundreds of plant species used for food by the Australian Aborigines, it is perhaps surprising that only one, the Queensland nut, has entered into commercial cultivation as a food plant. The reason for this probably does not lie with an intrinsic lack of potential in Australian flora, but rather with the lack of exploitation of this potential. In Europe and Asia, for example, the main food plants have had the benefit of many centuries of selection and hybridisation, which has led to the production of forms vastly superior to those in the wild. Before the Europeans came, the Aborigines practised no agriculture and so there was no opportunity for such improvement, either deliberate or unconscious, in the quality of the edible plants.

Since 1788, there has, of course, been opportunity for selection of Australian food plants which might have led to the production of varieties that were worth cultivating. But Australian plants have probably 'missed the bus'. Food plants from other regions were already so far in advance after a long tradition of cultivation that it seemed hardly worth starting work on Australian species. Undoubtedly, the native raspberry, for example, could, with suitable selection and breeding programs, be made to yield a high-class fruit; but Australians already enjoy good raspberries from other areas of the world and unless some dedicated amateur plant breeder takes up the task, the Australian raspberries are likely to remain unimproved.

And so, today, as the choice of which food plants to cultivate in Australia has been largely decided, and as there is little chance of being lost for long periods in the bush. Our interest in the subject of Australian food plants tends to relate to natural history rather than to practical necessity.

- 
1. edible: fit to be eaten
  2. botany: the study of plants

## Questions 1–7

Do the following statements reflect the claims of the writer in the reading passage? In boxes 1–7 write

- YES** if the statement reflects the writer's claims  
**NO** if the statement contradicts the writer  
**NOT GIVEN** if there is no information about this in the passage

- 1 Most of the pre-European Aboriginal knowledge of wild foods has been recovered.
- 2 There were few food plants unknown to pre-European Aborigines.
- 3 Europeans learned all of what they knew of edible wild plants from Aborigines.
- 4 Dodonaea is an example of a plant used for food by both pre-European Aborigines and European settlers.
- 5 Some Australian food plants are botanically related to plants outside Australia.
- 6 Pre-European Aboriginal tribes closer to the coast had access to a greater variety of food plants than tribes further inland.
- 7 Some species of coastal food plants were also found inland.

## Questions 8–10

Choose the appropriate letters (A–D) and write them in boxes 8–10 on your answer sheet.

### 8 Wallaby meat

- A was regularly eaten by Aborigines before European settlement.
- B was given by Aborigines in exchange for foods such as flour.
- C was the staple food on government reserves.
- D was produced on farms before European settlement.

### 9 Experimentation with wild plants

- A depended largely on botanical observation.
- B was unavoidable for early settlers in all parts of Australia.
- C led Aborigines to adopt *Leptospermum* as a food plant.
- D sometimes had unfortunate results for Aborigines.



10 Wild plant used by Aborigines

- A was limited to dry regions.
- B was restricted to seed.
- C sometimes required the use of tools.
- D was more prevalent in the southern part of Australia.

Questions 11–13

Complete the partial summary below. Choose **ONE** or **TWO** words from the passage for each answer. Write your answers in boxes 11–13 on your answer sheet.

Despite the large numbers of wild plants that could be used for food, only one, the (11) is being grown as a cash crop. Other edible plants in Australia, however much potential they have for cultivation, had not gone through the lengthy process of (12) that would allow their exploitation, because Aborigines were not farmers. Thus species such as the (13), which would be an agricultural success had it not had to compete with established European varieties at the time of European settlement, are of no commercial value.

## READING PASSAGE 2

*You are advised to spend about 25 minutes on Questions 14–27 which refer to Reading Passage 2 below.*

### Rising Seas

#### Paragraph 1

##### INCREASED TEMPERATURES

The average air temperature at the surface of the earth has risen this century, so has the temperature of ocean surface waters. Because water expands as it heats, a warmer ocean means higher sea levels. We cannot say definitely that the temperature rises are due to the greenhouse effect; the heating may be part of a 'natural' variability over a long time-scale that we have not yet recognised in our short 100 years of recording. However, assuming the build up of greenhouse gases is responsible, and that the warming will continue, scientists—and inhabitants of low-lying coastal areas—would like to know the extent of future sea level rises.

#### Paragraph 2

Calculating this is not easy. Models used for the purpose have treated the ocean as passive, stationary and one-dimensional. Scientists have assumed that heat simply diffused into the sea from the atmosphere. Using basic physical laws, they then predict how much a known volume of water would expand for a given increase in temperature. But the oceans are not one-dimensional, and recent work by oceanographers, using a new model which takes into account a number of subtle facets of the sea—including vast and complex ocean currents—suggests that the rise in sea level may be less than some earlier estimates had predicted.

#### Paragraph 3

An international forum on climate change, in 1986, produced figures for likely sea-level rises of 20 cm and 1.4 m, corresponding to atmospheric temperature increases of 1.5°C and 4.5°C respectively. Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10

cm and 40 cm. This model only takes into account the temperature effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and glaciers, and changes in ground water storage. When we add on estimates of these, we arrive at figures for total sea-level rises of 15 cm and 70 cm respectively.

#### Paragraph 4

It's not easy trying to model accurately the enormous complexities of the ever-changing oceans, with their great volume, massive currents and sensitivity to the influence of land masses and the atmosphere. For example, consider how heat enters the ocean. Does it just 'diffuse' from the warmer air vertically into the water, and heat only the surface layer of the sea? (Warm water is less dense than cold water, so it would not spread downwards.) Conventional models of sea-level rise have considered that this is the only method, but measurements have shown that the rate of heat transferred into the ocean by vertical diffusion is far lower in practice than the figures that many modelers have adopted.

#### Paragraph 5

Much of the early work, for simplicity, ignored the fact that water in the oceans moves in three dimensions. By movement, of course, scientists don't mean waves, which are too small individually to consider, but rather movement of vast volumes of water in huge currents. To understand the importance of this, we now need to consider another process—advection. Imagine smoke rising from a chimney. On a still day it will slowly spread out in all directions by means of diffusion. With a strong directional wind, however, it will all shift downwind. This process is advection—the transport of properties (notably heat and salinity in the ocean) by the movement of bodies of air or water, rather than by conduction or diffusion.

#### Paragraph 6

Massive ocean currents called gyres do the moving. These currents have far more capacity to store heat than does the atmosphere. Indeed, Just the top 3 m of the ocean contains more heat than the whole of the atmosphere. The origin of gyres lies in the fact that more heat from the Sun reaches the Equator than the Poles, and naturally heat tends to move from the former to the latter. Warm air rises at the Equator, and draws more