

# 雅思 全真模拟试题

# IELTS

胡敏 主编

Mark Griffiths 编著

附赠配套  
录音光盘

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藏书章

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主 编	胡 敏
编 著	Mark Griffiths
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# 序

带着英国人克制的而又自豪的微笑,Mark 把《雅思全真模拟试题》的稿子交到了我手里,因为手头还有几本新航道图书要赶出来,我们简单聊了几句,他就匆匆离开了。

Mark 是新航道的优秀外籍专家之一,在我们眼中他既是一位治学严谨、为人谦和的学者,又是一个极具敬业精神的同事,同时还是一个有着独特幽默性格的老外。新航道创建伊始,他就加盟进来,还记得在新航道最初的发源地——锦秋知春的办公室里,每天我都会准时看见他的额头在属于他的那个办公隔间内不断闪烁着智慧的光芒。

这光芒从锦秋知春跟随新航道迁到中国农业科学院,在这光芒的照射下一本又一本源自他手的新航道精品图书陆续推出。他参与撰写了胡敏雅思考试第四代教材,他编写的教材以精炼实用、直击要害而著称,极受学员好评,这与 Mark 一直担任雅思考官,深知中国学生在雅思考试过程当中出现的薄弱环节是分不开的。而另外一本《英语情景口语 100 主题》则以其高效实用的特点征服了想在口语上有所突破的读者的心,出版以来一版再版不说,还被韩国一家著名出版集团慧眼识珠,特地跑到北京来购买了这本书在韩国的版权,而新航道也专门针对此书内容设计了“主题口语俱乐部”这一课程,让更多学生能够在练习过程中更深刻地体验到此书的独到之处。到目前为止,Mark 为新航道撰写的图书,本本都是精品,本本都受到追捧。

Mark 之所以能够取得这么多成就,源于他的敬业与勤奋,为了完成图书研发任务,他每天很早就来到办公室,除了去卫生间和到饮水机前喝水,一天下来,大家看到的就是一个不变的姿势:眼睛盯着荧光屏,手指放在键盘上。工作紧张的时候,有两个月他索性取消了午餐,直到把当天计划当中所有工作全部做完,才会吃一点东西。

而他撰写图书时的认真负责也是有口皆碑的。像这次的《雅思全真模拟试题》,在撰写的过程当中他就利用各种机会不断地在学员当中进行测试,最终保证了严格按照雅思考试思路设计,由于仿真度极高、实效性极强,得到了所有参加测试学员的好评。

与优秀的人合作不但是一种快乐,更是一种幸福,在与 Mark 的合作过程当中,我与新航道当中的许多人不但目睹了他许多让人吃惊的成就,更是感受到了这种快乐与幸福。在此祝愿这位新航道最忠诚、最可靠的朋友能够在今后写出更多、更好的图书,给中国的英语学习者带来更多的福音。

北京新航道学校校长



2007 年 3 月 18 日

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# Test 1

## LISTENING

### SECTION 1      *Questions 1–10*

*Listen to the conversation between a student and an accommodation officer at a university and fill in the form using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each space.*

Surname	1
Date of Birth	2
Subject	3
Time at University	4
Preferred Accommodation Type	5
Hobbies	6
Eating Habits	7
Preferred Housemates	8
Preferred Location	9
Other Accommodation Requirements	10

**SECTION 2      Questions 11–20**

*Listen to the monologue on the subject of early cinematography.*

**Questions 11–15**

*Use the letters A to F to indicate which person was responsible for each innovation.*

- A** Claude Niepce
- B** Edward Muybridge
- C** Emile Raynaud
- D** Etienne Jules Marey
- E** Edison and Dickson
- F** the Lumière brothers

The first photograph: **11** .....

The first recording of movement: **12** .....

The first projector: **13** .....

The first film studio: **14** .....

The first commercial film: **15** .....



**Questions 16–20**

*Complete the following sentences using **NO MORE THAN THREE WORDS**.*

- 16** The Cinématographe used film that was ..... mm wide.
- 17** Edison's camera shot films at forty-six .....
- 18** The Latham brothers' theatre was unsuccessful because the image .....
- 19** Casler and Dickson used film which provided very .....
- 20** Films were first ..... at the Royal Photographic Society by Birt Acres.

