

PRACTICE TESTS

新东方雅思考试指定辅导教程

新东方教育科技集团雅思研究院 ● 著

雅思全真模拟 试题集



IELTS

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序 言

各位同学：

感谢大家选择新东方雅思国际学习中心，选择新东方雅思强化培训教材！

在国际权威语言测试学专家及新东方顶级教学团队的共同努力下，新东方教育科技集团斥巨资研发的雅思强化培训教材终于和大家见面了。这也是新东方雅思国际学习中心继研发中国第一套拥有自主知识产权的雅思基础培训教材后，为广大考生送上的又一份厚礼。

本套教材的两大特点是“基于语料库”与“策略培训”。“语料库”能够真实体现学习者的语言能力，是国际英语教材开发的重要指标；同时，基于语料库的教材能够准确、高效地提高学习者的语言水平。“策略培训”是新东方雅思强化培训的教学重点，即通过关注考试流程中提出的各种语言策略，从技能上提高考生的沟通和表达能力，锻炼能应用于各种场景的语言思维和表达逻辑。

考生在备考雅思的过程中，最大的困难莫过于提高实际的语言能力，以应对雅思考试中的各项语言应用要求。这些语言技能不仅对考生获得理想的雅思分数至关重要，也将成为考生将来在国外学习和生活中必须克服的现实问题。本套教材所有内容均取材于海外真实的学习与生活，既包括课堂讨论、教学研究等典型学术内容，又涉及购物、旅游、租房等最常见的生活场景。总之，本套教材不再单纯关注考生的语言知识，还重点强调考生的语言应用能力，充分保障考生以后在海外生活中的学以致用。

本套教材完全按照雅思考试流程编写，力求在最大程度上还原雅思考试的真实情况。考生通过学习本套教材，能从考试内容和流程两方面对雅思考试有一个全面的认识，从而在考试中获得高分。

衷心祝愿各位正在备战雅思的考生能够通过这套教材掌握高效的学习方法，同时切实提高自己的语言能力，从而获得理想的雅思分数，实现出国留学的梦想。

欢迎各位同学走进新东方雅思国际学习中心，相信这里将成为大家梦想起航的出发点，并在大家亮丽的人生幕布上写下难忘的一笔。

周成刚

新东方教育科技集团

前言

国际英语语言测试系统(International English Language Testing System, 即 IELTS, 以下称“雅思”)是受广泛认可的语言评估系统,其目的是对准备进入英语国家学习的学生或到英语国家参加非学术培训、工作或移民人士进行英语水平测试。

雅思考试由剑桥大学外语考试部(University of Cambridge ESOL Examinations)、英国文化协会(British Council)与澳大利亚教育国际开发署(IDP Education Pty Limited, 经由其下属公司 IELTS Australia Pty Limited)联合开发并共同拥有。

欲知更多有关雅思考试的详情,考生可以到雅思考试中心索取免费的考试手册(IELTS Handbook),或从雅思考试官方网站(www.ielts.org)下载。

考试类型和形式

雅思考试考查听力、阅读、写作和口语四项语言技能,分为学术类(Academic)和培训类(General Training)两种考试类型。雅思考试由六部分构成。无论是学术类考生还是培训类考生都必须参加内容相同的听力和口语考试,而两种类型的阅读和写作考试的内容是不同的。

学术类: 适用于计划申请国外高校本科或研究生课程的考生。	培训类: 适用于计划移民、申请国外非学术培训、中学课程或出国工作的考生。
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考试依据以下程序进行:

听力: 4 部分, 共 40 题, 30 分钟。		
学术类阅读: 3 部分, 共 40 题, 60 分钟。	或	培训类阅读: 3 部分, 共 40 题, 60 分钟。
学术类写作: 2 题, 60 分钟。	或	培训类写作: 2 题, 60 分钟。
口语: 11~14 分钟。		
考试总时间: 2 小时 44 分钟。		

听力

该部分共有四组考题, 每组 10 题。前两组题目涉及社会课题, 第一组是两个人的对话, 第二组是一段独白。后两组题目与教育或培训课题有关, 先是最多 4 人的对话, 然后是一段独白。考题类型多样化, 包括: 选择题、简答题、完成句子题、完成笔记/表格/图表/摘要/流程图/时间表题、为图表/设计图/地图做标记题、分类及配对题等。

