





## Reading Passage 1

You should spend about 20 minutes on Questions 1 ~ 15 which are based on Reading Passage 1.

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### The Birth Of The Microwave

**A** Chances are, you'll use a microwave oven at least once this week – probably (according to research) for heating up leftovers or defrosting something. Microwave ovens are so common today that it's easy to forget how rare they once were. As late as 1977, only 10% of U.S. homes had one. By 1995, 85% of households had at least one. Today, more people own microwaves than own dishwashers.

**B** Magnetrons, the tubes that produce microwaves, were invented by British scientists in 1940. They were used in radar systems during World War II, and were instrumental in detecting German planes during the Battle of Britain. These tubes – which are sort of like TV picture tubes – might still be strictly military hardware if Percy Spencer, an engineer at Raytheon (a U.S. defense contractor), hadn't stepped in front of one in 1946. He had a chocolate bar in his pocket; when he went to eat it a few minutes later, he found that the chocolate had almost completely melted. That didn't make sense. Spencer wasn't hot – how could the chocolate bar be? He suspected the magnetron was responsible, so he tried an experiment. He put a bag of popcorn kernels in the tube. Seconds later, they popped. The next day, Spencer brought eggs and an old tea – kettle to work. He cut a hole in the side of the kettle, put an egg in it, and placed it next to the magnetron. Just as a colleague went to see what was happening, the egg exploded.

**C** Spencer shared his discovery with his employers at Raytheon, and suggested manufacturing magnetron – powered ovens to sell to the public. Raytheon was interested. They had the capacity to produce 10000 magnetron tubes per week, but with World War II over, military purchases had been cut down to almost nothing. What better way to recover lost sales than to put a radar set disguised as a microwave oven in every American home? Raytheon agreed to back the project. The company patented the first "high frequency dielectric heating apparatus" in 1953. Then they held a contest to find a name for their product. Some came up with "Radar Range," which was later combined into the single word – *Radarange*.

**D** Raytheon had a great product idea and a great name, but they didn't have an oven anyone could afford. The 1953 model was 5 ½ feet tall, weighed more than 750 pounds, and cost \$ 3000. Over the next 20 years, railroads, ocean liners and high – end restaurants were virtually the only Radarange customers. In 1955, a company called Tappan introduced the first microwave oven for average consumers; it was smaller than the Radarange, but still cost \$ 1295 – more than some small homes. Then in 1964, a Japanese company perfected a miniaturized magnetron, and Raytheon soon after introduced a Radarange

that used the new magnetron. It sold for \$495. But that was still too expensive for the average American family. Finally, in the 1980s, technical improvements lowered the price and improved the quality enough to make microwave ovens both affordable and practical. By 1988, 10% of all new food products in the U.S. were microwaveable.

**E** Here is the first thing you should know about "microwaves": Like visible light, radio waves and X-rays, they are waves of electromagnetic energy. What makes the four waves different from each other? Each has a different length (wavelength) and vibrates at a different speed (frequency). Microwaves get their name because their wavelength is much shorter than electromagnetic waves that carry TV and radio signals. The microwaves in a microwave oven have a wavelength of about four inches, and they vibrate 2.5 billion times per second -- about the same natural frequency as water molecules. That's what makes them so effective at heating food. A conventional oven heats the air in the oven, which then cooks the food. But microwaves cause water molecules in the food to vibrate at high speeds, creating heat. The heated water molecules are what cooks the food. Glass, ceramics and plastics contain virtually no water molecules, which is why they don't heat up in the microwave. When the microwave oven is turned on, electricity passes through the magnetron, the tube which produces microwaves. The microwaves are then channeled down a metal tube (waveguide) and through a slow rotating metal fan (stirrer), which scatters them into the part of the oven where the food is placed. The walls of the oven are made of metal, which reflects microwaves the same way that a mirror reflects visible light. So when the microwaves hit the stirrer and are scattered into the food chamber, they bounce off the metal walls and penetrate the food from every direction. Some ovens have a rotating turntable that helps food cook more evenly. Do microwaves cook food from the inside out? Some people think so, but the answer seems to be no. Microwaves cook food from the outside in, like conventional ovens. But the microwave energy only penetrates about an inch into the food. The heat that's created by the water molecules then penetrates deeper into the food, cooking it all the way through. This secondary cooking process is known as "conduction."

**F** When sales of microwave ovens took off in the late 1980s, millions of cooks discovered the same thing: Microwaves just don't cook some foods as well as regular ovens do. The reason: Because microwaves cook by exciting the water molecules in food, the food inside the microwave oven rarely cooks at temperature higher than 212°F, the temperature at which water turns to steam. Conventional ovens, on the other hand, cook to temperatures as high as 550°F. High temperatures are needed to caramelize sugars and break down proteins, carbohydrates and other substances, and combine them into more complex flavors. So, microwave oven can't do any of this, and it can't bake, either.

Some people feel this is the microwave's Achilles heel. "The name 'microwave oven' is a misnomer," says Cindy Ayers, an executive with Campbell Soup. "It doesn't do what an oven does." "It's a glorified popcorn popper," says Tom Vierhile, a researcher with Marketing Intelligence, a newsletter that tracks microwave sales. "When the microwave first came out, people thought they had stumbled on nirvana. It's not the appliance the food industry thought it would be. It's a major disappointment." Adds one cooking critic: "Microwave sales are still strong, but time will tell whether they have a future in the American kitchen."



### Questions 1 ~ 5

Reading Passage 1 has six paragraphs. Choose the most suitable headings for paragraphs B ~ F from the list of headings below. Write the appropriate numbers (i ~ xi) in boxes 1 ~ 5.

**NB:** There are more headings than paragraphs, so you will not use all of them. You may use any of the headings more than once.

#### List of Headings

- (i) Spencer's Discovery
- (ii) The Introduction of the Radarange
- (iii) Spencer's Invention
- (iv) The Birth of the Microwave
- (v) Essential Details about Microwaves
- (vi) Conduction Cooking
- (vii) The Future of the Microwaves
- (viii) How Food Is Cooked
- (ix) The Commercial Development of the Microwave
- (x) You and Your Microwave
- (xi) Limitations of the microwave

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Example :  
Paragraph A

Answer:

X

1. Paragraph B
2. Paragraph C
3. Paragraph D
4. Paragraph E
5. Paragraph F

### Questions 6 ~ 9

Use No More Than Three Words to answer the following questions. Write your answers in boxes 6 ~ 9 on your answer sheet.

6. What is the name given to the heat process that starts from the outside and moves to the inside?
7. The reason that regular ovens are slower is because they don't heat these as well.
8. We can think of a microwave as different from other types of light in terms of what two character-

istics?

9. What does light immediately do once it hits the metal walls in a microwave.

### Questions 10 ~ 15

Do the following statements agree with the information given in Reading Passage 1? Write your answers in boxes 10 ~ 15 on your answer sheet.

<b>Yes</b>	if the statement agrees with the information
<b>No</b>	if the statement contradicts the information
<b>Not Given</b>	if there is no information on this in the passage



10. The microwave technology was invented by Spencer.  
11. Regular ovens do not heat water molecules.  
12. Raytheon couldn't make money out of microwave ovens at first.  
13. The reason water molecules heat faster is not due to the fact that microwave light is stronger.  
14. Microwaves can't heat food higher than an oven can.  
15. Microwave sales are declining.

## Reading Passage 2

You should spend about 20 minutes on Questions 16 ~ 28 which are based on Reading Passage 2.

### Overtaking Concorde

**1** The obvious response of airlines faced with overcrowded airports such as those in Tokyo, Osaka, Honk Kong and many others is to put more people into each aircraft, meaning that big is beautiful. For trunk routes, wide-bodied jets are the way to go for economic efficiency. Aircraft and engine manufacturers have done their bit by tweaking airframes to reduce drag and fuel-burn over the years, bringing basic operating costs down.

**2** But this path of development is now approaching the end of worthwhile technological improvements, with only two new extensions left. First involves the Airbus A330 and the Boeing 777, both now being developed, which will both be seen in the colours of various Asian airlines in the mid to late 1990s. When these designs are pushed to their ultimate form over a few years of increasing engine power, both will be in effect twin-engined 747s so far as capacity is concerned - high-volume people movers ideal for Asia's regional trunk routes.

**3** The second path is to scale up capacity using four engines, and Airbus and Boeing are both looking

at designs for what will be effectively giant 747s, with 600 ~ 700 seats and either side-by-side double fuselages (Airbus) or a full-length double deck (Boeing). Neither type is expected to appear in less than 10 years, but when they do, among obvious applications will be trans-Pacific and Asia-Europe routes.

**4** But the speeds of these new types will be in the same range as that of virtually all jet transports since their inception in the 1950s and 1960s; Mach 0.8 ~ 0.85 (80% ~ 85% of the speed of sound), a zone mandated by the limits of subsonic aerodynamics, the historic cost of materials and, latterly, environmental considerations such as noise and air-pollution from engines.

**5** The only exception used in commercial service is the Anglo-French Concorde, still flying regular supersonic trips across the Atlantic 15 years after its introduction. But Concorde has been the shoal on which other dreams of supersonic airliners have foundered; a spectacular technical success for its time, it was an equally spectacular commercial failure, with only 14 entering commercial service. It is too noisy, too small, drinks fuel and has only been viable - at premium fares - because its development costs were written off by the British and French governments.

**6** The message for those with supersonic ambitions has been that if you cannot do better than Concorde, do not even try.

**7** However, parts of the philosophy which led to Concorde still apply, and are leading to hopes that supersonic transport may be only a matter of 15 ~ 20 years away. First is that everyone would like to reach their destination faster, instead of spending boring hours confined in a metal tube. And second is that increasing an aircraft's speed also increases its potential productivity, meaning less units needed to do the same amount of work.

**8** Various consortia in the US, Europe and Japan are now undertaking studies to define the market, the product and the technology necessary to bring this about, though the target date of 2005 is thought to be highly optimistic by most. Some of the efforts seem to focus on high technology for its own sake, with applications to be found later; Japan, for instance, has teamed up with four major Western engine manufacturers in an eight year, US \$ 224 million programme to develop a "variable cycle" turbo-ramjet capable of operating at Mach 5, or about 4800 km per hour.

**9** But a study by Boeing indicates that, for commercial success, a supersonic transport should fly at about half this speed, or only slightly faster than Concorde, for economic and environmental reasons. Boeing's thinking was the result of its involvement in a project with the US National Aeronautics and Space Administration to look at commercial supersonic flight in 1986. By 1988, impressed with the apparent potential shown by its studies, Boeing set up a team to do preliminary design work and look at technological development.

**10** Boeing's market projections were based on worldwide passenger flows doubling by the year 2000 to 4.8 million passengers a day, or a rate of 5.9% a year - slightly higher than its own more recent estimate of 5.2%. Boeing then looked at the scheduled international market, which accounts for 23% of the

total, and took out routes of less than 2500 nautical miles as uneconomic for supersonic flight. It also eliminated routes which are mostly over land, because of concern about sonic booms. What remains in the year 2000, says Boeing, is a group of trans - Pacific, Asia - Europe and trans - Atlantic routes which will account for 315000 passengers a day, a figure which will grow to 607000 a day by 2015. This, according to Boeing, is a potential market for 1000 ~ 1500 supersonic transports with 5000 nautical miles' range, a cruising speed of Mach 2.4 and a capacity of 250 ~ 300 passengers.

**11** With this design basis, a non - stop Los Angeles - Tokyo trip would take only four hours and 18 minutes, compared with 10 hours 18 minutes today. And even with one stop on longer flights, the time saved is dramatic: Los Angeles to Sydney would be 7 hours 18 minutes, including an hour's stop in Honolulu, compared with today's non - stop subsonic flying time of 14 hours.

**12** Major considerations for Boeing were that the supersonic aircraft should be able to use existing airports, comply with the latest noise regulations and not require exotic fuels such as liquid hydrogen. This means new technology for engines, and according to Boeing, various promising leads have been identified which should lead to meeting goals set for noise and exhaust emission standards. Boeing says that meeting the noise goals "Will be a difficult but achievable task," and points to engine - manufacturers' research into ways of reducing emissions of oxides of nitrogen which harm the earth's ozone layer.

**13** While use of supersonic aircraft from existing airports might help to cut the rate of growth of fleets, given that less units will produce more work, there is a downside to this argument. If a supersonic aircraft performs twice as many trips as its subsonic counterpart, it will be on the ground twice as often, and therefore taking up parking bays, immigration and customs facilities and other airport services for twice as long.

**14** The need for additional airports and better facilities is therefore not going to disappear. Without them, the number of trips in which time spent in airports exceeds flying time will merely increase as aircraft speed rises.

### Questions 16 ~ 19

*In the box below are what are / were to be done in the aircraft making industry. Answer the following questions by choosing letters A ~ H in the box below. Please note that some questions need more than one letter. Write your answers in boxes 16 ~ 19 on your answer sheet.*

- A. Develop the latest models of four - engined jumbo jets.
- B. Increase aircraft's productivity.
- C. Send people to their destinations more quickly.
- D. Renew study of and ultimately the production of supersonic jets.
- E. Use liquid hydrogen as fuel to increase engine power.
- F. Develop the latest models of two - engined jumbo jets.

16. According to the passage, what three in the above list are actions taken to fly more people and fly them faster?

17. Which one in the above list is an action taken to produce better engines for supersonic jets?

18. Which one in the above list is an action to be taken to cope with an increase of passengers travelling by air?

19. Which two in the above list are reasons for future supersonic transport?

### Questions 20 ~ 23

Complete the table below. Write your answers in boxes 20 ~ 23 on your answer sheet.



	departure	arrival	time	stopover(Y/N)
supersonic	Los Angeles	(20)	4 hr 18 min	N
subsonic	Los Angeles	Tokyo	(21)	N
supersonic	Los Angeles	Sydney	7 hr 18 min	(22)
subsonic	Los Angeles	Sydney	14 hr	(23)

### Questions 24 ~ 28

Use No More Than One or Two Words to answer the following questions. Write your answers in boxes 24 ~ 28 on your answer sheet.

Example:

24. What is the likely speed that the new supersonic jets will fly at?
25. What is the capacity that Boeing is aiming at for the new supersonic jets?
26. What is the approximate number of passengers travelling by air today?
27. What is the number of passengers in the year of 2015 that Boeing is now thinking of when projecting the market potential for supersonic aircraft?
28. What is the main idea of Reading Passage 2?
- Choose one letter from below and write it in box 28 on your answer sheet.
- A. Concorde was a technical success but a commercial failure.
- B. There is a renewed interest in commercial supersonic transport.
- C. There are many problems to solve in order to improve supersonic aircraft.
- D. Increasing concerns for environmental considerations mean good - bye to commercial supersonic transport.

## Reading Passage 3

You should spend about 20 minutes on Questions 29 ~ 40 which are based on Reading Passage 3.

