



IELTS

雅思全真模拟 测试题集

总主编·侯新民

世界图书出版公司

雅思全真模拟测试题集

总主编 侯新民

主 编 姜登祯 侯新民 杨丽娟

编 委 侯新民 封 平 吴小妹

李 洁 侯小青 铁 璞

世界图书出版公司

西安 北京 广州 上海

图书在版编目(CIP)数据

雅思全真模拟试题集/侯新民主编. —西安:世界图书出版西安公司, 2005.10

ISBN 7-5062-7508-2

I. 雅... II. 侯... III. 英语—高等学校—入学考试, 国外—解题 IV. H319.6

中国版本图书馆 CIP 数据核字(2005)第 095026 号

雅思全真模拟试题集

总 主 编 侯新民
策 划 李林海
责任编辑 李林海 门莉君
封面设计 吉人设计

出版发行 世界图书出版西安公司
地 址 西安市南大街 17 号
邮 编 710001
电 话 029-87214941 87233647(市场营销部) 029-87232980(总编室)
传 真 029-87279675 87279676
经 销 各地新华书店
印 刷 西安白云印务有限公司
开 本 880×1230 1/16
印 张 14.75
字 数 240 千字

版 次 2005 年 10 月第 1 版 2005 年 10 月第 1 次印刷
书 号 ISBN 7-5062-7508-2/H·642
定 价 24.00 元(配 1 张 MP3)

☆ 如有印装错误,请与印刷厂联系调换 ☆

前 言

“雅思(IELTS)”是国际英语语言测试体系(International English Language Testing System)的简称。雅思(IELTS)由剑桥大学地方考试委员会、英国文化委员会和澳洲教育国际开发署联合开发举办。雅思考试是目前欲申请赴往英联邦国家(包括英国)留学、工作或移民人员唯一的英语语言测试手段,考试主要是从听力、阅读、写作和口语四个方面进行考核。

雅思考试于1987年进入中国,当时简称为“ELTS”,1988年由于澳大利亚和新西兰两个国家的加入,所以在前面加了“I”(International)。加拿大在1998年将雅思作为评判移民人员英语水平的唯一标准。澳大利亚从2001年7月1日起只接受雅思考试成绩。在美国,越来越多的院校也在逐步把雅思成绩作为申请学位的条件之一。随着出国留学和移民人员的增多,参加雅思考试的人数逐年上升。据不完全统计,每年参加雅思考试人数在10万以上。但是,由于雅思考试与国内的四、六级考试和美国的托福考试大相径庭,许多考生运用过去的经验来应对雅思考试,因而感到举步维艰,牛头不对马嘴,成绩也总是不尽人意。

常言道:“知己知彼,百战不殆。”为了帮助广大雅思考生尽快熟悉其考试形式及内容,了解雅思考试的命题规律,掌握必要的应试能力和策略,取得理想的成绩,我们特编写了这套雅思考试系列丛书。这套丛书由《雅思听力》、《雅思阅读》、《雅思写作》、《雅思口语》和《雅思全真模拟测试题集》五册组成。

这套丛书的特点有以下几个方面:

1. 循序渐进,由易到难

本套丛书,除《雅思全真模拟测试题集》外,每册均由雅思试题简介(包括试题形式、内容、要求等)、基本功训练、专项训练及讲解、应试技巧及模拟测试等部分组成。语言简明扼要,深入浅出,内容由易到难,循序渐进。考生可以逐步了解考试全貌,并逐步提高应试能力。

2. 内容丰富,覆盖面广

本套丛书,包括了雅思考试的方方面面,既有听、说、读、写,又有全真模拟测试题集。考生可先进行单项训练,再进行专项训练,最后进行综合模拟测试训练,以期达到扎实的语言基本功和较高的语言运用能力。