考生只能听一遍录音, 并且需要一边听一边记录答案。录音播完后, 考生有 10 分钟的时间把答案写在答题纸上。

学术类阅读

该部分有三组考题, 共 40 题。考生将阅读三篇文章, 文章选自期刊、书本、杂志、报纸等, 多为大众普遍感兴趣的课题。其中至少有一篇文章涉及详细的逻辑论证。

考题类型多样化, 包括: 选择题、简答题、完成句子题、完成笔记/摘要/流程图/图表题、图解标签题、分类及配对题等, 以及从一组选项找出合适的段落标题, 说明作者的观点或主张(赞成/反对/没有表明), 或确认对文章内容的理解(正确/错误/没有提供答案)。

培训类阅读

该部分有三组考题，共 40 题。文章选自通告、广告、传单、报纸、说明书、书本、杂志等。第一组文章是生活英语，主要测试考生对正确信息的掌握程度。第二组文章着重于与工作相关的内容，内容涉及较复杂的句子。第三组文章篇幅较长，结构也较为复杂，着重描写和说明而不着重于论证。

考题类型多样化，包括：选择题、简答题、完成句子题、完成笔记/摘要/流程图/图表题、做标记题、分类及配对题等，以及从一组选项中找出合适的段落标题，说明作者的观点或主张(赞成/反对/没有表明)，或确认对文章内容的理解(正确/错误/没有提供答案)。

学术类写作

该部分有两道题目。我们建议考生用约 20 分钟完成第一题，写一篇至少 150 词的文章；再用 40 分钟完成第二题，写一篇至少 250 词的文章。第二题所占的分数比重是第一题的两倍。

第一题中，考生必须根据图表或一些数据，把有关内容写成一段文字。评估项目包括：组织能力、呈现方式、数据比较、叙述程序、描述一件物品或事物的能力，或说明一样东西工作原理的能力。

第二题中，考生必须针对一个看法、论点或问题作答。评估项目包括：提出解决方案的能力、据理说明观点的能力、对比证据和意见的能力，以及针对观点/证据/论证进行评估与提出质疑的能力。

此部分也将评估考生的文笔技巧。

培训类写作

与学术类写作类似，培训类写作也有两道题目。我们建议考生用约 20 分钟完成第一题，写一篇至少 150 词的文章；再用 40 分钟完成第二题，写一篇至少 250 词的文章。第二题所占的分数比重是第一题的两倍。

第一题中，考生必须针对一个问题，写一封信索取信息或说明情况。评估项目包括：个人书信写作能力、索取与提供正确信息的能力、表达需要与请求、抒发爱憎感受以及发表意见与不满等能力。

第二题中，考生必须针对一个看法、论点或问题作答。评估项目包括：提供一般正确信息的能力、概述问题并提出解决方法、据理说明观点的能力，以及针对观点/证据/论证进行评估与提出质疑的能力。

此部分也将评估考生的文笔技巧。更多关于学术类和培训类写作评估的信息，包括写作评分标准(公开版)，请登录雅思网站查询。

口语

该部分以考生和考官一对一的方式进行。会话时间约为 11~14 分钟。

考试分为三个部分：

第一部分

考生和考官先做自我介绍。接着，考生将回答一些个人问题，包括居住的地方、家人、工作/学业情况、嗜好以及任何其他相关的问题。这部分的会话时间是 4~5 分钟。

第二部分

考生将拿到一个题目和一些提示，必须针对特定题目发言。

考生有 1 分钟的准备时间，并可以做笔记。发言时间是 1~2 分钟。考生发言完毕后，考官将提出一两个问题。

第三部分

考官和考生针对比较深奥的课题进行讨论，而这些课题的主题将与第二部分的题目有关。讨论时间是 4~5 分钟。

口语测试部分所评估的是考生对英语会话的驾驭能力。评估项目包括：流畅度与连贯性、词汇丰富性、语法正确性以及发音是否准确。关于口语部分测评的更多信息，包括口语单项分数的解释说明，可以在雅思考试官方网站上找到。

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Academic

Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1–10

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

SHORT STAY ACCOMMODATION

Example	Answer
Family Name:	Mackinlay
First Name:	1
Country of Origin:	2
Date of Arrival:	3
Number of Tenants:	4
Length of Stay:	2 weeks
Purpose of Visit:	5
Type of Accommodation:	6
Number of Bedrooms:	one or two
Car Parking:	off-street and 7
General Area:	near the beach
Other Requirements:	near 8
Name of Town:	9
Client's Email:	smac13@hotmail.com
Price Range:	up to 10 \$..... a week

SECTION 2 Questions 11–20

Questions 11–14

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

- 11 Refreshments will be served
- A at the front counter.
 - B in the lobby.
 - C at the back of the hall.