### Dante Tours the inferno

1 It wasn't until refrigerator-size boulders began hurtling down from above that the scientists sitting in an Anchorage, Alaska, control room started to get seriously worried until then the robot known as Dante II had successfully negotiated a steep, muddy descent and ambled unconcernedly through hot steam and poisonous gases. But even a 3-m-tall, 770-kg automation has its limits, and multiton chunks of rock moving at high speed were beyond Dante's. "That big one," said Carnegie Mellon University robotics expert John Bares, pointing nervously at a video screen after a rockslide, "would've wiped us out."

2 In the end, it was a misstep, not a rock, that toppled Dante, and only after the robot had completed its main mission: a detailed study of the crater floor 90 m below the rim of Alaska's active Mount Spurr volcano that included a 3-D survey of the hellish terrain and an analysis of gases issuing from belching vents. Among the significant results: the first maps of the crater's surface, normally hidden by out-croppings and haze. Dante also discovered scant sulfur dioxide and hydrogen sulfide in the noxious air, implying that the volcano, which erupted in 1992, will probably stay quiet for a while.

3 But important as this news was to the volcano experts and the people of Anchorage, just 130 km from Mount Spurr, the volcano study was perhaps the least noteworthy part of the robot's mission. Despite the final slipup, which toppled Dante and left it stranded on the steep mountain slope, the 10-day trek went a long way toward proving the potential of a technology that could let humans explore a wide range of

- board video cameras enable scientists to view the terrain. Even more useful is a laser - ranging system - a sort of light - based radar - that makes 30000 distance measurements every second and generates a virtual - reality computer image of the landscape. Says Bares: "It gives us a very complete picture of what's around us."

**6** What makes Dante II truly revolutionary, however, is its four computers and their controlling software. Although the robot was connected by cable to a power generator and transmitter at the crater rim, which let the scientists direct it via a satellite hookup to the control room, Dante II can operate independently at times and did for nearly half the mission, negotiating its own path through the boulders.

**7** That skill will be crucial if a Dante - like robot is sent to another world. On Mars, for example, says Lavery, contact would probably be limited to once a day, and even then the enormous distances would result in a minimum 10 - minute time lag in communications. Dante II is not quite smart enough for full autonomy, but considering that it took less than a year to design and build, it is remarkably close to self - sufficient. Says Lavery: "The consensus was, if we had another four or five months, we would have had that ability."

**8** Another barrier to sending robots to the planets is weight: every kilogram sent into space is expensive. At nearly a ton, Dante II would break the bank. Whittaker is already thinking about lighter models, though. And while NASA's Lavery cautions that Dante II is still "far from any sort of flight opportunity," he acknowledges that much of the technology used aboard Dante II may find its way into future space missions. In fact, NASA wants to launch a robot explorer toward Mars as early as 1996. And a private company working with Carnegie Mellon scientists hopes to send a Dante - like robot to the moon in 1997. The purely commercial purpose: to gather images for a gamelike, virtual - reality tour across the lunar surface.

**9** In the meantime, Dante II - type robots should be in hot demand from earthbound volcanologists, 11 of whom have died exploring active craters in the past few years. As for Dante III, or whatever Whittaker calls the next generation, its task will be to spare humans from facing even greater dangers on other worlds.

### Questions 29 ~ 32

Complete the table of the details of Dante II below. Write your answers in boxes 29 ~ 32 on your answer sheet.

Item	Detail
<i>Example: Height</i>	3 m
Weight	(29)
(30)	90 cm per minute
Body material	(31)
Designed by	(32)

### Questions 33 ~ 35

Choose the appropriate letter / letters and write it / them in boxes 33 ~ 35 on your answer sheet.

33. The on-board equipment of Dante II includes the following except

- A. a laser-ranging system.
- B. a power generator.
- C. 8 video cameras.
- D. 4 computers.
- E. a transmitter.

34. Dante II has been used in which of the following areas?

- A. To explore volcanos.
- B. To explore ocean floor.
- C. To clean nuclear contaminated areas.
- D. To inspect the heat resistant tiles of NASA's space shuttles.
- E. To explore the surface of the moon.

35. Dante II is not qualified for space expeditions because

- A. it is not smart enough.
- B. it does not go fast enough.
- C. it is too bulky to be carried by a spacecraft.
- D. it needs better heat-resistant materials.
- E. it is not light enough.

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### Questions 36 ~ 40

Decide if the following statements are true or false according to the information provided in Reading Passage 3. If a statement is true, write **True** in the corresponding box in the answer sheet; if it is false, write **False**. If there is no information about a statement, write **Not Given** in the corresponding box in the answer sheet.

Example:

A robot similar to Dante II has been made to inspect the heat-resistant tiles on NASA's space shuttles.

Answer:

**NOT GIVEN**

- 36. Falling rocks damaged Dante II.
- 37. Dante II sent 3-D graphic images of a deep cave.
- 38. A modified version of Dante II will be sent to Mars in 1996.
- 39. Dante II had an accident after it had completed its main mission.
- 40. If the designers and builders had had more time, they would have made Dante II more intelligent and able to make all its decisions.



## Writing Test

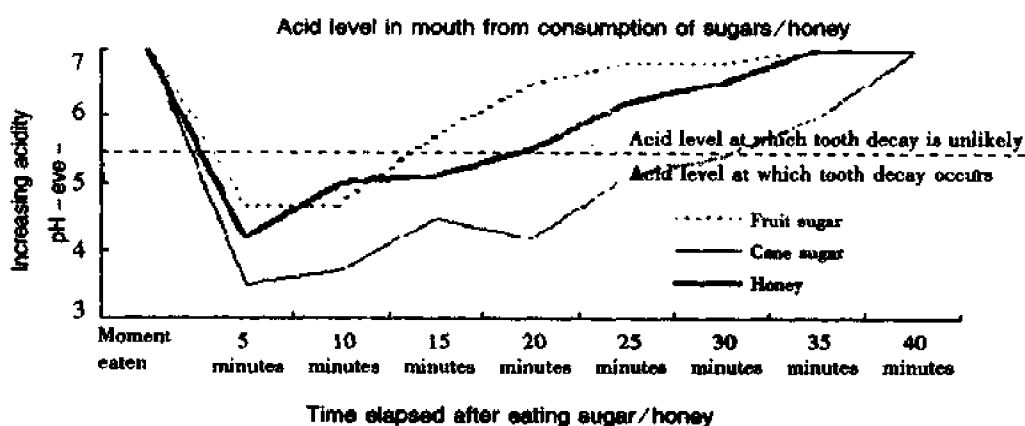
### Writing Task 1

You should spend about 20 minutes on this task.

You should write at least 150 words.

**write task 1** Eating sweet foods produces acid in the mouth which can cause tooth decay. (High acid levels are measured by low pH values.)

Describe the information below and discuss the implications for dental health.



### Writing Task 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

In some countries the average worker is obliged to retire at the age of 50, while in others people can work until they are 65 or 70. Meanwhile, we see some politicians enjoying power well into their eighties. Clearly, there is little agreement on an appropriate retirement age.

Until what age do you think people should be encouraged to remain in paid employment?

Give reasons for your answer.

You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

## IELTS 学术类模拟题一(答案)

### Reading Passage 1

#### Questions 1 ~ 15

- |                         |   |
|-------------------------|---|
| 1. i                    | 9. (it) bounces/reflects                                      |
| 2. ii                   | 10. N   |
| 3. ix                   | 11. F (not as efficiently)                                    |
| 4. v                    | 12. NG (although not many customers, we do not know for sure) |
| 5. xi                   | 13. Y (right temperature)                                     |
| 6. conduction           | 14. Y   |
| 7. water molecules      | 15. NG  |
| 8. wavelength frequency |   |



### Reading Passage 2

此文有约 1000 词,是真题长度的上限。真题的文章在 800 ~ 1000 词之间。

#### Questions 16 ~ 19

16. A, D, F 第 2 段提到 two new extensions, 分别是发展双引擎和四引擎的客机, 也就是说选项中的 F 和 A。第三条出路就是本文的主题, 即发展超音速民用飞机, 也就是选项 D。此种需要两个或更多字母作答案的题, 如只部分答对则不记分。除顺序外, 所有的字母必须与标准答案一致。

17. H 见第 4 和第 11 段。

18. G 注意此题的措词, 大意为“乘飞机的人增加了该怎么办”, 不应将其理解为“想增加乘飞机的人, 该怎么办”。

19. B, C 见第 7 段的 First ... And second is ...。

#### Questions 20 ~ 23

见第 11 段。

20. Tokyo

21. 10 hours 18 minutes

22. Y

23. N

#### Questions 24 ~ 28

24. Mach2.4 Mach: 马赫数。Mach2.4: 音速的 2.4 倍。此题亦可答作 2.5 或 4800km/hour(见第 8 段最后一句和第 9 段的第 1 句)。

25. 250 ~ 300 capacity: 载客量。见第 10 段最后几个词。

26. 2.4 million 见第 10 段第 1 句话(大意是“到 2000 年翻番, 达到 4.8 百万”, 现在的人数为 2.4 百万)。

27. 607000/day 为超音速客机作市场预测时,要抛掉许多群体:受旺、淡季影响的、路程短的、在陆地上空飞行的等等。详见第 10 段。the scheduled international market: 定期航班的国际市场,即受旺、淡季影响的航班。

28. B

### Reading Passage 3

Dante: 但丁,意大利诗人,长诗《神曲》的作者。该诗分《地狱》、《炼狱》、《天堂》三个部分,以梦幻的形式描写作者游历“地狱”、“炼狱”、“天堂”的情景。在此文中为一机器人的名字。

inferno: 地狱,在此文中指火山口。

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### Questions 29 ~ 40

29. 770 kg/nearly a ton 见第 1 段和第 8 段。

30. Top moving speed 见第 5 段。

31. Aluminium 见第 5 段。

32. Bares and whittaker 见第 1、4 段。第 4 段的 Bares 是第 1 段提到的 John Bares。答题应对等,只用姓答,或用姓和名答。

33. B, E 见第 6 段第 2 句。

34. A 题中用的是完成时。文中虽提到此类机器人可用于其他用途,但文中所描述的是 Dante II 的“处女航”,此机器人尚未用于其他用途。

35. A, E 见第 7、8 段。

36. False 见第 2 段第 1 句。

37. False Dante II 探索了火山口,不是山洞。

38. Not Given 题中的情态动词 will 表示即将、就要,表达势在必行、不可逆转的意思,而第 8 段用的是 wants to, 与 will 意思不同。另外,题中明确了时间(1996),而文中用的是 as early as 1996,意思也不一样。

39. True 见第 2 段第 1 句。

40. True 见第 7 段后半段。

### Writing Task 1

Anyone who has visited a dentist has been told that eating excessive amounts of sweets risks harming the teeth. This is because sweets lower pH levels in the mouth to dangerous levels.

When the pH level in the mouth is kept above 5.5, acidity is such that teeth are unlikely to be in danger of decay. Sweet foods, however, cause pH in the mouth to drop for a time, and the longer pH levels remain below 5.5, the greater the opportunity for decay to occur.

By comparing fruit sugar, cane sugar and honey, which are all common ingredients of sweet foods, we find that cane sugar lowers pH levels for the longest period, thus producing the greatest risk of the three. Approximately five minutes after consuming cane sugar, pH levels drop to as little as pH 3.5. They then begin to rise slowly, but do not rise above pH 5.5 until at least 30 minutes have elapsed. By contrast, fruit sugar, which causes the mouth's acidity to fall to just above pH 4, poses a danger for a shorter period: tooth decay is unlikely 20 minutes after consumption. Honey appears an even less risky

substance. Though acidity falls to about pH 4.75 within five minutes of consumption, it returns to above pH 5.5 in under fifteen minutes.

The implications, then, are that people who insist on eating sweet foods should be aware of the ingredients, and that fruit sugar or honey appear preferable to cane sugar.

(242 words )

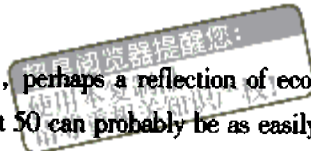
### Writing Task 2

Mandatory retirement age varies from society to society, perhaps a reflection of economics, population pressures or simply value systems. Indeed, retirement at 50 can probably be as easily justified as that at 70. It is my belief, however, that the longer an able person is allowed to work, the better for both the individual worker and the employer.

Chronological age is not always a true indicator of ability. While some 65-year-olds may not perform as well as they did in their past, many workers at this age do just as well or better than they used to. People's suitability for a position should be a reflection of their performance in the job, rather than the number of wrinkles or grey hairs they have. Employers concerned about the increasing age of their employees need only observe their work records. Those doing poorly may be asked to retire, but those as yet unaffected by age should stay on. Indeed, it would appear economical for an organisation to retain its older employees when possible rather than spend time and money on training new workers.

Remaining in one's job for as long as one is able makes sense as life expectancies increase around the world. As people live longer, they are longer able to contribute to society in the form of meaningful work. But they are also in need of income for a longer period, so a mandatory retirement age of 55 for someone who is statistically likely to live to 77 becomes increasingly difficult to justify. At a time when populations are ageing, governments are less able to provide for their senior citizens, so by keeping able workers in paid employment for as long as is practicable, public expenditures are less strained.

Thus, workers who can still demonstrate their capacity to carry out their work should not be asked to



## IELTS 学术类模拟题二

# INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

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PRACTICE TEST (Version Two)

## ACADEMIC READING TEST

### Instructions

**ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET**

The test is divided as follows:

Reading Passage 1	Questions 1 ~ 13
Reading Passage 2	Questions 14 ~ 27
Reading Passage 3	Questions 28 ~ 40

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question leave it and go on to the next. You can return to it later.

## Reading Passage 1

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

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### A Sizzling Scientific Debate

**A** Environmentalists staged Earth Day to dramatize a simple message: The planet is threatened by a host of man-made ills, from toxic landfills to ozone depletion. But at least one part of the message — the theory that the buildup of carbon dioxide and other green-house gases in the atmosphere will cause global warming — has come under considerable attack. A small but vocal group of scientists contends that the case for warming is sketchy and based on inadequate computer models.

**B** Forces in Washington, led by White House chief of staff John Sununu, have seized upon the debate and persuaded President Bush to take a cautious approach to the problem. While not dismissing the greenhouse threat, the President has emphasized the need for more scientific research to help determine the proper policy response. This go-slow approach has irritated government officials in several other countries, especially in Western Europe. As the Europeans point out, many scientists still fear that global warming could take place unless strong action is taken to prevent it.

**C** Last week representatives from 18 nations gathered in Washington for a global-warming conference set up by the White House. The Bush Administration had hoped to get a debate going on the uncertainties of the greenhouse effect. Instead, most of the delegates appeared to agree that the global-warming threat is real and potentially serious. In the face of this strong sentiment, President Bush denied that he was taking global warming too lightly. The President reconfirmed a U.S. pledge to cooperate in a United Nations agreement on dealing with climate change.