3. 有的放矢,实用性强

本套丛书主要针对雅思考试的四个部分,即听、说、读、写的内容、任务、要求进行细致的讲

解,所提供的应试策略方向明确,易于操作,实用性强。

本套丛书选用的资料涉猎英国、美国、加拿大及澳大利亚等国家的社会、文化、历史等方面。资料来自英语系国家的多种媒体,如广播、报纸、杂志等。

本套教材不但有助于在短期内提高雅思考试的应试能力,同时也可以作为英语专业学生的专项训练用书。

参加本套丛书编写的人员都是长期从事英语出国考试研究与教学工作的一线骨干教师;他们对雅思应试培训有着丰富的经验。

由于我们的时间和水平有限,在编写上难免有疏漏和不足之处,恳请广大读者和同行提出宝贵意见,以便日后对本套书做出修订,使之更加完善。

编 者

2005 年 9 月

目 录

Contents

Chapter One	A Brief Introduction to IELTS	
	雅思考试简介	(1)
Chapter Two	IELTS Model Tests	
	雅思全真模拟试题	(6)
	Model Test 1	(6)
	Model Test 2	(18)
	Model Test 3	(31)
	Model Test 4	(44)
	Model Test 5	(59)
	Model Test 6	(71)
	Model Test 7	(84)
	Model Test 8	(97)
	Model Test 9	(108)
	Model Test 10	(120)
Chapter Three	Answer Keys to the IELTS Model Tests	
	雅思全真测试题答案	(134)
Chapter Four	Listening Tapescripts for the IELTS Model Tests	
	听力测试题录音稿	(150)
Chapter Five	Explanations to Two Academic Module Reading Tests and One General Training Module Reading Test	
	全真模拟阅读测试题普通类二套和学术类一套注解	(216)
附 录	中国 IELTS 考试中心各地区考试地点分布	(224)



Chapter One

A Brief Introduction to IELTS

雅思考试简介

IELTS, the International English Language Testing System, provides an assessment of whether candidates are ready to study or train in the medium of English. It is recognized widely as a language requirement for entry to all courses in further and higher education. It is readily available at test centers around the world who arrange test administrations according to local demand.

Results are issued two weeks after candidates have taken the test.

Band scores are recorded on a Test Report Form, showing overall ability as well as performance in listening, reading, writing and speaking. There are 9 bands from BAND 1 – NON-USER (Essentially has no ability to use the language beyond possibly a few isolated words.) to BAND 9 – EXPERT USER (Has fully operational command of the language; appropriate, accurate and fluent with complete understanding.)

IELTS is jointly managed by the University of Cambridge Local Examinations Syndicate (UCLES), THE British Council and IDP Education Australia: IELTS Australia.

All candidates are tested in listening, reading, writing and speaking. All candidates take the same Listening and Speaking Modules. There is a choice of Reading and Writing Modules.

The first three modules-Listening, Reading and Writing must be taken in one day. The Speaking may be taken, at the discretion of the test center, on the same day or up to two days later.

The modules are always taken in the following order:

Listening – 4 sections, 40 items, 30 minutes

Academic Reading – 3 sections, 40 items, 60 minutes or

General Training Reading – 3 sections, 40 items, 60 minutes

Academic Writing – 2 tasks (150 and 250 words), 60 minutes or

General Training Writing – 2 tasks (150 and 250 words), 60 minutes

Speaking 10 ~ 15 minutes

Total test time – 2 hours 45 minutes.

Listening

The listening module takes around 30 minutes. There are 40 questions. There are four sections.

The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. For example a conversation about travel requirements or decision on a night out,



and a speech about amenities on a University campus or arrangements for meals during a conference.

The final two sections are concerned with situations related more closely to educational or training contexts. There is a conversation between up to four people and a further monologue. For example a conversation between a tutor and a student about an assignment or between three students in a common room planning a research project, and a lecture or talk of general academic interest.

All the topics are of general interest and it makes no difference what subjects candidates study.

Texts and tasks become more difficult as the sections progress.

A variety of questions are used, chosen from the following types:

1. Multiple Choice
2. Short-answer Questions
3. Sentence Completion
4. Notes/Summary/Diagram/Flow chart/Table Completion
5. Labeling A Diagram Which Has Numbered Parts
6. Classification
7. Matching

Instructions are clear and easy to follow. They require as little reading time as possible. Examples of any unfamiliar question types are given.