- 12 Nick Noble advertised
- A on the radio.
 - B on a billboard.
 - C in the newspaper.
- 13 The original number of founding members was about
- A 12.
 - B 20.
 - C 200.
- 14 The club provides activities primarily for reasonably fit
- A males up to 75.
 - B females with young children.
 - C males and females of any age.

Questions 15–20

Complete the table below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Activity	Day(s)	Duration	Contact Person
15	Tuesday & Saturday	about 3-5 hours	coordinator
16	Thursday & Sunday	up to 3 hours	17
Wanderers	Sunday	18	leader
19 Weekends	Saturday & Sunday	all weekend	20

SECTION 3 Questions 21–30

Questions 21–26

Complete the notes below.

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

“Globalisation and Educational Change”

- GEC-692 New Code: 21
- Aims — Analysis of educational problems arising from globalisation
- Chance to research and 22 progress of educational change
- Investigate influence of culture and 23 on education
- Argue advantages and disadvantages of reorganisation of public education in own country with regard to globalisation

- Consider the **24** of globalisation on diversity of national curricula across richer and poorer countries
- Assignment #1 = power point presentation (ungraded) + **25** (30%)
- Assignment #2 = take part in **26** (20%) + essay (50%)

Questions 27–30

Complete the table below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Author	Title	Date
27	<i>Comparative Education</i>	2007
Elliot	<i>Educational Issues of the New Millennium</i>	28
29	<i>Education and Globalisation</i>	2009
York	<i>Globalisation and 30</i>	2010

SECTION 4 Questions 31–40

Questions 31–37

Complete the summary below.

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

Every day the human body is fighting off **31** by destructive pathogens. A person in good health has natural protection in the form of an immune system which works best against familiar micro-organisms which may have been encountered during a previous **32** or passed on by the mother before or after birth.

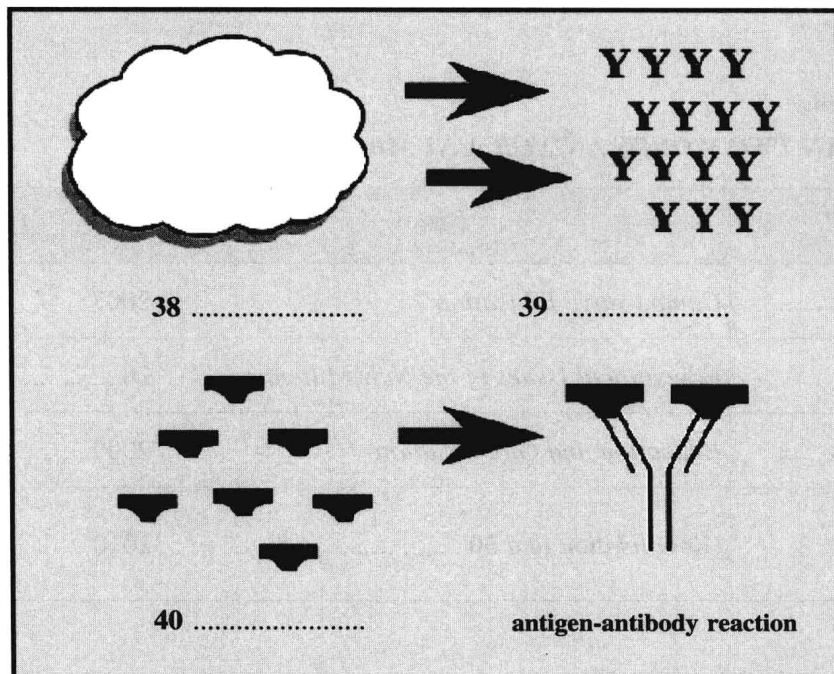
Vaccination is a way to cause **33** immunisation by introducing a small amount of pathogen into the body — just enough for the body's **34** to react by making antibodies. Passive immunisation can be used as a way of treating someone who is already sick. Proteins from animal **35** are introduced into the patient to give him the necessary antibodies to fight the disease.