**D** The greenhouse dilemma illustrates the difficulty of setting policy based on uncertain projections of the future. Scientists generally agree that an unchecked accumulation of greenhouse gases will eventually lead to warming, but no one knows when it will start, how much will take place or how rapidly it will occur. The most widely accepted estimate is a rise in the earth's average temperature of 1.50°C to 4.50°C (3°F to 8°F) as early as 2050. An increase in the upper part of that range could produce disastrous climatic effects, including rising sea levels and severe droughts in some areas.

**E** But the computer models that make the projections may not accurately reflect such factors as the role of clouds and the heat-absorbing capacity of the oceans. As these phenomena are better understood, warming projections will undoubtedly be revised in one direction or another.

**F** Evidence that greenhouse warming has already started is at best tenuous. Even though some scientists believe the concentration of CO<sub>2</sub> in the air has shot up 25% since the early 1800s, the average global temperature has risen by no more than 0.5°C (1.1°F), and even that measurement is suspect. Moreover, the rise has been uneven. From about 1940 to 1970, a cooling period inspired some forecasters to predict a return of the ice ages.

**G** Despite the uncertainties, there is a broad consensus that nations should slow down the rate at which they are changing the atmosphere. Said West German Environment Minister Klaus Topfer at the Washington conference: "Worldwide action against the climatic threat is urgently required, even if the complicated scientific interrelationships of climatic change have not been fully understood."

**H** To his credit, Bush has already taken several steps that will help combat global warming. Among other things, the White House has 1) earmarked \$ 1 billion for global climate research next year; 2) committed the U.S. to phasing out production of chlorofluorocarbons, potent greenhouse gases, by the year 2000; and 3) vowed to plant a billion trees, which would absorb CO<sub>2</sub> from the air. But Administration officials admit that Bush advanced most of the measures for reasons other than reducing global warming. And environmentalists argue that the U.S. Government should do much more to discourage the burning of fossil fuels. Among the possibilities: raise the gasoline tax or use financial incentives to encourage people to buy smaller, more efficient cars.

*The following are the last two paragraphs of Reading Passage 1. Fill in the blanks with No More Than One or Two Words taken from the previous paragraphs. Write the words in boxes 1 ~ 5 on your answer sheet.*

**I** The White House, however, worries about the economic consequences of forcing sudden, drastic curbs in uses of ... (1) ... From the Administration's point of view, draconian action seems highly debatable so long as the scientific evidence for the greenhouse effect is ... (2) ... "We are not at the point where we can bet the economy," says a Sununu aide.

**J** That may be so. The ... (3) ... is wise to consider the possible economic damage before committing itself to a major reduction in ... (4) ... emissions. But surely the U.S. Government can safely do much more than it has already done to spur energy conservation. It is possible to buy a great deal of insurance against ... (5) ... without sabotaging the economy.

### **Questions 6 ~ 11**

*Do the following statements agree with the views of the "small but vocal group of scientists" (paragraph A)? In boxes 6 ~ 11 on your answer sheet write*

- |     |   |
|-----|---|
| Yes | if the statement agrees with the group;         |
| No  | if the statement does not agree with the group; |

**Not Given** if there is no information about this in the passage.

<i>Example:</i> Oceans have a great ability to retain heat and keep The atmosphere from warming substantially.	<i>Answer:</i>  <b>YES</b>
--	----------------------------------

6. An increase of carbon dioxide levels in the atmosphere means a corresponding increase of temperature.
7. Talks of a return of ice age are groundless as evidence shows that temperature has been rising since the early 1800s.
8. Computer models truly reflect what is happening around the world.
9. Clouds, formed by water vapours because of warm temperatures, may have a cooling effect by blocking some sunlight.
10. More intensive study should be carried out to find alternatives to replace fossil fuels.
11. Scientific conclusions are political since they may affect economy.

### Questions 12 – 13

12. Which paragraph gives an example of the idea that there is not sufficient evidence for global warming?
13. Which paragraph indicates that steps taken by the White House are more political than environmental?

## Reading Passage 2

You should spend about 20 minutes on Questions 14 – 27 which are based on Reading Passage 2.

### Terror on the internet

**A** Thanksgiving weekend was quiet in the Long Island, New York, home of Michelle Slatalla and Josh Quittner. Too quiet. The phone didn't ring all weekend – which is unusual for a pair of working journalists. Nor did they hear the familiar beep of electronic mail arriving from the Internet, although Quittner tried several times to log on. It wasn't until their tenant complained about a strange message on their answering machine that the couple investigated and discovered all was not well in their electronic cocoon.

**B** “We'd been hacked,” says Quittner, who writes about computers – and hackers – for his local newspaper *Newsday*, and will start writing for *Time* in January. Not only had someone jammed his Internet mailbox with thousands of unwanted pieces of electronic mail, finally shutting down his Internet access



altogether, but the couple's telephone had been reprogrammed to forward incoming calls to an out-of-state number, where friends and relatives heard a greeting laced with obscenities. "What's really strange," says Quittner, "is that nobody who phoned - including my editor and my mother - thought anything of it. They just left their messages and hung up."

**C** It gets stranger. In order to send Quittner that mail bomb - the electronic equivalent of dumping a truckload of garbage on a neighbor's front lawn - someone, operating by remote control, had broken into computers at IBM, Sprint and a small Internet service provider called the Pipeline, seized command of the machines at the supervisory - or "root" - level, and installed a program that fired off E-mail messages every few seconds. Adding intrigue to insult, the message turned out to be a manifesto that railed against "capitalist pig" corporations and accused those companies of turning the Internet into an "overflowing cesspool of greed." It was signed by something called the Internet Liberation Front, and it ended like this: "Just a friendly warning corporate America: we have already stolen your proprietary source code. We have already pillaged your million dollar research data. And if you would like to avoid financial ruin, get the (expletive deleted) out of Dodge. Happy Thanksgiving Day turkeys."

**D** It read like an Internet nightmare come true, a poison arrow designed to strike fear in the heart of all the corporate information managers who had hooked their companies up to the information superhighway only to discover that they may have opened the gate to trespassers. Is the I.L.F. for real? Is there really a terrorist group intent on bringing the world's largest computer network to its knees?

**E** The Net is certainly vulnerable to attack. Last April a pair of publicity-hungry lawyers deluged more than 5000 Usenet newsgroups with an unsolicited promotional mailing, triggering a flood of angry E-mail massive enough to knock them off the Net. A few years earlier a single "worm" program, designed by a Cornell University student to explore the network, multiplied out of control and brought hundreds of computer systems to a halt.

**F** Since then the Internet has become, if anything, an even more tempting target. According to the Pittsburgh, Pennsylvania-based Computer Emergency Response Team, which fields complaints from systems operators, hardly a day goes by without a computer assault of one sort or another - from filching passwords to trying to crack military files. In the first nine months of 1994, CERT logged 1517 incidents - up more than 75% from 1993 - some of them involving networks that link tens of thousands of machines. Two weeks ago, someone infiltrated General Electric's Internet link, forcing the company to pull itself off the network while it revamped its security system. "Every morning we find marks from people trying to pry open the firewall," says Michael Wolff, author of the *Net Guide* book series and founder of a small Internet service called Your Personal Network, a small Internet.

**G** Firewalls, for those not familiar with the jargon of electronic security, are computers that act like the guards in a corporation's front lobby. They are supposed to keep the tens of millions of people with Internet access from also having access to the company's internal computer systems, where precious corporate assets may be stored. Firewalls typically use passwords, keys, alarms and other devices to lock out intruders. But though such obstacles are an essential feature of any well-designed security system, ex-

perts warn that the technology of firewalls is still in its infancy. "There is no such thing as absolute security," says Steven Bellovin, co-author of *Firewalls and Internet Security*. "There is only relative risk."

**H** And what about the folks on the receiving end of a mail bomb? "That's a tough one," says Vinton Cerf, an MCI executive who helped design the Internet in the late 60's. "If you know who was sending you the mail, you could install a filter to throw it away. But trying to discard thousands of messages when you don't know where they're coming from just isn't possible."

**I** The Internet was built to be an open and cooperative system. That's its strength - and its weakness. "It's a fragile environment," says Pipeline founder James Gleick. "There's no cleverness in breaking a system like Pipeline. We're not MCI. We're exactly the kind of small-scale operation that gives the Internet its vitality and richness."

**J** That's what is so odd about the so-called Internet Liberation Front. While it claims to hate the "big boys" of the telecommunications industry and their dread firewalls, the group's targets include a pair of journalists and a small, regional Internet provider. "It doesn't make any sense to me," says Gene Spafford, a computer-security expert at Purdue University. "I'm more inclined to think it's a grudge against Josh Quittner."

**K** That is probably what it was. Quittner and Slatalla had just finished a book about the rivalry between a gang of computer hackers called the Masters of Deception and their archenemies, the Legion of Doom - an excerpt of which appears in the current issue of *Wired* magazine. And as it turns out, *Wired* was mail-bombed the same day Quittner was - with some 3000 copies of the same nasty message from the I.L.F. Speculation on the Net at week's end was that the attacks may have been the work of the Masters of Deception - some of whom have actually served prison time for vandalizing the computers and telephone systems of people who offend them. But given the layers of intrigue and deception in the hacker wars, that could just as easily be disinformation broadcast to distract attention from a rival gang - or even a gang aspirant. It almost doesn't matter. Like many terrorist acts, this one seems to have backfired. The Internet today feels a little less "liberated," a lot less safe and even more likely to be sectioned off with those firewalls the I.L.F. seemed so intent on destroying.

### Questions 14 ~ 20

The following (14 ~ 20) are some people, companies or organisations mentioned in Reading Passage 2. In the box below are what these people / companies / organizations did. Match each name with what it did by choosing a letter from the box and write the letters in boxes 14 ~ 20 on your answer sheet.

Example:  
James Gleick

Answer:

D

14. CERT

15. the Internet
16. a Cornell University student
17. two lawyers who wanted to attract attention
18. Quittner and Slatalla
19. I. L. F.
20. someone (in paragraph F)

- A. sent off advertisements through E-mail that annoyed a lot of people
  - B. detected many attempts to gain access to internal networks
  - C. jammed somebody's Internet mailbox with electronic garbage
  - D. founded Pipeline
  - E. offers an open service to millions of users
  - F. tampered with the network and collapsed many computer systems
  - G. penetrated a big company's security system of computer network
  - H. had parts of a book published in a magazine

### Questions 21 ~ 23

Use **No More Than Three Words** from Reading Passage 2 to answer the following questions. Write your answers in boxes 21 ~ 23 on your answer sheet.

21. What do I. L. F. stand for?
22. What is the name of the world's largest computer network?
23. What are used to keep network from being attacked by infiltration attempts?

### Questions 24 ~ 26

Answer the following questions by writing the paragraph letters (A ~ K) in boxes 24 ~ 26 on your answer sheet.

24. Which paragraph offers an explanation why Slatalla and Quittner suffered the disaster?
25. Which paragraph says there is an increase in the number of incidents to break into internal network?
26. Which paragraph explains how computer jamming could be done?

### Question 27

Choose two letters and write them in box 27 on your answer sheet.

27. What happened to Slatalla and Quittner?
  - A. Their Internet access was shut down by the company.
  - B. Their E-mail mailbox was jammed.



to the user. But with the proliferation of electronically controlled devices in factories, offices, homes and cars, makers are beginning to adopt a more rigorous approach to the problem of electromagnetic interference, too.

**8** One of the most common causes of interference, as anyone who has ever tried to listen to a radio or watch a television near a road knows, is the electromagnetic noise generated by a car engine's spark plugs. In addition, there are also domestic spark makers such as the igniters used to light gas stove and heaters. Other well-known culprits are the brushes of electric motors.

**9** All digital equipment, such as personal computers, modems and compact-disc players, contains a noisemaker in the form of a "clock," which is actually an oscillator whose high-frequency pulses synchronise the operation of digital circuits.

**10** How to prevent interference occurring among all this inaudible but ubiquitous cacophony? As in medicine, prevention is better than cure.

**11** Circuits can be designed so that they cannot unintentionally act as antennas. Circuit boards can be laid out to minimise the potential for noise emitting parts to affect each other. In addition, devices can be located far enough away from other devices to make interference unlikely. (But this approach is not idiot-proof: the cellular telephone in the Nagoya businessman's car, for instance, was installed in an unforeseen position.)

**12** Connectors and cables can be shielded from interference with special materials. Entire equipment cases can be shielded by coating them with special noise-absorbing paint.

**13** It is an ill wind that blows nobody any good. Those benefiting from the new concern about reducing electromagnetic noise include Asahi Glass and construction company Taisei. Both of these Japanese companies market special shielding materials intended to protect corporate computer rooms and "intelligent" commercial office buildings.

**14** Even more involved in the noise-reduction market are tape-maker TDK and materials-specialist Tokin. Both of these Japanese companies are strong in the technology of ferrite, an iron-derived material good at absorbing radiation. It is used, among other applications, to coat the edges of doors on microwave ovens.

**15** Ferrite parts such as coils can be incorporated in circuits to filter unwanted frequencies. The substance is also used to coat the egg-box-shaped walls of special echo-free chambers. Makers use these chambers to measure how much electro-magnetic radiation their products emit. The ferrite absorbs radiation that would bounce back off ordinary wall and spoil the measurements.

**16** An indication of how seriously Japanese makers take the problem of electromagnetic interference can be gauged from the fact that TDK sold about 40 of these chambers in 1989. The company says it expects to sell even more this year.

**17** Demand for echo-free chambers in Japan is driven by standards issued by the Voluntary Control Council for Interference by Data Processing Equipment and Electronic Office Machines. Established in 1985 by four industry associations, the council has more than 300 members.

**18** The standards are based on recommendations by the International Electrotechnical Commission. Japan appears to be the only country thus far to have implemented the recommendations, albeit only on a voluntary basis.

**19** This initiative marks a departure for the Japanese, who hitherto have tended to lag behind other nations in adoption international standards. Akihide Sei of the Japan Electronic Industry Development Association, one of the council's sponsors, estimates that 60% ~ 70% of Japanese equipment covered by the council's recommendations conform to its standards.

**20** "In the past, makers would have tried to ignore the issue until a problem occurred," Sei says. "Now they worry about the damage that would be done to their image if something went wrong with one of their products."

### Questions 28 ~ 34

Do the following statements agree with the views of the writer of Reading Passage 3? In boxes 28 ~ 34 on your answer sheet write

- |                  |   |
|------------------|---|
| <b>Yes</b>       | if the statement agrees with the writer;              |
| <b>No</b>        | if the statement does not agree with the writer;      |
| <b>Not Given</b> | if there is no information about this in the passage. |

*Example:*

The ferrite coating of echo-free chambers bounces  
Back electromagnetic radiation.

Answer:

NO

28. The US congressional Office of Technology Assessment feels that the general public are overreaction to electromagnetic radiation.

29. The WHO recommended that terminals should be placed a metre away from the operator.

30. Systematic research should be carried out to study electromagnetic radiation.

31. Both IBM and Sony have produced low radiation VDTs.

32. Even though there has been growing consumer concern about the safety of VDTs, it has not been proved that electromagnetic radiation emitted by them is a health hazard to terminal operators.