The listening module is recorded on a tape and is heard ONCE only.

During the test, time is given for candidates to read the questions and enter and then check their answers. Answers are entered, as candidates listen, on the Question paper. When the tape ends ten minutes are allowed for candidates to transfer their answers to an Answer Sheet.

Academic Reading

The Academic Reading Module takes 60 minutes. There are 40 questions. There are three reading passages with a total of 1,500 to 2,500 words.

Texts are taken from magazines, journals, books, and newspapers. Texts have been written for a non-specialist audience. All the topics are of general interest. They deal with issues which are interesting, recognizably appropriate and accessible to candidates entering postgraduate or undergraduate courses.

At least one text contains detailed logical argument. One text may contain non-verbal materials such as diagrams, graphs or illustrations.

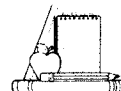
If texts contain technical terms then a simple glossary is provided.

Texts and tasks become increasingly difficult through the paper.

Some of the questions may appear before a passage, some may come after, depending on the nature of the questions.

A variety of questions are used, chosen from the following types:

1. Multiple Choice
2. Short-answer Questions
3. Sentence Completion
4. Notes/Summary/Diagram/Flowchart/Table Completion
5. Choosing from a "heading bank" for identified paragraphs/sections of the text



6. Identifying of writer's views/Attitudes/Claims-yes, no or not given

7. Classification

8. Matching lists/Phrases

Instructions are clear and easy to follow. Examples of any unfamiliar question types are given.

All answers must be entered on an Answer Sheet during the 60 minutes test. No extra time is allowed to transfer answers.

General Training Reading

The General Training Reading Module takes 60 minutes. There are 40 questions. There are three sections of increasing difficulty with a total of 1,500 to 2,500 words.

Texts are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines.

The first section, social survival, contains texts relevant to basic linguistic survival in English with tasks mainly about retrieving and providing general factual information.

Training survival, the second section, focuses on the training context, for example on the training programme itself or on welfare needs. This section involves a text or texts of more complex language with some precise or elaborated expression.

The third section, general reading, involves reading more extended prose with a more complex structure but with the emphasis on descriptive and instructive rather than argumentative texts, in a general context relevant to the wide range of candidates involved.

Some of the questions may appear before a passage, some may come after, depending on the nature of the questions.

A variety of questions are used, chosen from the following types:

1. multiple choice
2. short-answer questions
3. sentence completion
4. notes/summary/diagram/flow chart/table completion
5. choosing from a "heading bank" for identified paragraphs/sections of the text
6. identification of writer's views/attitudes/claims-yes, no or not given/ true, false or not given
7. classification
8. matching lists/phrases

Instructions are easy and clear to follow. Examples of any unfamiliar question types are given.

Texts and questions appear on a Question Paper which candidates can write on but not remove from the exam room.

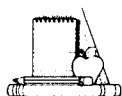
All answers must be entered on an Answer Sheet during the 60 minute test. No extra time is allowed to transfer answers.

Academic Writing

The Academic Writing Module takes 60 minutes. There are two tasks to complete.

It is suggested that about 20 minutes is spent on Task 1 which requires candidates to write at least 150 words.





Task 2 requires at least 250 words and should take about 40 minutes.

In Task 1 candidates are asked to look at a diagram or table, and to present the information in their own words. Depending on the type of input and the task suggested, candidates are assessed on their ability to:

1. organize, present and possibly compare data
2. describe the stages of a process or procedure
3. describe an object or event or sequence of events
4. explain how something works

In Task 2 candidates are presented with a point of view or argument or problem.

Candidates are assessed on their ability to:

1. present the situation to a problem
2. present and justify an opinion
3. compare and contrast evidence, opinions and implications
4. evaluate and challenge ideas, evidence or an argument

The topics are of general interest and it makes no difference what subjects candidates study.

The issues raised are interesting, suitable and easily understood by candidates entering postgraduate or undergraduate studies.