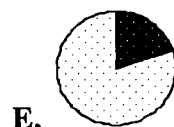
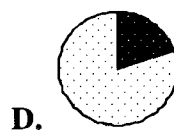
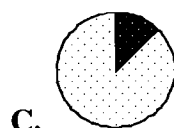
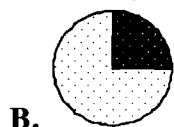
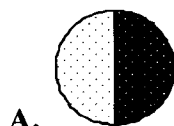
## SECTION 3      *Questions 21–30*

### *Questions 21–25*

*Choose the correct answer or answers—A, B, C, and/or D—according to what you hear in the listening passage. Note that **MORE THAN ONE LETTER** may be correct for a particular question.*

- 21** When selecting a research topic, the Professor recommends that the students select something
- A** interesting.
  - B** easy.
  - C** difficult.
  - D** that will take a long time.
  - E** that they can do well.
- 22** What kind of topic are the students recommended to choose?
- A** Controversial.
  - B** Old.
  - C** Topical.
  - D** Unique.
  - E** Any.
- 23** How are the supervisors chosen?
- A** By the students.
  - B** By the Professors.
  - C** By the department.
  - D** Randomly.
  - E** According to their interests.

24 Which of the following pie charts illustrates (in black) the drop-out rate?



25 How can the students access reference materials?

- A Go to the library.
- B Use the Professor's office.
- C Use the Internet.
- D Visit the Professor at home.
- E Borrow from the Professor.

**Questions 26–30**

Complete the following sentences using **NO MORE THAN THREE WORDS** from the listening passage.

- 26 After choosing a topic, the Professor says the most important thing to do is .....
- 27 The Professor believes that most students who drop out do so because of .....
- 28 ..... might have helped reduce the drop-out rate.
- 29 The Professor advises the students not to ..... too much.
- 30 The next tutorial will be on .....

**SECTION 4      Questions 31–40**

*Listen to the lecture on the subject of loss of hearing.*

**Questions 31–35**

*Give short answers to the following questions using **NO MORE THAN THREE WORDS** from the listening passage for each answer.*

- 31** What is given as an example of causing sudden hearing loss?
- 32** What is permanent threshold shift known as?
- 33** People usually only notice hearing loss when it starts preventing them doing what?
- 34** Apart from exposure time, what is the other factor influencing cumulative hearing loss?
- 35** At how many Hertz is hearing loss is generally worst?

**Questions 36–40**

*Complete the following summary of part of the listening passage using five of the following words.*

continue	damage	distinguish	level	make
recognise	represent	show	suffer	toxic

A person's hearing may **36** ..... to decline after stopping work in a noisy environment. Both noise and certain medicines and diseases may damage the organs of the ear. It is difficult to **37** ..... hearing loss caused by noise from that due to other causes. Workers experiencing noise and vibrations suffer greater hearing loss than those experiencing the same noise but not vibrations. Some chemicals are **38** ..... to the organs of hearing and balance. Workers who are exposed to such chemicals may **39** ..... from more hearing problems than those who experience the same amount of noise without the chemicals. Hearing loss is measured in decibels. Zero is used to **40** ..... the hearing threshold level of an average young adult with disease-free ears. The more positive the result, the greater the hearing loss.