Dr. Edward Jenner observed that people who had suffered and recovered from a serious disease called smallpox did not get it again. He also noted that victims of a milder disease, cowpox, which they caught from **36**, were immune to smallpox. He carried out a successful **37** by deliberately giving a child cowpox in order to make him immune to smallpox.

Questions 38–40

Complete the diagram below.

Choose your answers from the box below and write the letters **A–F** next to questions 38–40.



- | | |
|---|---------------|
| A | antibody |
| B | agglutination |
| C | antigen |
| D | germs |
| E | plasma |
| F | B-lymphocyte |

READING

READING PASSAGE 1

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

A disaster of Titanic proportions

At 11.39 p.m. on the evening of Sunday 14 April 1912, lookouts Frederick Fleet and Reginald Lee on the forward mast of the *Titanic* sighted an eerie, black mass coming into view directly in front of the ship. Fleet picked up the phone to the helm, waited for Sixth Officer Moody to answer, and yelled “Iceberg, right ahead!” The greatest disaster in maritime history was about to be set in motion.

Thirty-seven seconds later, despite the efforts of officers in the bridge and engine room to steer around the iceberg, the *Titanic* struck a piece of submerged ice, bursting rivets in the ship’s hull and flooding the first five watertight compartments. The ship’s designer, Thomas Andrews, carried out a visual inspection of the ship’s damage and informed Captain Smith at midnight that the ship would sink in less than two hours. By 12.30 a.m., the lifeboats were being filled with women and children, after Smith had given the command for them to be uncovered and swung out 15 minutes earlier. The first lifeboat was successfully lowered 15 minutes later, with only 28 of its 65 seats occupied. By 1.15 a.m., the waterline was beginning to reach the *Titanic*’s name on the ship’s bow, and over the next hour every lifeboat would be released as officers struggled to maintain order amongst the growing panic on board.

The closing moments of the *Titanic*’s sinking began shortly after 2 a.m., as the last lifeboat was lowered and the ship’s propellers lifted out of the water, leaving the 1,500 passengers still on board to surge towards the stern. At 2.17 a.m., Harold Bride and Jack Philips tapped out their last wireless message after being relieved of duty as the ship’s wireless operators, and the ship’s band stopped playing. Less than a minute later, occupants of the lifeboats witnessed the ship’s lights flash once, then go black, and a huge roar signalled the *Titanic*’s contents plunging towards the bow, causing the front half of the ship to break off and go under. The *Titanic*’s stern bobbed up momentarily, and at 2.20 a.m., the ship finally disappeared beneath the frigid waters.

What or who was responsible for the scale of this catastrophe? Explanations abound, some that focus on very small details. Due to a last minute change in the ship’s officer line-up, iceberg lookouts Frederick Fleet and Reginald Lee were making do without a pair of binoculars that an officer transferred off the ship in Southampton had left in a cupboard onboard, unbeknownst to any of the ship’s crew. Fleet, who survived the sinking, insisted at a subsequent inquiry that he could have identified the iceberg in time to avert disaster if he had been in possession of the binoculars.

Less than an hour before the *Titanic* struck the iceberg, wireless operator Cyril Evans on the *Californian*, located just 20 miles to the north, tried to contact operator Jack Philips on the *Titanic* to warn him of pack ice in

the area. "Shut up, shut up, you're jamming my signal", Philips replied. "I'm busy." The *Titanic*'s wireless system had broken down for several hours earlier that day, and Philips was clearing a backlog of personal messages that passengers had requested to be sent to family and friends in the USA. Nevertheless, Captain Smith had maintained the ship's speed of 22 knots despite multiple earlier warnings of ice ahead. It has been suggested that Smith was under pressure to make headlines by arriving early in New York, but maritime historians such as Richard Howell have countered this perception, noting that Smith was simply following common procedure at the time, and not behaving recklessly.