Part of the task realization is to respond appropriately in terms of register, rhetorical organization, style and content.

Appropriate responses are short essays or general reports, addressed to tutors or examiners.

No specialist knowledge is expected. Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1. Instructions are clear and easy to follow.

Candidates may write on the Question Paper but this cannot be taken from the test room and will not be seen by the examiner.

Answers must be given on the Answer Sheet and must be written in full. Notes are not acceptable as answers.

General Training Writing

The General Training Writing module takes 60 minutes. There are two tasks to complete.

It is suggested that about 20 minutes is spent on Task 1 which requires candidates to write at least 150 words.

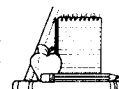
Task 2 requires at least 250 words and should take about 40 minutes.

In Task 1 candidates are asked to respond to a given problem with a letter requesting information or explaining a situation.

Depending on the task suggested, candidates are assessed on their ability to:

- engage in personal correspondence
- elicit and provide general factual information
- express needs, wants, likes and dislikes
- express opinions (views, complaints, etc.)

In task 2 candidates are presented with a point of view or argument or problem.



Candidates are assessed on their ability to:

- provide general factual information
- outline a problem and present a solution
- present and possibly justify an opinion, assessment or hypothesis
- present and possibly evaluate and challenge ideas, evidence and argument

The topics are of general interest and it makes no difference what subjects candidates study.

Suitable topic areas are:

- travel
- accommodation
- current affairs
- shops and services
- health and welfare
- occupational health and safety
- recreation
- social and physical environment

Part of the task realization is to respond appropriately in terms of register, rhetorical organization, style and content.

Appropriate responses are personal semi-formal or formal correspondence (Task 1) and short essays or general reports, addressed to course tutors or examiners (Task 2).

No specialist knowledge is expected. Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1. Instructions are clear and easy to follow.

Candidates may write on the Question Paper but this cannot be taken from the test room and will not be seen by the examiner.

Answers must be given on the Answer Sheet and must be written in full. Notes are not acceptable as answers.



Chapter Two

IELTS Model Tests

雅思全真模拟试题

Model Test 1

LISTENING

SECTION 1 Questions 1 ~ 10

Questions 1 ~ 2

Circle the appropriate letter.

Example: What type of accommodation does the student want?

A. A house.

B. An apartment.

C. A room.

1. How does he want to travel to the university?

A. By car.

B. On foot.

C. By bus.

2. How did he feel about living at the hall of residence?

A. Happy.

B. Sad.

C. Anger.

Questions 3 ~ 6

Complete the table below using NO MORE THAN THREE WORDS.

Property	Advantage	Disadvantage
Two-bedroom flat	Near the university	(3) _____
Three-bedroom flat	Near the university	(4) _____
Three-bedroom house	(5) _____	Far from the university

Address: (6) _____, Botany

Questions 7 ~ 8

Circle TWO letters.

Which TWO of the following does the agent say are included?

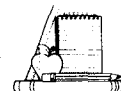
A. kitchen cupboards

B. garden table

C. double bed

D. dishwasher

E. washing machine



F. refrigerator

Questions 9 ~ 10

What TWO things does the student request before moving in?

- A. new kitchen cooker
- B. garden cleared
- C. back door painted
- D. carpets cleaned
- E. windows repaired
- F. new refrigerator

SECTION 2 Questions 11 ~ 20

Questions 11 ~ 13

Tick the THREE other items which are mentioned in the news headings.

NEWS HEADINGS

A. Rivers flood in the north

☐

Example

B. Money promised for drought victims

☒

C. Nurses on strike in Melbourne

☐

D. Passengers rescued from ship

☐

E. Passengers rescued from plane

☐

F. Bus and train drivers national strike

☐

G. Teachers demand more pay

☐

H. New uniform for QANTAS staff

☐

I. National airports under new management

☐

Questions 14 ~ 20

Complete the notes below by writing NO MORE THAN THREE WORDS in the spaces provided.