33. The example mentioned in the first paragraph shows that devices can be located far enough away from other devices to make interference unlikely.

34. Ferrite has recently been used to make low radiation VDTs.

### Questions 35 ~ 38

Answer the following questions by choosing letters A ~ H in the box below. Write the answers in boxes 35 ~ 38 on your answer sheet. Please note that some questions require more than one letter to answer.

Example :

Which of the following has drawn up strict standards on the amount of radiation VDTs are allowed to emit?

Answer :

E

35. Which two of the following have had economic gains from concerns about electromagnetic radiation?
36. Which two of the following are improving the quality of VDTs so that they'll have lower electromagnetic radiation?
37. Which one of the following produces echo - free chambers?
38. Which three of the following are responsible for setting safety standards of electromagnetic radiation?

- |   |
|---|
| A. TDK  |
| B. IBM  |
| C. Sony   |
| D. Asahi Glass  |
| E. Swedish management and labour  |
| F. International Electrotechnical Commission  |
| G. Japan Electronic Industry Development Association  |
| H. Voluntary Control Council for Interference by Data Processing Equipment and Electronic Office Machines |

### Questions 39 ~ 40

Answer the following questions by choosing letters A ~ G in the box below. Write the answers in boxes 39 ~ 40 on your answer sheet. Please note that some questions require more than one letter to answer.

39. Which two of the following do not produce electromagnetic radiation?
40. Which of the following is / are under greater scrutiny for its / their potential harmful radiation?

- |                          |                        |
|--------------------------|------------------------|
| A. cellular phone        | B. microwave oven      |
| C. ferrite coils         | D. VDT                 |
| E. car engine            | F. echo - free chamber |
| G. compact - disc player |                        |

# Writing Test

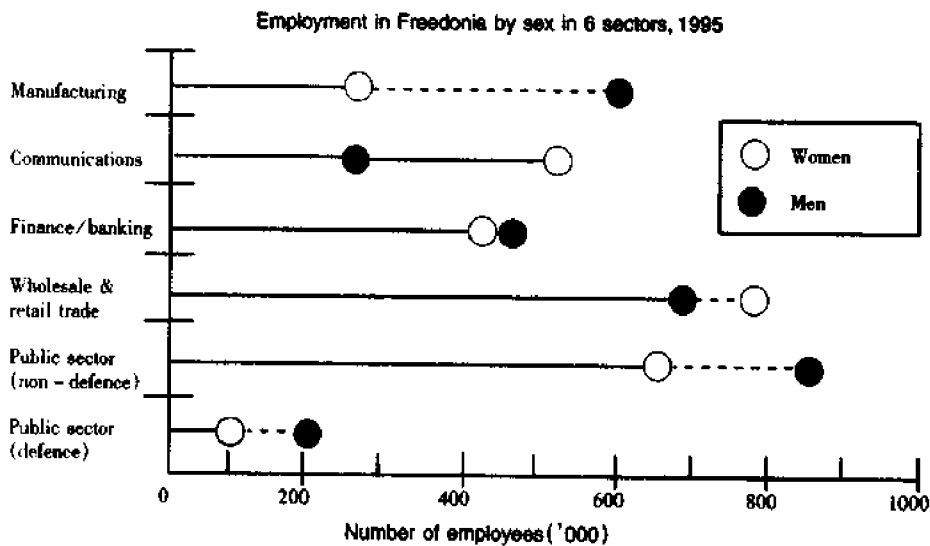
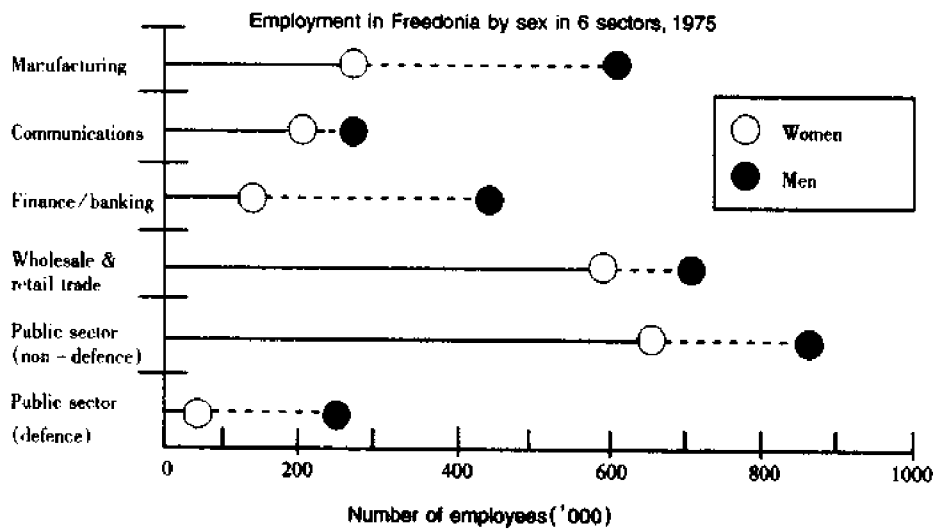
## Writing Task 1

You should spend about 20 minutes on this task.

Write a report for a university teacher describing the information shown.

The graphs below show the numbers of male and female workers in 1975 and 1995 in several employment sectors of the republic of Freedonia.

You should write at least 150 words.





## Writing Task 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

The idea of going overseas for university study is an exciting prospect for many people. But while it may offer some advantages, it is probably better to stay home because of the difficulties a student inevitably encounters living and studying in a different culture.

To what extent do you agree or disagree with this statement?  
Give reasons for your answer.

You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

## IELTS 学术类模拟题二(答案)

### Reading Passage 1

虽然全球气温升高是一个趋势,但一些科学家认为这种趋势被夸大,气温将继续升高的预测是根据计算机模型做出的,而这种计算方法不准确。

### Questions 1 ~ 5

大多数情况下此类题为一篇文章的概要,但有时也是文章的一部分,即其中的若干段落。

1. fossil fuels 见 H 段倒数第 2 句。
2. sketchy/inadequate/uncertain/tenuous 见 A、D、F 段。
3. White House/Bush Administration/U.S. Government 见 C、H 段。
4. Carbon dioxide/CO<sub>2</sub>/chlorofluocarbons 见 A、H 段。

8. No 见 E 段

9. Yes 见 E 段: 计算机模型未准确反映出云彩和海洋的作用, 即这两者分别有阻热和吸热的功能。

10. Not Given

11. Not Given

虽然在这 6 道题中答案是 Not Given 的题占一半, 但在大多数情况下, 此类题的比重不足三分之一。因此, 如果时间不够, 可都答 Yes 或都答 No, 但不宜都答 Not Given。

### Questions 12 ~ 13

12. F

13. H 见该段中的“for reasons other than”。

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### Reading Passage 2

此文讲述的是网络安全、黑客等内容。

### Questions 14 ~ 27

14 ~ 20 题属于 who does/did what 类题, 既然是与 who 有关, 一般都涉及专有名词(人名、机构名)。利用大写字母更显著的特点, 尽快在文中找到 who, 根据上下文即可找到 what。

14. B 15. E 16. F 17. A 18. H 19. C 20. G

21. Internet Liberation Front 见 I 段。

22. The Internet 应有定冠词。

23. Firewalls/passwords, keys, alarms 见 G 段

24. K 25. F 26. C 27. B, E

### Reading Passage 3

此文讲述了电脑显示器的辐射问题。

### Questions 28 ~ 40

28. No Overreacting: 小题大做、无中生有。见第 4 段最后一句。

29. No 题中说人机之间距离应为一米, 文中(第 1 段中间)说两个显示器之间为一米。

30. Yes 见第 4 段第 2 句。

31. No 见第 6 段, “will be designed” 和 “responding to calls” 均表示尚未生产出来。

32. Yes 见第 3 段和第 4 段第 1 句。

33. No 见第 1 段和第 3 段。

34. Not Given

35. A, D 答案 D 很明确, 见第 13 段。答案 C 见第 15、16 段。egg - box - shaped walls; 凹凸不平的墙, 像超市装鸡蛋的盒子或托盘。

36. B, C

37. A

38. E, F, H 见第 5、17、18 段。

39. C, F

40. D under greater scrutiny; 倍受审视。文章虽提到其他物体也产生电磁辐射,如手机、汽车发动机、VCD机和微波炉,但主要论述的是显示器的辐射问题。

### Writing Task 1

The two decades between 1975 and 1995 brought significant changes in the representation of women in Freedonia's work force, according to the graphs.

In 1975, for example, some 300000 men and 250000 women worked in the communications sector. Twenty years later, though the number of men remained unchanged, the number of women rose to 550000.

A similar situation was seen in the wholesale and retail trade sector, where the number of women rose from about 550000 in 1975 to almost 800000 two decades later. The number of men in this sector remained stable over the period, at around 700000.

Women also made gains in both the finance/banking industries and in the defence - related public sector. Whereas some 125000 women worked in finance and banking institutions in 1975, the number increased to 450000 by 1995. The number of men grew only marginally from 425000 to 480000 over the same period. In defence, the number of men declined from 225000 to 200000, while the number of women rose from 25000 to over 100000.

Two sectors that retained stable employment numbers for both men and women were manufacturing, which had about 300000 women and 650000 men in both surveyed years, and the public sector (non - defence), which employed 650000 women and 850000 men.

Thus, women appear to have made gains in the Freedonian work force but not at the expense of men.

(243 words)

### Writing Task 2

There is no doubt that going to study in a foreign country, with its different language and culture, can be a frustrating and sometimes painful experience. But while overseas study has its drawbacks, the difficulties are far outweighed by the advantages. Indeed, people who go abroad for study open themselves up to experiences that those who stay at home will never have.

The most obvious advantage to overseas university study is real - life use of a different language. While a person can study a foreign language in his or her own country, it cannot compare with constant use of the language in academic and everyday life. There is no better opportunity to improve second - language skills than living in the country in which it is spoken. Moreover, having used the language during one's studies offers a distinct advantage when one is applying for jobs back home that require the language.

On a university campus, the foreign student is not alone in having come from far away. He or she will likely encounter many others from overseas and it is possible to make friends from all around the world. This is not only exciting on a social level, but could lead to important overseas contacts in later professional life.

Finally, living and studying abroad offers one a new and different perspective of the world and, perhaps most important, of one's own country. Once beyond the initial shock of being in a new culture, the student slowly begins to get a meaningful understanding of the host society. On returning home, one inevitably sees one's own country in a new, often more appreciative, light.

In conclusion, while any anxiety about going overseas for university study is certainly understandable, it is important to remember that the benefits offered by the experience make it well worthwhile.

(301 words)

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**IELTS 学术类模拟题三**

**INTERNATIONAL ENGLISH LANGUAGE  
TESTING SYSTEM**

**PRACTICE TEST (Version Three)**

**ACADEMIC READING TEST**

**Instructions**

**ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET**

The test is divided as follows:

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Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question leave it and go on to the next. You can return to it later.

## Reading Passage 1

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

### Questions 1 ~ 6

Reading Passage 1 has seven paragraphs A ~ G. Choose the most suitable headings for paragraphs B ~ G from the list of headings below. Write the appropriate numbers (i ~ xi) in boxes 1 ~ 6 on your answer sheet.

**NB:** There are more headings than paragraphs so you will not use all of them. You may use any of the headings more than once.

#### List of Headings

- (i) A conventional way to process drinking water
- (ii) Removals of bacteria and viruses
- (iii) New methods are called for
- (iv) An ambitious plan
- (v) The continuous microfiltration system
- (vi) The future of microfiltration plants
- (vii) New focus: environment – friendly technology
- (viii) Disadvantages of septic tanks
- (ix) The expansion of Memtec
- (x) Public's concerns for waste disposals
- (xi) A different approach to cleaning the filter

Example:  
Paragraph A

Answer:

iii

1. Paragraph B
2. Paragraph C

3. Paragraph D
4. Paragraph E
5. Paragraph F
6. Paragraph G

## Treatment of Waste from Water

**A** Conventional approaches to waste disposal are becoming untenable. Most systems bring sewage in from the surrounding areas to a central plant for treatment, then transport the processed waste to the nearest river or sea for disposal. This is inefficient, as it takes 1 million litres of water to transport 200 litres of waste. It also involves heavy investment in pipes. Indeed, transport accounts for about 80% of waste - disposal system costs, while treatment accounts for just 20%.

**B** This must change, especially as demands on treatment grow. Tap water is increasingly subject to pollution, from both the atmosphere and waste disposal. Regulations governing water quality are being tightened in response, but conventional treatment systems are not up to the job. These systems typically date back to the last century, and they are based on principles known to the Romans. For example, drinking water in Yokohama, Japan, comes from a plant that originated in 1887. At the plant, incoming water flows through a coarse filter to eliminate large particles, then through a sand filter to remove smaller particles and bacteria. But because viruses are small enough to slip through sand, the water still must be disinfected with chlorine and left to stand for several hours before it is drinkable.

**C** As population densities in cities increase, appropriate methods for treating waste water are needed urgently. In Japan, engineering companies are eyeing emerging markets for environmentally sound treatment systems. Authorities are also looking to upgrade backward infrastructure, as 44% of Japanese homes are connected to sewage systems and the remainder on septic tanks. But they would prefer not to spend a fortune on pipes. Japan's Health and Welfare Ministry began experiments to develop new technology for clean - water systems. The project's focus is to evaluate systems that use sophisticated filtration techniques based on membranes.

**D** Perhaps the most distinctive of the systems under trial is one developed by Memtec, an Australian company. Its continuous microfiltration system consists of a tube into which are packed thousands of thin polyethylene fibres. The walls of the hollow fibres are highly porous, allowing liquid to pass, but blocking particles larger than 0.2 micrometres. That is small enough to exclude bacteria and viruses.

**E** But the clever part involves how the filter is cleaned. Conventional microfiltration systems dislodge solids that have accumulated on the surface of their membranes by pumping filtered liquid back through them at high speed. This takes a lot of energy and means membranes must be replaced often. Memtec's system adopts a different approach. At regular intervals, say every half an hour, input to the filter is shut off, and all liquid except the amount trapped in the pores of the membrane is removed. Pressurised air is pumped into the filter on both sides of the membrane. Then a fast - activating valve is

opened to reduce the pressure on the outside. The still – pressurised air inside the fibre bursts across the membrane, pushing the liquid out of the pores. The wall of water is powerful enough to lift the solids off the surface. In effect, the membrane cleans itself. And because it is not subject to stress, the filter lasts for several years.

**F** Memtec's system has been successful in low – volume, high value – added applications. It is used widely in the drinks business to filter fruit juice, wine, beer and sake. Now the company has scaled up its membranes for use in high – volume markets such as drinking water and waste – water treatment. It is trying to persuade other large engineering companies to design its filters into their integrated treatment systems. The company has already demonstrated that its membranes can be applied on a large scale. They form the core of what is believed to be the world's largest continuous microfiltration plant built at Blackheath in the Blue Mountains near Sydney. During 21 weeks of trials, the A \$ 2.3 million (US \$ 1.7 million) plant treated 3 million litres of sewage daily. Measurements showed that the filtered water contained no bacteria or viruses. In fact, it was cleaner than the river into which it was released.