## READING

## READING PASSAGE 1

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

## Ways to Remember Presentation Material

Remembering speeches can be a very intimidating experience. There are many ways one can remember material. There are four common ways to remember material—memorising, reading from complete text, using notes, and using visual aids as notes. Let's take a look at each of these in detail. In my opinion, memorising is the worst way to keep track of material. People are preoccupied with trying to remember the words to say and not the ideas behind the words (or with the audience). As a result, normal voice inflection disappears. With memorising, mental blocks become inevitable. With memorising it is not a matter of "will" you forget; it's a matter of "when". Listening to someone read a speech or presentation from a text is hated by most people. People say, "If that's all they were going to do is read their speech, I could have read it myself." I'm sure many of us have experienced this at least once while attending a conference or two. Again, the speaker loses normal voice inflection because they lose touch with the ideas behind the words. Listen for pauses. Natural speech is filled with pauses; unnatural speech is not. Remember that text isn't spoken language. Too often speakers write their speeches in "business language". That is often hard to read, much less listen to. Bear in mind that speech isn't static. There should be movement, energy, and interest behind the lectern. Also, if a speech is read, there is no or little eye contact with the audience. To read text while trying to maintain eye contact with the audience takes a lot of practice. However, there are times when speeches must be read. Many times it is necessary to read policy statements or company announcements. Also, some speeches must be timed right down to the second.

Using notes is the most common way for remembering material. Using notes is better than reading since the speaker can have normal voice inflection and make more effective eye contact. If your notes are on the lectern, you probably won't move very far from them. If notes are in your hand, you probably won't gesture very much. Here are some suggestions to consider if you decide to use notes. Use note cards. Include quotes, statistics and lists you may need, not paragraphs of text. Don't put too much information on each note card or you will find yourself reading too much. Put only a few words or key phrases. Leave your notes on the lectern or table and move away occasionally. Don't be afraid to move away from your notes and get out of your comfort zone. Too many speakers use the lectern to hide behind and this restricts the effective use of your entire body. Practice using your note cards. If you find yourself reading your note cards too much, this is a sure clue you need to reduce the amount of written text on each card. Remember, all you need are short phrases or key words, enough to "jog" your memory.

Simple visual aids can effectively serve as headings and subheadings. Speak to the heading. Say what you want to say and move on. If you forget something, that's okay; the audience will never know unless you tell them. Practice creating just a few meaningful headings to use and practice using only these headings as your cues. This will take practice, but practicing using only these few words will force you to better internalise your speech. This has four important advantages. First, you don't have to worry about what you are going to say next. Your visual aids provide cues for the next major idea or thought. All you need to do between ideas is to use an effective transitional statement. Secondly, having only a few key words on your visual aid allows you to move around the room without the need or feeling you need to go back to your notes. In fact, most inexperienced speakers don't move around at all. Movement also helps you to relax and adds energy to your presentations. Movement also allows the listeners to follow you and pay closer attention to you and your message. Plan your movements during your rehearsals. Thirdly, you can have good eye contact with your audience. You can look at your audience all the time while speaking—except for that brief moment you look at your visual aid. But that's okay since the audience will probably follow you and also look at your visual aid. This will help the audience to see, as well as hear, your message. The more you rehearse and the more you become familiar with your visual aids, the easier it becomes. Fourthly, your audience will feel comfortable that you are on your planned track. Well designed visual aids show the audience that you do have a plan and have properly prepared and are following your plan. Keep in mind that visual aids can contain diagrams, pictures or even graphs. When you use visual aids, introduce them before you show it using one of your transition statements: "Now that we have seen the...let's now look at..." Regardless of which method you choose to use to remember your material, nothing will help you more than proper planning and preparation. Remember to prepare, prepare, prepare!



## Questions 1–5

Complete the notes in the table below, using words from the text. Use **NO MORE THAN THREE WORDS** for each answer.

Methods	Notes on advantages and disadvantages
Memorising or reading complete text	<ul style="list-style-type: none"> <li>• speaker forgets about ideas and 2 .....</li> <li>• speaker doesn't speak naturally less inflection and fewer 3 .....</li> <li>• little eye contact or movement</li> <li>• in cases of reading text audience could 4 ..... themselves.</li> <li>• in cases of memorisation- mental blocks</li> </ul>
Using notes	<ul style="list-style-type: none"> <li>• normal inflection and eye contact</li> <li>• notes on lectern- little movement</li> <li>• notes in hand- fewer 5 .....</li> <li>• use cards with few words/statistics/phrases</li> </ul>
Using 1 .....	<ul style="list-style-type: none"> <li>• use as cues</li> <li>• allows for more movement</li> <li>• audience hears and sees your message</li> </ul>