The Government plans to give (14) \$ _____ to assist the farmers. This money was to be spent on improving Sydney's (15) _____ but has now been re-allocated. Australia has experienced its worst drought in over fifty years. Farmers say that the money will not help them because it is (16) _____.

An aeroplane which was carrying a group of (17) _____ was forced to land just (18) _____ minutes after take-off. The passengers were rescued by (19) _____. The operation was helped because of the good weather. The passengers thanked the (20) _____ for saving their lives but unfortunately they lost their musical instruments.



SECTION 3 Questions 21 ~ 30

Questions 21 ~ 25

Complete the sentences below. Use NO MORE THAN THREE WORDS for each answer.

According to Dr Clarke:

21. Scientists want to know whether global warming is caused by _____.
22. Insulation may cause the Earth to _____.
23. There are many _____ on the global climate.
24. The _____ does not remain static.
25. We cannot understand the global climate without understanding _____.

Questions 26 ~ 27

Complete the table. Use NO MORE THAN THREE WORDS for each answer.

Methods used to measure temperature	Location of instruments
a) From thermometers in buoys b) When water is drawn through the (26) _____ of ships c) ATSR (infra-red detector)	<div style="display: flex; align-items: center;"><div style="font-size: 3em; margin-right: 5px;">}</div>sea 27 _____</div>

Questions 28 ~ 30

Which THREE advantages of the ATSR are mentioned by Dr Clarke? Circle the three correct letters.

List of Advantages

- A. lasts two and a half years
- B. measures very accurately
- C. produce large amounts of data
- D. is located in two places
- E. can view 500 kilometres at a time
- F. correct to within 3 degrees centigrade

SECTION 4 Questions 31 ~ 40

Questions 31 ~ 40

Complete the lecture notes. Use NO MORE THAN THREE WORDS for each answer.

Purpose of the mini lecture

To experience

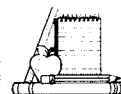
(31) _____

To find out about

(32) _____

The three Strands of Sports Studies are:

- A Sports psychology
- B Sports (33) _____
- C Sports physiology
- A The psychologists work with (34) _____



- They want to discover what (35) _____
- B Sports marketing look at (36) _____
- Sport now competes with (37) _____
- Spectators want (38) _____
- C Sports physiology is also known as
(39) _____
- Macro levels look at (40) _____

READING

Passage 1

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

Creating Artificial Reefs

In the coastal waters of the US, a nation's leftovers have been discarded. Derelict ships, concrete blocks, scrapped cars, army tanks, tyres filled with concrete and redundant planes litter the sea floor. However, this is not waste disposal, but part of a coordinated, state-run programme. To recently arrived fish, plants and other sea organisms, these artificial reefs are an ideal home, offering food and shelter.

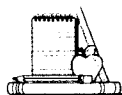
Sea-dumping incites widespread condemnation. Little surprise when oceans are seen as 'convenient' dumping grounds for the rubbish we have created but would rather forget. However, scientific evidence suggests that if we dump the right things, sea life can actually be enhanced. And more recently, purpose-built structures of steel or concrete have been employed—some the size of small apartment blocks principally to increase fish harvests.

The choice of design and materials for an artificial reef depends on where it is going to be placed. In areas of strong currents, for example, a solid concrete structure will be more appropriate than ballasted tyres. It also depends on what species are to be attracted. It is pointless creating high-rise structures for fish that prefers flat or low relief habitat. But the most important consideration is the purpose of the reef.

In the US, where there is a national reef plan using cleaned up rigs and tanks, artificial reefs have mainly been used to attract fish for recreational fishing or sport-diving. But there are many other ways in which they can be used to manage the marine habitat. For as well as protecting existing habitat, providing purpose-built accommodation for commercial species (such as lobsters and octupi) and acting as sea defences, they can be an effective way of improving fish harvests.

Japan, for example, has created vast areas of artificial habitat—rather than isolated reefs—to increase its fish stocks. In fact, the cultural and historical importance of seafood in Japan is reflected by the fact that it is a world leader in reef technology. What's more, those who construct and deploy reefs have the sole rights to the harvest.