**G** Plants such as this have the potential to revolutionise water – treatment infrastructure. Huge centralised plants connected by hundreds of kilometres of pipes can be replaced with compact units located next to the communities they serve, returning the water they treat to adjacent streams. Because the plants are energy – efficient, they will be cheap to operate. The benefits to the environment will be huge.

### Questions 7 – 13

Do the following statements agree with the views of the writer of Reading Passage 1? In boxes 7 – 13 on your answer sheet write.

- |                  |   |
|------------------|---|
| <b>Yes</b>       | if the statement agrees with the writer;              |
| <b>No</b>        | if the statement does not agree with the writer;      |
| <b>Not Given</b> | if there is no information about this in the passage. |

*Example:*

Conventional treatment of waste water should be modernised.

Answer:

YES

7. Septic tanks in Japan are part of the modern technology of waste – water treatment.
8. Compression and sudden decompression are the basic working principle for cleaning microfiltration filters developed by Memtec.
9. Conventional water treatment systems include microfiltration.
10. Japan is facing a more serious problem of waste – water disposal than Australia.
11. One of the conventional treatment systems is made up of coarse filter, sand, and chlorine.
12. Some viruses have evolved in such a way that they cannot be killed by chlorine.



13. Cleaning and replacing filters could be a technical and financial problem to many microfiltration plants.

## Reading Passage 2

You are advised to spend about 20 minutes on Questions 14 ~ 25 which are based on Reading Passage 2, "The Muang Faai Irrigation System of Northern Thailand".

### The Muang Faai Irrigation System Of Northern Thailand

#### Section 1

Northern Thailand consists mainly of long mountain chains interspersed with valley bottoms where streams and rice fields dominate the landscape. Most of the remaining forests of the North are found at higher altitudes. The forests ensure regular seasonal rainfall for the whole area and at the same time moderate runoff so that there is water throughout the year.

#### Section 2

The lowland communities have developed an agricultural system adapted to, and partially determining the distinctive ecosystems of their areas. Practicing wet-rice agriculture in the valley-bottoms, the lowlanders also raise pigs, ducks and chickens and cultivate vegetable gardens in their villages further up the slopes. Rice, beans, corn and native vegetables are planted in hill fields above the villages, and wild vegetables and herbal medicines are gathered and wild game hunted in the forests higher up the hillsides. The forests also serve as grazing grounds for cows and buffalo, and are a source of wood for household utensils, cooking fuel, construction and farming tools. Fish are to be found in the streams and in the irrigation system and wet rice fields, providing both food and pest control.

#### Section 3

In its essentials, a muang faai system consists of a small reservoir which feeds an intricate, branching network of small channels carrying water in carefully calibrated quantities through clusters of rice terraces in valley bottoms. The system taps into a stream above the highest rice field and, when there is sufficient water, discharges back into the same stream at a point below the bottom field. The water in the reservoir at the top, which is diverted into a main channel (lam muang) and from there into the different fields, is slowed or held back not by an impervious dam, but by a series of barriers constructed of bunches of bamboo or saplings which allow silt, soil and sand to pass through.

#### Section 4

Water from the lam muang is measured out among the farmers according to the extent of their rice fields and the amount of water available from the main channel. Also considered are the height of the

fields, their distance from the main channel and their soil type. The size and depth of side – channels are then adjusted so that only the allocated amount of water flows into each farmer's field.

### **Section 5**

Rituals and beliefs connected with muang faai reflect the villagers' submission to , respect for, and friendship with nature, rather than an attempt to master it. In mountains, forests, watersheds and water, villagers see things of great value and power. This power has a favorable aspect, and one that benefits humans. But at the same time, if certain boundaries are overstepped and nature is damaged, the spirits will punish humans. Therefore, when it is necessary to use nature for the necessities of life, villagers take care to inform the spirits what they intend to do, simultaneously begging pardon for their actions.

### **Section 6**

Keeping a muang faai system going demands cooperation and collective management, sometimes within a single village, sometimes across three or four different sub districts including many villages. The rules or common agreements arrived at during the yearly meeting amount to a social contract. They govern how water is to be distributed, how flow is to be controlled according to seasonal schedules, how barriers are to be maintained and channels dredged, how conflicts over water use are to be settled, and how the forest around the reservoir is to be preserved as a guarantee of a steady water supply and a source of materials to repair the system.

### **Section 7**

The fundamental principle of water rights under muang faai is that everyone in the system must get enough to survive; while many patterns of distribution are possible, none can violate this basic tenet. On the whole, the systems also rest on the assumption that local water is common property. No one can take control of it by force, and it must be used in accord with the communal agreements. Although there are inequalities in land holding, no one has the right to an excessive amount of fertile land. The way in which many muang faai systems expand tends to reinforce further the claims of community security over those of individual entrepreneurship. In the gradual process of opening up new land and digging connecting channels, each local household often ends up with scattered holdings over the whole irrigation areas. Unlike modern irrigation systems, under which the most powerful people generally end up closest to the sources of water, this arrangement encourages everyone to take care that no part of the system is unduly favored or neglected.

### **Questions 14 ~ 19**

*Reading Passage 2 has 7 sections. Choose the most suitable heading for each section from the list of headings (A ~ L) below. Write the appropriate letter (A ~ L) in boxes 14 ~ 19 on your answer sheet.*

*NB: There are more headings than sections, so you will not use all of them.*

### List of Headings

- A. Rituals and beliefs
- B. Topography of Northern Thailand
- C. The forests of Northern Thailand
- D. Preserving the system
- E. Agricultural practices
- F. Village life
- G. Water distribution principles
- H. Maintaining natural balances
- I. Structure of the irrigation system
- J. User's rights
- K. User's obligations
- L. Community control

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- 14. Section 1
- 15. Section 2
- 16. Section 3
- 17. Section 4
- 18. Section 6
- 19. Section 7

### Questions 20 ~ 23

Select words from Reading Passage 2 to fill the spaces in the chart. Use **Up To Three Words** for each space. Write your answers in boxes 20 ~ 23 on your answer sheet.

The chart below illustrates the agricultural system of the lowland communities.

Area	Activity
Forests	Gathering ... (20) ..., hunting wild animals
Hill fields	Cultivating ... (21) ...
Villages	Raising ... (22) ..., cultivating vegetables
Valley bottom	Growing ... (23) ...

### Question 24

From the list below, select the three main structures which constitute the muang faoi irrigation system.

- |             |              |
|-------------|--------------|
| A. channels | D. barriers  |
| B. saplings | E. reservoir |
| C. dam      | F. water     |

**Question 25**

From the list below, select two criteria for allocating water to farmers.

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- |                          |                       |
|--------------------------|-----------------------|
| A. field characteristics | D. height of barriers |
| B. social status         | E. fees paid          |
| C. location of field     | F. water available    |

**Reading Passage 3**

You should spend about 20 minutes on Questions 26 ~ 39 which are based on Reading Passage 3.

**The Reason Why**

**1** When underwater - salvage experts found the wreck of the ferry Estonia last week, they quickly confirmed what shipping experts feared most: the huge bow door of the 15566 - ton ship was gone, ripped away while the vessel plowed through a stormy Baltic Sea shortly after midnight on Sept. 28. The immediate consequence was the loss of the ship and more than 900 of the 1051 passengers and crew on board. The longer - range result could be a financial disaster for shipowners since the accident has called into question the safety of thousands of similar ships worldwide. Several countries swiftly ordered bow doors welded permanently shut, and the U. N. 's International Maritime Organization launched an extensive study to determine what should be done about some 3600 other roll - on roll - off ferries plying the seas from the Arctic coasts of Russia to the archipelagos of the Pacific. "Nothing will be excluded," said IMO spokesman Roger Kohn. "The public must be reassured that everything possible is being done."

**2** The reassurance is needed, because the flaws that caused the Estonia to sink are shared by most other RO - RO ships. All are equipped with large doors forward and aft to permit quick loading and unloading of trucks, buses and cars, the feature that makes them among the most efficient and profitable vessels afloat. But as the Estonia showed—and as many naval architects have warned—huge doors so near the waterline are dangerous weak points. When such a door is in the bow, as on the Estonia, it is especially vulnerable to the pounding of stormy seas or the shock of collision. "The RO - RO ships are

undoubtedly more dangerous than other ship types," says Danish shipbuilding consultant Jens Dalgaard. "The crew has to be highly conscientious; otherwise it can be fatal."

**3** But even the most conscientious crew would have been hard pressed to save the Estonia that night. Murky underwater videos taken last week showed a broken locking pin hanging loosely where the huge, 60-ton bow door should have been attached. An inner door lay partly open, leaving a meter-wide gap that had let in enough water to destabilize the ship. Investigators surmised that the locking pin snapped unnoticed sometime during the scheduled overnight crossing from Tallinn to Stockholm. As the ship drove at 15 knots through 6-m seas, the broken pin allowed the visor-like door to gape open under the pressure of the waves and then slam shut several times before ripping away completely.

**4** A surviving engine-room crewman, Margus Treu, recalled hearing "two or three strong blows" about half an hour before the capsizing. "These blows shook the whole ship," he said. "This was not a natural sound. It was an alien sound." When he abandoned ship and watched it sink, he reported, the outer bow door was gone. The investigators said they had no inkling as to whether the captain and mate of the watch knew that the bow door had been lost, because the entire bridge crew perished. "But there's really nothing the crew could have done," said Tuomo Karppinen, a member of a three-nation investigative commission. "It would have been too late".

**5** Once the water was cascading in, rapid doom was assured by the cavernous vehicle decks that are another essential feature of RO-RO design. With no bulkheads, or walls, to stop water from surging back and forth over the open decks, such ships are vulnerable to a sudden loss of stability. A relatively small amount of water - far less than would sink a regular ship - can turn a normal rolling motion into a complete capsizing in only a matter of seconds.

**6** Faced with the prospect of further accidents and loss of public confidence in RO-RO fleets, shipping authorities throughout Europe ordered emergency inspections, especially of bow doors. At least three ferries - in Denmark and Norway - were found to have fatigue cracks or faulty locking mechanisms in their bow doors and were barred from sailing until repairs are made. Sweden and Finland ordered that all bow doors on ships under their jurisdiction be welded permanently shut. That means loading and unloading will be through the rear doors alone, so operators must leave a large - and unprofitable - space to allow vehicles to turn around at the end of the trip. The alternative could be a loss of public confidence in the ships and official demands for extensive, costly modifications that would further reduce profits.

**7** Welding the doors closed may be the maritime equivalent of closing the barn door, however, and the dangerous barn itself is still there in the form of the open vehicle decks. The failure of any waterline door - whether by accident or during a collision - could lead to the same fatal capsizing that sank the Estonia. Many safety experts insist that RO-ROs can never be safe unless sturdy deck-to-ceiling bulkheads are installed to limit the movement of incoming water. But such bulkheads, costing a nearly prohibitive \$900,000 per ship, would impede the movement of vehicles. Such vessels might be safe, but they would no longer be RO-ROs.

### Questions 26 ~ 32

The following are what happened to Estonia, some of the people on board, and other similar ships. Indicate the chronological order of the events by writing 1, 2, ... 8 in boxes 26 ~ 32 on your answer sheet.

Example:

The door was ripped away.

Answer:

4

26. More than 900 people died.
27. The pressure of the waves forced the door open.
28. The ship capsized.
29. Bow doors were welded permanently shut.
30. A locking pin snapped unnoticed.
31. The ship sank.
32. Two or three strong blows were heard.

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### Questions 33 ~ 38

Decide if the following statements are true or false according to the information provided in Reading Passage 3. In boxes 33 ~ 38 on your answer sheet, write **True** if a statement is true, write **False** if it is false. If there is no information about a statement, write **Not Given**.

Example:

The disaster happened on a stormy night.

Answer:

T

33. RO – RO ships are more efficient and profitable because they have a larger capacity for various kinds of cargo.
34. Fewer people would have died if more life – saving facilities had been available.
35. The owner of Estonia did not lose much because both the ship and the passengers' lives had been properly insured.
36. Welding the bow door permanently shut means financial loss because the ship will carry fewer vehicles.
37. Both the bow door and open vehicle decks pose safety hazards to RO – RO ships.
38. Open vehicle decks allow trucks, buses and cars to drive onto and off the ship, which is why it is called RO – RO ship.

### Question 39

Which one of the following was the least likely cause for the disaster?

- A. a door in the bow
- B. doors near waterline
- C. fatigue cracks
- D. faulty locking mechanisms
- E. open vehicle deck
- F. sailing speed
- G. stormy seas

## Writing Test

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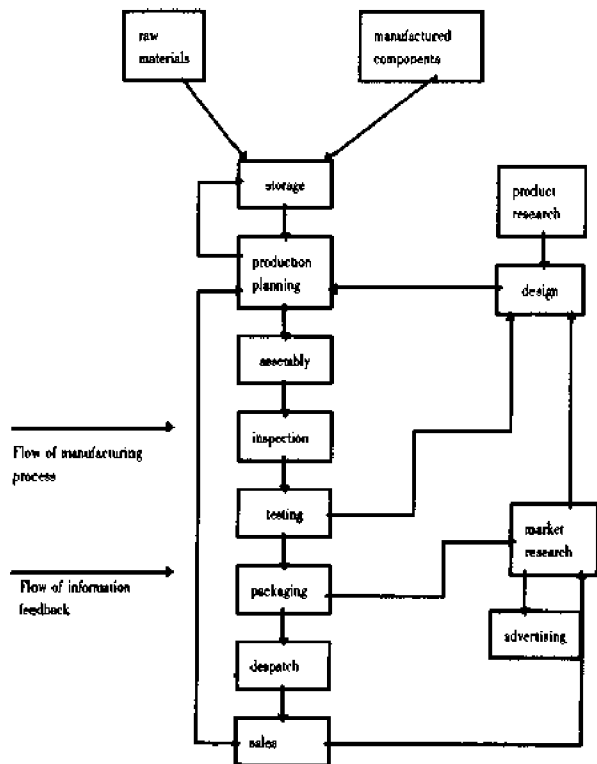
### Writing Task 1

You should spend about 20 minutes on this task.

The diagram below shows the typical stages of consumer goods manufacturing, including the process by which information is fed back to earlier stages to enable adjustment.

Write a report for a university lecturer describing the process shown.

You should write at least 150 words.