One of the strongest explanations for the severe loss of life has been the fact that the *Titanic* did not carry enough lifeboats for everyone on board. Maritime regulations at the time tied lifeboat capacity to ship size, not to the number of passengers on board. This meant that the *Titanic*, with room for 1,178 of its 2,222 passengers, actually surpassed the Board of Trade's requirement that it carry lifeboats for 1,060 of its passengers. Nevertheless, with lifeboats being lowered less than half full in many cases, and only 712 passengers surviving despite a two and a half hour window of opportunity, more lifeboats would not have guaranteed more survivors in the absence of better training and preparation. Many passengers were confused about where to go after the order to launch lifeboats was given; a lifeboat drill scheduled for earlier on the same day that the *Titanic* struck the iceberg was cancelled by Captain Smith, in order to allow passengers to attend church.

Questions 1–6

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes 1–6 on your answer sheet.

Time	Person/s	Position	Action
11.39 p.m.	1	2	Reported sighting of iceberg
3	Andrews	Ship's designer	Reported how long the <i>Titanic</i> could stay afloat
12.15 a.m.	Smith	Captain	Ordered 4 to be released
2.17 a.m.	Bride & Philips	5	Relayed final 6

Questions 7–13

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

In boxes 7–13 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

- 7 The binoculars for the men on watch had been left in a crew locker in Southampton.
- 8 The missing binoculars were the major factor leading to the collision with the iceberg.
- 9 Philips missed notification about the ice from Evans because the *Titanic*'s wireless system was not functioning at the time.
- 10 Captain Smith knew there was ice in the area.

- 11 Howell believed the captain's failure to reduce speed was an irresponsible action.
- 12 The *Titanic* was able to seat more passengers in lifeboats than the Board of Trade required.
- 13 A lifeboat drill would have saved more lives.

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on the following pages.

Questions 14–19

Reading Passage 2 has six sections, **A–F**.

Choose the correct headings for sections **A–F** from the list of headings below.

Write the correct number, **i–x**, in boxes 14–19 on your answer sheet.

List of Headings

- i** Construction of special cinemas for 3-D
- ii** Good returns forecast for immediate future
- iii** The greatest 3-D film of all time
- iv** End of traditional movies for children
- v** Early developments
- vi** New technology diminishes the art
- vii** The golden age of movies
- viii** In defence of 3-D
- ix** 3-D is here to stay
- x** Undesirable visual effects

14 Section A

15 Section B

16 Section C

17 Section D

18 Section E

19 Section F

Three dimensional films

A In the theatre of the Ambassador Hotel in Los Angeles, on the evening of 27 September 1922, a new form of film-making made its commercial debut: 3-D¹. The film, *The Power of Love*, was then shown in New York City to exhibitors and press, but was subsequently not picked up for distribution and is now believed to be lost. The following three decades were a period of quiet experimentation for 3-D pioneers, as they adapted to new technologies and steadily improved the viewing experience. In 1952 the “golden era” of 3-D is considered to have begun with the release of *Bwana Devil*, and over the next several years audiences met with a string of films that used the technology. Over the following decades it waxed and waned within film-making circles, peaking in the 1970s and again in the 1990s when IMAX gained traction, but it is only in the last few years that 3-D appears to have firmly entered mainstream production.

¹ Three Dimensional

B Released worldwide in December 2009, the fantasy film *Avatar* quickly became the highest-grossing film ever made, knocking *Titanic* from the top slot. *Avatar*, set in 2154 on a planet in a distant solar system, went on to become the only film to have earned US\$2 billion world-wide, and is now approaching the \$3 billion mark. The main reason for its runaway popularity appears to be its visual splendour; though most critics praised the film, it was mostly on account of its ground-breaking special effects. Kenneth Turan of the *Los Angeles Times* praised *Avatar*'s "powerful" visual accomplishments, but suggested the dialogue was "flat" and the characterisations "obvious". A film analyst at Exhibitor Relations has agreed, noting that *Avatar* has cemented the use of 3-D as a production and promotional tool for blockbuster films, rather than as a mere niche or novelty experiment. "This is why all these 3-D venues were built", he said. "This is the one. The behemoth... The holy grail of 3-D has finally arrived".

C Those who embrace 3-D note that it spices up a trip to the cinema by adding a more active "embodied" layer of experience instead of the viewer passively receiving the film through eyes and ears only. A blogger on Animation Ideas writes, "...when 3-D is done well—like in the flying scenes in *Up*, *How to Train Your Dragon* and *Avatar*, there is an added feeling of vertigo. If you have any fear of heights, the 3-D really adds to this element..." Kevin Carr argues that the backlash against 3-D is similar to that which occurred against CGI² several years ago, and points out that CGI is now widely regarded as part of the film-maker's artistic toolkit. He also notes that new technology is frequently seen to be a "gimmick" in its early days, pointing out that many commentators slapped the first "talkie" films of the early 1920s with this same label.