In Europe, artificial reefs have been mainly employed to protect habitat. Particularly so in the



Mediterranean were reefs have been sunk as physical obstacles to stop illegal trawling, which is destroying sea grass beds and the marine life that depends on them. 'If you want to protect areas of the seabed, you need something that will stop trawlers dead in their tracks,' says Dr Antony Jensen of the Southampton Oceanography Centre.

Italy boasts considerable artificial reef activity. It deployed its first scientifically planned reef using concrete cubes assembled in pyramid forms in 1974 to enhance fisheries and stop trawling.

And Spain has built nearly 50 reefs in its waters, mainly to discourage trawling and enhance the productivity of fisheries. Meanwhile, Britain established its first quarried rock artificial reef in 1984 off the Scottish coast, to assess its potential for attracting commercial species.

But while the scientific study of these structures is a little over a quarter of a century old, artificial reefs made out of readily available materials such as bamboo and coconuts have been used by fishermen for centuries. And the benefits have been enormous. By placing reefs close to home, fishermen can save time and fuel. But unless they are carefully managed, these areas can become over-fished. In the Philippines, for example, where artificial reef programmes have been instigated in response to declining fish populations, catches are often allowed to exceed the maximum potential new production of the artificial reef because there is no proper management control.

There is no doubt that artificial reefs have lots to offer. And while purpose-built structures are effective, the real challenge now is to develop environmentally safe ways of using recycled waste to increase marine diversity. This will require more scientific research. For example, the leachates from one of the most commonly used reef materials, tyres, could potentially be harmful to the creatures and plants that they are supposed to attract. Yet few extensive studies have been undertaken into the long term effects of disposing of tyres at sea. And at the moment, there is little consensus about what is environmentally acceptable to dump at sea, especially when it comes to oil and gas rigs. Clearly the challenge is to develop environmentally acceptable ways of disposing of our rubbish while enhancing marine life too. What we must never be allowed to do is have an excuse for dumping anything we like at sea.

Questions 1 ~ 3

The list below gives some of the factors that must be taken into account when deciding how to construct an artificial reef. Which THREE of these factors are mentioned by the writer of the article? Write the appropriate letters A ~ F in boxes 1 ~ 3 on your answer sheet.

- A. The fishing activity in the area
- B. The intended location of the reef
- C. The existing reef structures
- D. The type of marine life being targeted
- E. The function of the reef
- F. The cultural importance of the area

Questions 4 ~ 8

Complete the table below. Choose NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in boxes 4 ~ 8 on your answer sheet.



Area/country	Type of Reef	Purpose
US	made using old (4)	to attract fish for leisure activities
Japan	forms large area of artificial habitat	to improve (5)
Europe	lies deep down to form (6)	to act as a sea defence
Italy	consists of pyramid shapes made of (7)	to prevent trawling
Britain	made of rock	to encourage (8) fish species

Questions 9 ~ 12

Using NO MORE THAN THREE WORDS, complete the following sentences. Write your answers in boxes 9 ~ 12 on your answer sheet.

In (9) people who build reefs are legally entitled to all the fish they attract.

Trawling inhibits the development of marine life because it damages the (10).

In the past, both (11) were used to make reefs.

To ensure that reefs are not over-fished, good (12) is required.

Question 13

Choose the appropriate letter A ~ D and write it in box 13 on your answer sheet.

13. According to the writer, the next step in the creation of artificial reefs is _____.

- A. to produce an international agreement
- B. to expand their use in the marine environment
- C. to examine their dangers to marine life
- D. to improve on purpose-built structures

Passage 2

You should spend about 20 minutes on Questions 14 ~ 27 which are based on Reading Passage 2 on the following pages.

Questions 14 ~ 18

Reading Passage 2 has six paragraphs A ~ F.

Choose the most suitable headings for paragraphs B ~ F from the list of headings below.

Write the appropriate numbers(I-IX) in boxes 14 ~ 18 on your answer sheet.

NB There are more headings than paragraphs, so you will not use them all.