## Writing Task 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

**Many people believe that women make better parents than men and that this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting.**

**Write an essay expressing your point of view.**

**Give reasons for your answer.**



You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

## IELTS 学术类模拟题三(答案)

### Reading Passage 1

#### Questions 1 ~ 13:

1. i
2. vii
3. v
4. xi
5. ix
6. vi

7. No 见 C 段第 3 句。Infrastructure: 基础设施。Sewage systems: 下水道。Septic: 腐烂的。Septic tanks: 化粪池。下水道是先进的标志, septic tanks 是句中所说的要更改的落后设施。

8. Yes 见 E 段。

9. No conventional: 传统的, 这里指 B 段提到的水处理方法。Microfiltration: 微过滤, 这里指 D 段和 E 段提到的水处理方法, 是一种新技术。

10. Not Given 文中提到这两个国家, 但未说明谁的问题更严重。

11. Yes 见 B 段。题中的 sand 应被认为是指 B 段中的 sand filter。

12. Not Given 文中未指是否有病毒演变、进化。

13. Yes E 段讲述了 Memtec 公司使用的独特清洗方法, 此方法技术先进, 也更加经济。其他 microfiltration 处理厂未用此技术, 自然要有较高的成本。此外, 题中的 could be 也是一种留有余地的说法, 这种用法在多数情况下可被视为 Yes。



## Reading Passage 2

### Questions 14 ~ 25

14. B
15. E
16. I
17. G
18. L
19. J
20. two correct out of: vegetables, herbal medicines, herbs, wood
21. two correct out of: rice, beans, corn, (native) vegetables
22. two correct out of: pigs, ducks, chickens
23. (wet) rice / (fish)
24. E, A, D [any order]
25. Two correct out of: F, A, C [any order]

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## Reading Passage 3

滚装船“爱沙尼亚号”于1994年9月28日在从塔林驶往斯德哥尔摩的途中沉没，九百余人丧生。本文讲述了沉船经过、此类船的弊端及应采取的措施。

### Questions 26 ~ 39

26~32题为排序题，此类题特别要注意例题。一般情况下，例题是若干步骤中较靠中间的一步，不仅作为范例，更主要的是一个界标。考生在排序时应根据例题推断其前、后的步骤，以防因为错一道题而导致后面的题都错。与这些题有关的段落是第3、4、6段。

26. 7    27. 2    28. 5    29. 8    30. 1    31. 6    32. 3

33. False    不是用来装不同种类的货物，而是装汽车。
34. Not Given
35. Not Given
36. True    见第6段。
37. True    bow door 的问题贯穿全文，open deck 见第6段。
38. True    Ro-Ro: roll on and roll off, 即汽车开上开下。Ro-Ro ship: 滚装船。
39. False

## Writing Task 1

Most consumer goods go through a series of stages before they emerge as finished products ready for sale.

Raw materials and manufactured components comprise the initial physical input in the manufacturing process. Once obtained, these are stored for later assembly. But assembly first depends upon the production planning stage, where it is decided how and in what quantities the stored materials will be processed to create sufficient quantities of finished goods. The production planning stage itself follows the requirements of the goods' design stage that proceeds from extensive research. After assembly, the products are

inspected and tested to maintain quality control. Those units that pass the inspection and testing stages are then packaged, despatched and offered for sale in retail outlets. The level of sales, which is the end point of the manufacturing process, helps determine production planning.

A product's design is not only the result of product research, but is also influenced by testing and market research. If the testing stage (after assembly and inspection) reveals unacceptable problems in the finished product, then adjustments will have to be made to the product's design. Similarly, market research, which examines the extent and nature of the demand for products, has the role of guiding product design to suit consumer demands which may change with time. Market research, while influenced by product sales, also serves to foster future sales by devising suitable advertising for the goods.

Thus the reality of consumer goods manufacturing goes well beyond a simple linear production process.

(246 words)

### Writing Task 2

The view that women are better parents than men has shown itself to be true throughout history. This is not to say that men are not of importance in child-rearing; indeed, they are most necessary if children are to appreciate fully the roles of both sexes. But women have proven themselves superior parents as a result of their conditioning, their less aggressive natures and their generally better communication skills.

From the time they are little girls, females learn about nurturing. First with dolls and later perhaps with younger brothers and sisters, girls are given the role of carer. Girls see their mothers in the same roles and so it is natural that they identify this as a female activity. Boys, in contrast, learn competitive roles far removed from what it means to nurture. While boys may dream of adventures, girls' conditioning means they tend to see the future in terms of raising families.

Girls also appear to be less aggressive than boys. In adulthood, it is men, not women, who prove to be the aggressors in crime and in war. Obviously, in raising children, a more patient, gentle manner is preferable to a more aggressive one. Although there certainly exist gentle men and aggressive women, by and large, females are less likely to resort to violence in attempting to solve problems.

Finally, women tend to be better communicators than men. This is shown in intelligence tests, where females, on average, do better in verbal communication than males. Of course, communication is of utmost importance in rearing children, as children tend to learn from and adopt the communication styles of their parents.

Thus, while it is all very well to suggest a greater role for men in raising children, let us not forget that women are generally better suited to the parenting role.

(303 words)

**IELTS 学术类模拟题四**

**INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**

**PRACTICE TEST (Version Four)**

**ACADEMIC READING TEST**

**Instructions**

**ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET**

The test is divided as follows:

Reading Passage 1	Questions 1 ~ 13
Reading Passage 2	Questions 14 ~ 27
Reading Passage 3	Questions 28 ~ 40

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question leave it and go on to the next. You can return to it later.

## Reading Passage 1

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

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### The Call of the Wild

**A** The monotonous shrill of cicadas fills the humid air as a dozen orange – colored apes swing from branches and vines. It is almost feeding time at the Sepilok Orangutan Rehabilitation Center, and the residents are impatiently waiting for their human caretakers to bring them their morning meal. Located 24 km from the city of Sandakan near the northern coast of Malaysian Borneo, this 4000 – hectare rain – forest reserve is a temporary home for orphaned young orangutans. Some were taken by Sepilok rangers from people who had been illegally keeping the apes as the pets; others were brought in from lumber camps where their mothers had been killed in logging accidents. The center's mission is to “rehabilitate” the orangutans by breaking their dependence on human beings and reintroducing them to the wild. The process can take years.

**B** Twenty – five staff members watch over the 80 animals at Sepilok and play host to the 150 or more visitors who stop by on most days. “The main thing is conservation,” says Reynard Gondipon, 27, the center's veterinarian. “We try to get the local people to love the animals and become more conservation conscious.”

**C** Newly – arrived orangutans are carefully examined and then placed in quarantine. In the beginning, they cry much of the time, seeking affection by stretching out their long arms toward anyone who walks by their cages. “It's difficult when the orangutans come in very young,” says Gondipon. “I urge the rangers to hug them every now and then. But later on, we try to reduce contact, or else they will become too accustomed to us.”

**D** After a few months of quarantine, the young orangutans are slowly introduced to the surrounding jungle. At first they spend about two hours a day playing in the open. Once they reach the age of two, they are allowed to roam freely, though they instinctively stay near the platform where they are fed. Imitating their elders, the youngsters learn to climb, swing in and jump from trees, build sleeping nests and search for food.

**E** At this stage, dependence on humans still runs deep. Twice a day, rangers lug red plastic buckets to the feeding platform to give the animals nourishing meal of bananas and milk; the fare is deliberately bland to force the young orangutans to look for other food for themselves. “During the fruiting season,

we also decrease the amount," says Gondipon. "This encourages them to go into the forest to find their own." On this day, a dozen apes swing in from the jungle and pull themselves up to the platform. The rangers hand out bananas as the animals take turns sticking their heads in a bucket for gulps of milk.

**F** On most mornings visitors gather on a nearby knoll to watch the feeding, and after the meal are joined by some of the apes, interested in studying their human observers. Most, though not all, of the orangutans are so tame that they wrap their gangly arms around the guests. But there are exceptions. When a young ape, Boy ambles toward a woman and reaches for her purse, Sylvia Alsisto, 24, who heads the center's education division, shakes a stick at the ape and yells, "Boy!" "Excuse me," she tells the visitor. "Don't touch him. He'll bite." The woman pulls away, though not before the orangutan has grabbed and eaten her map of Sepilok.

**G** Because excessive contact with humans hinders rehabilitation, the staff discourages visitors from touching the animals. An exception is Jojo, 3, once a pet, who disdains the jungle life and is content with prancing and posing for a curious audience. "It is very hard trying to rehabilitate Jojo," says Gondipon. "he doesn't want to climb, and he once fell from a tree and broke his arm. So, rather than let the visitors touch all the other orangutans, we let Jojo do the job for them."

**H** By the age of nine, the apes are moved to a second feeding platform a kilometer away. Here they have little contact with people but are still brought food to supplement their diet. On a platform near the ground, two feeders bellow like orangutans as a way of telling the apes out in the forest that it is mealtime. A few people are waiting nearby, brushing off the occasional leech that tumbles onto them from the trees above. "Someone's up there," whispers Janet Liew, 31, who has come from Sandakan. "I see her." At first there is little response to the feeders' howls. Then the leaves rustle overhead. Down comes a female orangutan with an infant clinging to her. The mother accepts a few bananas and then some milk. As the excited visitors snap pictures, the orangutans retreat back up the tree.

**I** The rangers see the apes' flight from the cameras' flashes as a good sign: it shows that as the animals become less dependent on people for food, they are also less at ease with them. High above in the overhead canopy, the mother cradles her baby and carries it off into the forest.

### Questions 1 - 3

Choose the appropriate letter / letters and write it / them in boxes 1 ~ 3 on your answer sheet.

1. The word "visitors" is used a number of times in the passage (paragraphs B, F, G and H). It is used to refer to

- A. people only.
- B. apes only.
- C. both people and apes.

2. The target population of the Orangutan Rehabilitation Center are (please choose two)

- A. orangutans formerly kept as pets by people.

- B. orangutans living in the wild.
  - C. young orangutans whose mothers have been killed.
  - D. wild animals in the area.
3. Which one of the following is not the rangers' effort to help the orangutans to be less dependent on people?
- A. Reduce rangers' physical contact with them.
  - B. Reduce food during fruiting season.
  - C. Limit the daily food.
  - D. Move the feeding place.
  - E. Brush off the occasional leech that tumbles onto them.

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**Questions 4 ~ 5**

Reading Passage 1 has 9 paragraphs marked A ~ I. Answer questions 4 and 5 by writing the letter A ~ I of the appropriate paragraphs in boxes 4 and 5 on your answer sheet.

Example: Answer:

Which paragraph mentions the geographic location of the Orangutan Rehabilitation Center? A

- 4. Which paragraph says that some young orangutans can be dangerous?
- 5. Which paragraph mentions more explicitly that the rangers are achieving their purpose?

**Questions 6 ~ 13**

Complete the following summary of Reading Passage 1. Choose No More Than Three Words from the passage for each gap. Write your answers in boxes 6 ~ 13 on your answer sheet.

A center to rehabilitate orphaned young orangutans is run by some conservation ... (6) ... people in Sepilok, 24 km from the city of Sandakan, Borneo. A ... (7) ... home for about 80 orangutans, it gives them a chance to learn to be less ... (8) ... people for food and eventually be able to fend for themselves in ... (9) ... . On a platform near the ground, bananas and milk are offered to the orangutans ... (10) ... . After several years, the orangutans are moved to a second feeding platform ... (11) ... , to further reduce their ... (12) ... with people. They gradually become less ... (13) ... with people, which is seen as an indicator of the rangers' success.

**Reading Passage 2**

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

## Weight – Loss Nirvana

*A substance that makes fat mice thin just might work for humans too*

**1** In the U.S., where one in three adults is seriously overweight, the news carried by the journal *Science* last week—that Friedman and his colleagues at the Howard Hughes Medical Institute and New York City's Rockefeller University had discovered a magical potion that melts fat in a matter of weeks—resonated with unusual force. Momentarily, at least, it buoyed the spirits of millions of lifelong dieters and boosted the stock of Amgen, the biotechnical firm based in California that holds the license on the underlying technology. It is too early to predict, however, whether this rare elixir (called leptin, after the Greek *leptos*, meaning slender) will be a stunning pharmaceutical success or just another “miracle” cure that never pans out. Even if all goes well, it could be five to ten years before leptin is approved in the U.S. for human use. Researchers must first demonstrate that leptin benefits people as well as rodents and that it causes no serious side effects.

**2** The search for leptin began in the 1960s, when Douglas Coleman, a researcher at the Jackson Laboratory in Bar Harbor, Maine, began studying a strain of obese laboratory mice. In a series of ingenious experiments, Coleman surgically joined the blood vessels of an obese mouse to those of a normal-size mouse, creating a sort of artificial Siamese twin. What happened then was astonishing: the fat animal immediately began to lose weight. This suggested that the blood of nonobese mice carried a potent biochemical messenger, one that played a vital role in regulating appetite and metabolism. But the mysterious agent was present in such minuscule quantities that no one was able to isolate it.

**3** Friedman picked up the challenge, applying new tools developed by the field of molecular genetics. The secret factor, he reasoned, must be produced by a gene that was defective in the obese mice. So he began to hunt for such a gene, the *ob*, or obese, gene. Sure enough, late last year, after eight years of effort, Friedman and his colleagues pinpointed the *ob* gene in both average-weight and obese mice. They then inserted the normal gene into bacterial cells, providing at long last detectable quantities of the protein they called leptin.

**4** By injecting leptin into obese mice, three separate teams of researchers, including Friedman's, have confirmed that this protein is indeed the blood factor that makes fat mice thin. But they are still trying to puzzle out just how it works. Friedman, for one, the brain. In fact, it appears leptin may act in a feedback loop like the temperature sensor in a thermostat — or in this case a “fatstat” — to tell the body whether to turn metabolism and appetite up or down. Thus when leptin is low, hunger pangs increase, body temperature drops, and metabolism slows. When leptin is high, everything reverses. In such fashion, the brain strives to keep body weight stable and fluctuations small.

**5** Because leptin is produced in fat tissue, the fatter an animal is, the more leptin its cells should make. Normal mice then respond to weight gain by turning out more leptin. As a result, their appetites slacken and their energy consumption speeds up. But the obese mice cannot produce leptin, so their brains never receive this vital message. “These animals,” marvels Friedman, “get fat because they think

they're starving, and then when we give them the protein, they get thin because they think they're fat!"

**6** What, if anything, does this have to do with people? Perhaps a good deal. For humans have an *ob* gene that is virtually identical to the mouse gene, and it is possible that at least some folks have trouble keeping off kilos because of a mutation in this gene. Most experts, however, concur that defects in the *ob* gene are not likely to be a major reason for obesity in people. But that does not mean leptin might not be therapeutically useful for many other overweight people. In last week's *Science*, for example, a team of researchers from the pharmaceutical company Hoffmann - LaRoche described how they plumped up lean mice by giving them unrestricted access to high - fat food. Then they administered leptin. The mice responded by cutting their food intake and shedding the extra grams, suggesting leptin may have value in reversing more typical cases of weight gain.