D But not everyone greets the rise of 3-D with open arms. Some ophthalmologists point out that 3-D can have unsettling physical effects for many viewers. Dr. Michael Rosenberg, a professor at Northwestern University, has pointed out that many people go through life with minor eye disturbances—a slight muscular imbalance, for example—that does not interrupt day-to-day activities. In the experience of a 3-D movie, however, this problem can be exacerbated through the viewer trying to concentrate on unusual visual phenomena. Dr. Deborah Friedman, from the University of Rochester Medical Center, notes that the perception of depth conjured through three dimensions does not complement the angles from which we take in the world. Eyestrains, headaches and nausea are therefore a problem for around 15% of a 3-D film audience.

E Film critic Roger Ebert warns that 3-D is detrimental to good film-making. Firstly, he argues, the technology is simply unnecessary; 2-D movies are "already" 3-D, as far as our minds are concerned. Adding the extra dimension with technology, instead of letting our minds do the work, can actually be counter-purposeful and make the over-all effect seem clumsy and contrived. Ebert also points out that the special glasses dim the effect by soaking up light from the screen, making 3-D films a slightly duller experience than they might otherwise be. Finally, Ebert suggests that 3-D encourages film-makers to undercut drama and narrative in favour of simply piling on more gimmicks and special effects. "Hollywood is racing headlong toward the kiddie market," he says, pointing to Disney's announcement that it will no longer make traditional films in favour of animation, franchises, and superheroes.

F Whether or not 3-D becomes a powerful force for the film-maker's vision and the film-going experience, or goes down in history as an over-hyped, expensive novelty, the technology certainly shows no signs of fading in the popularity stakes at the moment. *Clash of the Titans*, *Alice in Wonderland* and *How to Train Your Dragon* have all recently benefited at the box office due to the added sales that 3-D provides, and with *Avatar*'s record set to last some time as a totem of 3-D's commercial possibilities, studios are not prepared to back down.

2 Computer Generated Imagery

Questions 20–26

Look at the following statements (Questions 20–26) and the list of people below.

Match each statement with the correct person, A–G.

Write the correct letter, A–G, in boxes 20–26 on your answer sheet.

NB You may use any letter more than once.

NB Some options may not be used.

- 20 3-D conflicts with our mental construct of our surroundings.
- 21 3-D encourages an over-emphasis on quick visual thrills.
- 22 Effective use of 3-D technology may increase our sensation of elevation.
- 23 3-D viewing can worsen an existing visual disorder.
- 24 *Avatar* is the most powerful example of 3-D yet to arrive in cinemas.
- 25 *Avatar*'s strength is found in its visual splendour, not in aspects of story.
- 26 People already have the mental capacity to see ordinary movies in three dimensions.

List of People

- A Kenneth Turan
- B Exhibitor Relations' analyst
- C Animation Ideas' blogger
- D Kevin Carr
- E Dr Michael Rosenberg
- F Dr Deborah Friedman
- G Roger Ebert

READING PASSAGE 3

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

Does water have memory?

The practice of homeopathy was first developed by the German physician Samuel Hahnemann. During research in the 1790s, Hahnemann began experimenting with quinine, an alkaloid derived from cinchona bark that was well known at the time to have a positive effect on fever. Hahnemann started dosing himself with quinine while in a state of good health, and reported in his journals that his extremities went cold, he experienced palpitations, an "infinite anxiety", a trembling and weakening of the limbs, reddening cheeks and thirst—"in short", he concluded, "all the symptoms of relapsing fever presented themselves successively..." Hahnemann's main observation was that things which create problems for healthy people cure those problems in sick people, and this became his first principle of homeopathy: *simila similibus* (with help from the same). While diverging from the principle of apothecary practice at the time — which was *contraria contrariis* (with help from the opposite) — the efficacy of *simila similibus* was reaffirmed by subsequent developments in the field of vaccinations.

Hahnemann's second principle was minimal dosing—treatments should be taken in the most diluted form at which they remain effective. This negated any possible toxic effects of *simila similibus*.