**7** What about side effects? Injections of leptin do not, as one might fear, turn lean mice into starving wretches. After losing weight, researchers from Amgen reported, normal mice stabilize both their food intake and their metabolism. Obese mice likewise reach an optimal leanness, then stop losing weight. The pattern of weight loss is also encouraging. For unlike extreme calorie restriction, which can weaken muscle, leptin appears to dissolve fat while leaving lean tissue intact. On the basis of such data, Amgen (which paid Rockefeller University \$ 20 million for patent rights to make products based on the *ob* gene ) has announced that it hopes to begin conducting human trials as early as next year.

**8** Many experts find these plans too optimistic. Just because researchers have not noted worrisome side effects yet, critics say, does not mean that none will emerge. Leptin, they point out, is a serious drug, not the easy - to - swallow "thin pill" dieters have dreamed of for so long. To do its work, leptin would probably have to be either injected daily or implanted under the skin for life. In the laboratory experiments reported last week, the obese mice started regaining weight as soon as the injections stopped. Even with a boost from something like leptin, cautions Dr. Ahmed Kissebah, an obesity expert at the Medical College of Wisconsin, the formerly fat cannot afford to become less vigilant. "People will still have to lose weight the hard way," he predicts. "It'll be like diabetes; you still have to exercise and watch your food intake."

**9** Regardless of what eventually happens in the marketplace, the discovery of leptin is occasion for celebration. It has provided scientists with a new avenue for exploring a still poorly understood metabolic pathway, one that probably consists of many other equally powerful compounds, each of which could lead to new drugs. To the millions of seriously overweight Americans, help with a frustrating condition - years of guilty eating and self - recrimination - may finally be on the way.

### **Questions 14 ~ 21**

Complete the following summary of Reading Passage 2. Choose **No More Than Three Words** from the passage for each answer. Write your answers in boxes 14 ~ 21 on your answer sheet.

In America alone, there are more than 50 million seriously ... (14) ... people, many of whom have been struggling to keep their weight in check. The news carried by *Science* is the best these people could hope for.



According to Dr. Friedman, he and his colleagues have discovered that mice have a gene that is responsible for controlling their weight. If ... (15) ..., this gene, the *ob* gene, keeps mice eating and gaining weight. Friedman and his colleagues have identified an obese - gene - related compound called leptin which adjusts ... (16) ... and appetite. Normal mice can produce leptin which keeps ... (17) ... and weight gain in balance. Obese mice, on the other hand, cannot produce leptin and therefore their ... (18) ... are led to believe that they need more food. After being given ... (19) ... of leptin, these mice start consuming less food and burning more fat. After reaching ... (20) ..., they stop losing weight.

Though leptin clearly has a weight - controlling effect, many experts believe that it is a serious drug and should be dealt with extra caution. It will not be a silver bullet in fighting ... (21) ..., and, even after its successful trials on humans, overweight people will still have to watch their diet and exercise.

### Questions 22 ~ 27

Do the following statements agree with the views of the writer of Reading Passage 2? In boxes 22 ~ 27 on your answer sheet write

- Yes**                    if the statement agrees with the writer;  
**No**                      if the statement does not agree with the writer;  
**Not Given**            if there is no information about this in the passage.

<p><i>Example:</i>          Leptin is effective in reducing weight but it's many years away before human can use it.</p>	<p><i>Answer:</i>          YES</p>
--	--

22. Leptin, after being approved by health authorities, will be available to people in need through doctors' prescriptions.
23. Both obese mice and normal mice have the *ob* gene.
24. Both obese mice and normal mice have leptin in their bodies.
25. Dr. Friedman never found the gene that was believed to control weight. Instead, he found leptin.
26. If excess leptin is present, the brain signals the body to reduce food intake and to become more active, thus reducing the amount of fat.
27. The *ob* gene causes the fat cells to produce the hormone leptin. The more fat, the more hormone is produced.

### Reading Passage 3

You should spend about 20 minutes on Questions 28 ~ 40 which are based on Reading Passage 3.

### Questions 28 ~ 33

Reading Passage 3 has seven paragraphs A ~ G. Choose the most suitable headings for paragraphs B ~ G from the list of headings below. Write the appropriate numbers (i ~ xi) in boxes 28 ~ 33 on your answer sheet.

**NB:** There are more headings than paragraphs so you will not use all of them. You may use any of the headings more than once.

#### List of Headings

- (i) An educated mother often means educated children
- (ii) Education and financial credit
- (iii) Women are still way behind
- (iv) Puzzles of the sexes
- (v) Areas in which women are better
- (vi) Education is the most important
- (vii) Great changes taken place in the last 20 years
- (viii) Why women are in a disadvantageous position
- (ix) Schooling and fertility rate
- (x) Government action needed to help women
- (xi) Mental differences between the two sexes

Example:

Paragraph A

Answer:

iii

- 28. Paragraph B
- 29. Paragraph C
- 30. Paragraph D
- 31. Paragraph E
- 32. Paragraph F
- 33. Paragraph G

### Closing the Gap

**A** Striking progress towards sexual equality has been made in the past two decades, particularly concerning adult literacy, school enrolment, and maternal mortality rates. Nonetheless, among the 900m

illiterate people in poor countries, women outnumber men by two to one; 60% of the 130m children with no access to primary school are girls; and women's wages are typically only 60% ~ 70% those of men. Few would deny that narrowing this gap yet further would make for a fairer society. But there is also a growing consensus among development economists that it would also do a great deal to promote faster economic growth, if women are provided with more opportunities for education, nutrition, access to credit and property rights.

**B** The empirical evidence is strongest in the case of education. Because it improves a country's stock of human capital, education is an important factor in raising output. As one would expect, economic theory suggests that a better - educated workforce, of both men and women, is likely to spur a country's growth. In the case of women's education, however, there seem to be additional, growth - promoting benefits. For a start, educating women seems to reduce fertility. For any given amount of investment, lower fertility implies more capital accumulation per worker - and this raises growth rates per head.

**C** Studies from individual countries point out that one year of female schooling can reduce the fertility rate by between 5% and 10%. A simulation study of 72 countries around the world shows that, if all other factors were held constant, doubling female secondary - school enrolments in 1975 would have reduced the average fertility rate in 1985 from 5.3 to 3.9 children and lowered the number of births by almost 30%. Better education reduces fertility in several ways. First, it increases the potential wages that women can command; in this way, it raises the value of women's time, and so adds to the effective cost of bearing children. Also, better - educated women tend to marry later, and know more about contraception.

**D** As well as having fewer children, educated women are more likely to have betterfed, and therefore healthier, children - who will themselves be better educated. Evidence from World Bank surveys in Nicaragua, Pakistan, Vietnam and Côte D'Ivoire suggests that the probability of a child being in school increases with the mother's own education. Education and nutrition are the clearest links connecting greater equality and economic growth, but the World Bank says that there may be other channels too. For example, women get disproportionately little access to credit from the formal banking system in most developing countries, largely because they are assumed to have no collateral to offer. In Latin America, for instance, women make up only 7% ~ 11% of borrowers. However, studies from Bangladesh, where a number of schemes steer credit to poor women, show that making it easier for them to borrow can do more to cut poverty and raise investment than lending to men.

**E** From a theoretical point of view, these findings raise an intriguing question. If improving the economic opportunities of women brings such benefits, why do sexual inequalities persist at all? Put another way, why do households themselves not allocate their existing resources accordingly, in the interests of increasing their income? To answer this question, it is necessary to understand how economic decisions within households are made.

**F** Economists have customarily thought of the household as a single, or "unitary", decision - making body. Households were thought to maximise their welfare by allocating income and other resources to

the members that promised the highest rates of return, as reflected in wages and prices. So one rationale for the persistence of inequality, consistent with this view of household decision-making, is that markets fail to capture the full benefits to society of investing in women. These benefits, in turn, are not reflected in wages. Households therefore make choices that fail to maximise their well-being. Alternatively, and pretty obviously, this "unitary" model of household behaviour may be incomplete. Some economists have analysed the household as a "collective" entity - i. e., they assume that the welfare of the individual members does not necessarily move in parallel with the welfare of the household as a whole. Each family member has his own preferences. As a result, decisions reflect not just market rates of return, but also the bargaining power of different household members. Women, as a result of social and cultural norms, as well as because of outside factors, tend to be in a weaker bargaining position than men.

**G** Whether it is to address a market failure or to improve the relative bargaining position of women within the family, or both, there does seem to be a case for government action to help women. The World Bank concludes that governments should try, wherever possible, to change laws and regulations in ways that promote equal opportunities, and, if necessary, to intervene to correct sexual inequalities. This would be both fair and efficient—which is as close as economic policy gets to a free lunch.

### **Questions 34 ~ 40**

Complete the following summary of Reading Passage 3. Choose **No More Than Three Words** from the passage for each answer. Write your answers in boxes 34 ~ 40 on your answer sheet.

Woman's situation all over the world have improved. However, statistics show that they are still in a much disadvantageous position when opportunities for education, access to credit and ... (34) ... are taken into consideration. It has been found that education of women is the most important factor in improving women's economic status. Studies have indicated that the amount of education received by women correlates with ... (35) ...—the more education they receive, the fewer children they have. Compared with illiterate women, educated mothers tend to have ... (36) ... kids and these kids are more likely to ... (37) ... According to World Bank surveys, greater equality and ... (38) ... can be achieved through other channels, too, such as access to credit.

Reasons for women to be in an unfair ... (39) ... include, according to some economists, markets fail to capture the full benefits of society of investing in women, and women are in a weaker bargaining position because of social and ... (40) ...

## **Writing Test**

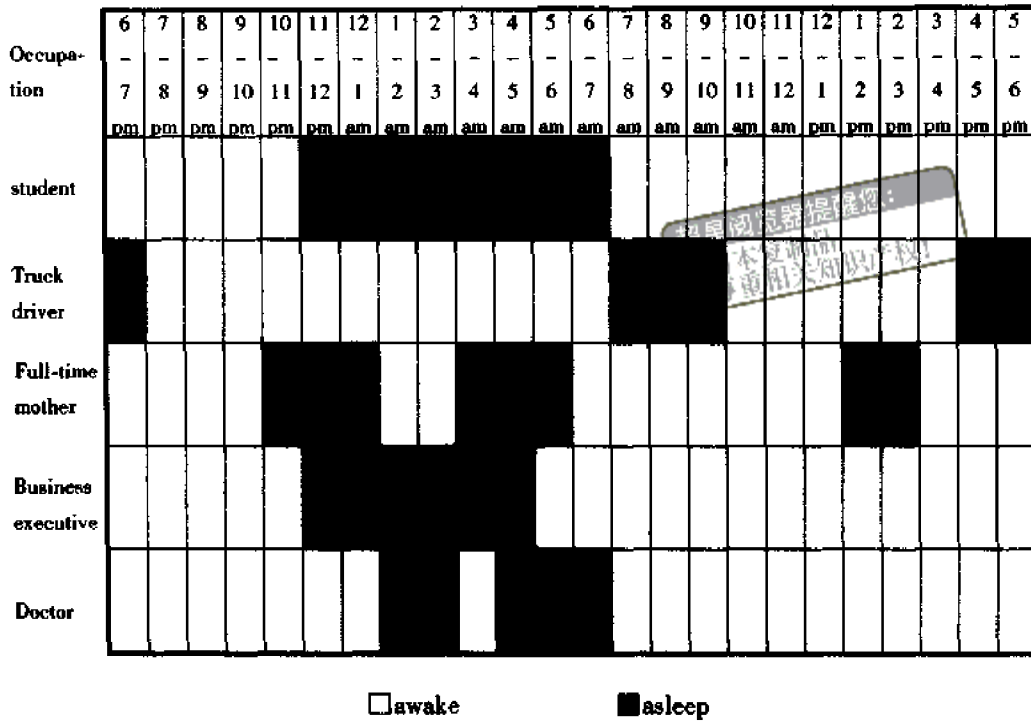
### **Writing Task 1**

You should spend about 20 minutes on this task.

The chart below shows the sleep patterns of people in five different occupations according to a Canadian study.

Write a report for a university lecturer, describing the information below. Give

possible reasons for the differences.



### Writing Task 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

**The mass media, including television, radio and newspapers, have great influence in shaping people's ideas.**

**To what extent do you agree or disagree with this statement?**

**Give reasons for your answer.**

You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

## IELTS 学术类模拟试题四(答案)

### Reading Passage 1

此文描述了工作人员如何帮助猩猩获得在野生环境中生存的能力。orangutan: 猩猩, 产于印尼。与此动物有关的另外两种动物是: chimpanzee (黑猩猩) 和 gorilla (大猩猩), 均产于非洲。

### Questions 1 - 13

1. A B段的 visitors 到底指人还是猩猩有些不清楚,但其他几处均明确指人,因此,此词在B段也是指人。
2. A,C 见A段。
3. E 工作人员的目的是帮助猩猩获得在自然中生活的能力,A、B、C、D均为此目的。  
leech:水蛭。
4. F
5. I explicitly:明确地,反义词是 implicitly(含蓄地)。
6. conscious A段最后一词。
7. temporary A段第3句。
8. dependent on 1段
9. the wild/the forest/the jungle 见A、E段。
10. twice a day E段第2句。
11. a kilometer away H段第1句。
12. contact 见C、G、H段。
13. at ease (随便的,放松的)见I段。

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### Reading Passage 2

此文讲述了科学家利用现代生物技术发现老鼠身上分泌一种可调节食欲和代谢的物质的基因,即 *ob* 基因。肥胖老鼠身上的 *ob* 基因有缺陷,不能分泌此种叫 leptin 的物质,因此,这种老鼠不能控制食欲,总是认为自己处在饥饿状态。科学家给这类老鼠注射 leptin 后,它们就开始节食、减肥。

### Questions 14 - 27

14. overweight fat 有贬义,不好听。obese 为医学用词。
15. defective/it is defective 见第3段第2句。
16. metabolism 见第2段和第4段第4句。a feedback loop: 反馈循环机制。thermostat: 温控开关。fatstat: 脂肪敏感开关。
17. food intake 题中的 keeps...in balance 表示这是一对需要平衡的矛盾。矛盾的一方是题中的 weight gain,另一方应是食物的摄入量,而不是 appetite 或 energy consumption 等。见第6段最后一句。
18. brains 见第5段第4句。brain(单数)也出现过(在第4段),但题中要用复数名词。
19. injections 见第7、8段。
20. an optimal leanness 见第7段第3句。
21. obesity 这里要填的应是题中 fighting 的宾语,当然要用名词;根据文章内容应与肥胖症有关。fat 当名词用意为脂肪,fatness 又未在文中出现。见第8段提到的肥胖症专家 Dr. Ahmed Kissebah。
22. Not Given
23. Yes 文中说老鼠身体中有 *ob* 基因,只是肥胖老鼠体内的 *ob* 基因有缺陷,不能分

泌 leptin。

24. No 见上一题的说明。

25. No 文中说 Friedman...pinpointed the ob gene(见第3段)。

26. Yes 正常的老鼠体内总是要有一些 leptin, 但如体重增减, 体内的 leptin 水平过高, 这些老鼠就会节食。

26. Yes leptin 是由脂肪细胞分泌的, 老鼠越胖, 分泌的 leptin 越多。文中用了 protein (第4段第1句) 和 hormone(第4段第3句) 来指 leptin。

27. Yes

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### Reading Passage 3

#### Questions 28 - 40

28. vi 29. ix 30. i 31. iv 32. viii 33. x

34. nutrition/property rights 见 A 段最后一句。

35. (their) fertility(rate) 见 C 段。

36. fewer/better - fed/healthier

37. be better educated/be in school 注意 36、37 两题。D 段第 1 句表达了一种递进关系, 即孩子的数量及质量, 然后才是受更好的教育。因此, 第 37 题一定要与受教育有关, 才能反应文中的递进关系。

38. economic growth 见 D 段第 3 句。

39. (bargaining) position 见 F 段结尾和 G 段首句。

40. culture norms 见 F 段结尾。

### Writing Task 1

Differences in sleep patterns appear to reflect differences in individuals' occupations.

A Canadian study has pointed out, for example, that students typically sleep for a consecutive 8-hour period each night, from 11 p.m. to 7 a.m. This may be because the central activity in their lives, study, takes place in normal daylight hours. Similarly, business executives sleep consecutive hours, but perhaps because their jobs are especially busy and stressful they sleep for 6 hours on average, getting up around 5 a.m.

By contrast, truck drivers, probably because of their need to keep their trucks on the road over long periods, tend to sleep in two 3-hour blocks; one between 7 and 10 a.m. and another from 4 to 7 p.m. Another occupation associated with broken sleep schedules is that of doctors. They tend to retire to bed around 1 a.m. and start their day at 7 a.m., but may be woken up to deal with emergencies in the middle of the night. Finally, full-time mothers, especially those with young children, tend to sleep when their babies do. Typically, they will sleep from 10 p.m. and be awoken at 1 a.m. to comfort their babies for a couple of hours. They then go back to bed to wake at 6 a.m., but nap for two hours or so in the early afternoon.

Thus the influence on one's sleep pattern is worthy of consideration when choosing an occupation.

(239 words)

## Writing Task 2

The mass media have a powerful influence in shaping our lives. We have come to depend on them for information and entertainment, and in doing so we let them affect important aspects of our lives.

The undeniable usefulness of the media in almost instantly providing information about events around the world is largely taken for granted. But in our dependence on the media we have allowed them to mould our notions and opinions of events, places and people. Though few of us probably think about it, our conceptions of, say, our elected officials spring from television images and newspaper stories. Most of us will never meet prime ministers or presidents, but anyone who is regularly exposed to the media will have an opinion of them. When it is time to cast our vote, we will make our decision based on how the media portray the candidates. We are similarly swayed by coverage of wars. The media, representing the values of their owners, societies and governments, tend to report wars with a bias; which is the 'good' side and which the 'bad' is determined for us by reporters, editors and commentators, and sure enough the public begins to form opinions that reflect the coverage they see, hear and read in the major media.

The media are also influential in the way they facilitate the spread of culture and lifestyle. The so-called 'global youth culture', in which one finds young people around the world displaying a common interest in music, clothing styles and films, is an example of the media's enormous sway in this regard. A popular figure such as Michael Jackson would never be so well known were it not for the media's extensive reach into every society on the globe.

Thus I would argue that the mass media's influence is certainly great. Indeed, with technological advancements such as the Internet bringing even more forms of electronic media to our homes and workplaces, it is likely the media's influence will grow even stronger.

(333 words)



# IELTS 学术类模拟题五

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

PRACTICE TEST (Version Five)

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### ACADEMIC READING TEST

#### Instructions

**WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET**

The test is in 3 sections:

Reading Passage 1	Questions 1 ~ 14
Reading Passage 2	Questions 15 ~ 29
Reading Passage 3	Questions 30 ~ 40

Remember to answer all the questions. If you are having trouble with a question, skip it and return to it later.

## Reading Passage 1

You should spend about 20 minutes on Questions 1 ~ 14, which are based on Reading Passage 1.

### Birth of An Antarctic Super - Berg



#### B - 15 Iceberg

If an iceberg breaks loose from Antarctica and nobody's there to hear it, does it make any sound? That koan is more than just a meditative exercise for Doug MacAyeal, a glaciologist at the University of Chicago who has spent decades pondering the vast Antarctic ice sheets. Neither he nor anyone else has ever witnessed firsthand the calving of an Antarctic berg, and the process still mystifies polar experts. The most enormous Antarctic bergs are rare and elusive, embarking only once every few decades in untraveled seas and rarely straying far from the frozen continent. So there was much rejoicing among MacAyeal and his associates in March when satellites spotted the largest berg in recorded history separating from the northern edge of the Ross Ice Shelf. The new arrival, dubbed B - 15, is the size of Connecticut above water and 10 times bigger below. Melted, it would fill about half of Lake Michigan's basin with 250 trillion gallons of water. In satellite images, MacAyeal could detect cracks in the ice sheet parallel to the front and spaced about 20 miles apart. Icebergs seemed to be breaking off at the cracks, like sections of a chocolate bar, as the ice sheet moved slowly but surely toward the Ross Sea. Only one or two major bergs had calved from the Ross ice front during its latest 50 - year advance. So MacAyeal suspected that the shelf was due for another big break. "It could have been the whole length of the ice front," which stretches more than 300 miles from Victoria Land to Cape Colbeck, MacAyeal says. "We could have had a 300 - mile - long iceberg that was 20 miles wide. Unfortunately, only about half of the ice front came off. The other side may come off any day."

When or how the second half of the Ross ice front will break off is also an open question. There are plenty of cracks on the shelf that never amount to anything, says Jacobs. So the science of iceberg tracking is still as much description as prediction. The icebergs are monitored by polar - orbiting satellites using microwaves, infrared light, and radar, and they're named according to the place and order in which they originate. B - 15, for example, is the fifteenth big berg to break off the B quadrant of Antarctica since the center started counting in the 1970s. The monitoring isn't systematic; it's a by - product of weekly reviews of images from meteorological satellites. Thus the station manager at McMurdo, concerned about his own weather, spied the satellite image of B - 15 a couple of days before the ice center did. He emailed the snapshot of the 183 - by - 23 - mile - long berg to Julie Palais in the office of polar programs at the National Science Foundation, who in turn forwarded it to MacAyeal. Now MacAyeal and his colleagues at the science foundation are tracking the progress of B - 15 with some trepidation. Unlike their antipodean cousins, Antarctic icebergs usually get trapped in a circumpolar current that keeps them

“swirling like a whirligig around the continent,” says MacAyeal. That prevents them from wandering into major shipping lanes farther north. But B - 15 might cause trouble closer to home.

“These giant icebergs last for decades without melting, and during those decades they travel thousands of miles,” says MacAyeal. “The only problem is that their travel is undirected. In the back of my head there’s an inkling of a possibility that we might learn enough about icebergs to someday direct one up to Los Angeles. An iceberg the size of B - 15 would supply the city’s water needs for 500 years.” So far, MacAyeal doesn’t see any evidence that global warming is affecting the Ross Ice Shelf and its calving, but other researchers report that the ice sheet appears to be thinning in peripheral parts of Antarctica. More definitive information may be available in a few years, after MacAyeal posts automated weather stations and seismic sensors on the shelf.

### C - 16

In September 2000, for the second time in less than a year, a massive iceberg splintered away from the Ross Ice Shelf in Antarctica. The new iceberg, which scientists dubbed C - 16, measures 30 miles long by 11.5 miles wide, some 345 square miles in area. It was detected by satellite on September 27, though the exact date of cleavage is unknown due to the extensive cloud cover that has persisted over the southern Ross Sea. Iceberg C - 16 is being tracked by the National Ice Center, a Maryland - based agency staffed by members of the U.S. Navy, the U.S. Coast Guard and the National Oceanic and Atmospheric Administration. The new iceberg poses some cause for concern for resupply ships serving the U.S. Antarctic research station on Ross Island. “This one is of particular interest because of its proximity to Ross Island, which is where McMurdo Station is located,” Butcher said. “It’s possible that this iceberg may drift enough to impact the area where the ships will be operating, so we’re going to be monitoring this one very closely through the season.” The station, which can host between 200 and 1100 people depending on the time of year, is typically resupplied via cargo ship in middle to late February, said Peter West, a spokesman at the National Science Foundation. West echoed Butcher’s point that iceberg C - 16 could become grounded and block the shipping channel. But it is equally possible that the iceberg could simply drift off to sea, West emphasized. “It’s difficult to say what is going to happen with it,” West said. “At the moment, we just don’t know.”

West noted that in March, an iceberg much larger than C - 16 also broke away from the Ross Ice Shelf near Roosevelt Island. That berg, dubbed B - 15, measured about 170 miles long by 25 miles wide. At 4250 square miles (11007 square kilometers), the berg was almost as large as the state of Connecticut. According to West, icebergs the size of B - 15 and C - 16 have never been observed in the vicinity of the McMurdo Station before this year. Still, West was reluctant to attribute the breakaway icebergs to global warming. “Certainly at the moment you cannot say that it’s a result of global warming, because we don’t understand the history of the ice shelves enough to know”, West said. Cracks in the Antarctic ice shelf have been closely observed since the advent of remote sensing satellite equipment in the early 1970s.

### Questions 1 - 6

*Classify the following statements as applying to*

A. B - 15 Iceberg

- B. C - 16 Iceberg
- C. Both Icebergs
- D. Neither Iceberg

Write the appropriate letters A ~ D in boxes 1 ~ 6 on your answer sheet.

<p><i>Example :</i></p> <p>The iceberg that is almost as large as the state of Connecticut</p>	<p>Answer:</p> <p>A</p>
--	-------------------------

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1. The scientists are worried about this (these)iceberg(s) drifting too close to Ross Island.
2. The iceberg(s)originated from the Ross Ice shelf.
3. The iceberg(s)will probably drift to Los Angeles.
4. The iceberg(s)is(are)dangerous because it is(they are)drifting towards the Ross Is land shelf.
5. This(These)iceberg(s)will probably not melt for several decades.
6. This(These)iceberg(s)was(were)directly seen firsthand separating at the exact location it occurred.

**Questions 7 ~ 10**

Using **No More Than Three Words** from the passage , answer the following questions . Write the answers in boxes 7 ~ 10 on your answer sheet .

7. What is the name of the ice Landmass from which both icebergs separated?
8. What is the phenomenon that many people are blaming the creation of these icebergs on, but yet the scientists in the passage are reluctant to acknowledge?
9. An ice shelf break is compared to the breaking of what common food item?
10. While B - 15 was 170 miles long, how long might it have been if it had cracked all way up the ice front?

**Questions 11 ~ 14**

Complete the summary below :

Choose your answers from the box below the summary and write them in boxes 11 ~ 14 on your answer sheet .

**NB:** There are more words than spaces , so you will not use them all .

Example :

The fear that many scientists have is that the C - 15 and B - 15 will drift into ... (example) ...

Answer:

Shipping lanes

One of the problems with the monitoring of these icebergs is the fact that information does not come in ... (11) ... nor can it be seen precisely where an iceberg ... (12) ... When an iceberg cracks and separates, it usually drifts in a ... (13) ..., thus we can say that the movement poses little threat to ... (14) ... in the north.

predictive	shelves	pattern
descriptive	cracks	global warming
timely	drifts	water supplies
fast	swirl	Shipping lanes
systematically undirected shelves		

## Reading Passage 2

You are advised to spend about 20 minutes on Questions 15 ~ 29 which are based on Reading Passage 2.

### Lack Of Sleep Alters Hormones, Metabolism

**A** Chronic sleep loss can reduce the capacity of even young adults to perform basic metabolic functions such as processing and storing carbohydrates or regulating hormone secretion, report researchers from the University of Chicago Medical Center in the October 23 issue of *The Lancet*. Cutting back from the standard eight down to four hours of sleep each night produced striking changes in glucose tolerance and endocrine function - changes that resembled the effects of advanced age or the early stages of diabetes - after less than one week.

**B** The study was conducted by a team of researchers who extended previous research into cognitive effects and focused on physiological effects. Funding for this study was supplied by the Research Network on Mind - Body Interactions of the MacArthur Foundation (Chicago), the U. S. Air Force Office of Scien-

tific Research and the National Institutes of Health. Although many studies have examined the short-term effects of acute, total sleep deprivation on the brain, this is the first to investigate the impact of chronic, partial sleep loss on the body by evaluating the metabolism and hormone secretion of subjects subjected to sleep restriction and after sleep recovery.

**C** “We found that the metabolic and endocrine changes resulting from a significant sleep debt mimic many of the hallmarks of aging,” said Dr. Eve Van Cauter, professor of medicine at the University of Chicago and director of the study. “We suspect that chronic sleep loss may not only hasten the onset but could also increase the severity of age-related ailments such as diabetes, hypertension, obesity and memory loss.”

**D** Cutting back on sleep is an extremely common response to the time pressures of modern industrial societies. The average night's sleep decreased from about nine hours in 1910 to about 7.5 hours in 1975, a trend that continues. Millions of shift workers average less than five hours per workday. Previous studies, however, have measured only the cognitive consequences of sleep loss.

**E** Van Cauter and colleagues Karine Spiegel and Rachel Leproult chose to focus instead on the physiologic effects of sleep loss, how sleep deprivation altered basic bodily functions such as regulating blood sugar levels, storing away energy from food and the production of various hormones. They followed 11 healthy young men for 16 consecutive nights. The first three nights the subjects were allowed to sleep for eight hours, from 11 p. m. to 7 a. m. The next six nights they slept four hours, from 1 a. m. to 5 a. m. The following seven nights they spent 12- hours in bed, from 9 a. m. to 9 p. m. All subjects received identical diets. The researchers constantly assessed each volunteer's wakefulness and heart rate. They performed sleep studies on the last two eight-hour nights, the last two four-hour nights, and the first and last two 12 hour nights. They performed glucose tolerance tests on the fifth day of sleep deprivation and the fifth day of sleep recovery, and monitored glucose and hormone levels every 30 minutes on the sixth day of deprivation and of recovery.

**F** They found profound alterations of glucose metabolism, in some situations resembling patients with type-2 diabetes, during sleep deprivation. When tested during the height of their sleep debt, subjects took 40 percent longer than normal to regulate their blood sugar levels following a high-carbohydrate meal. Their ability to secrete insulin and to respond to insulin both decreased by about 30 percent. A similar decrease in acute insulin response is an early marker of diabetes. The differences were particularly marked when tested in the mornings. “Under sleep debt conditions, our young lean subjects would have responded to a morning glucose tolerance test in a manner consistent with current diagnostic criteria for impaired glucose tolerance,” note the authors. Impaired glucose tolerance is an early symptom of diabetes. Sleep deprivation also altered the production and action of other hormones, dampening the secretion of thyroid-stimulating hormones and increasing blood levels of cortisol, especially during the afternoon and evening. Elevated evening cortisol levels are typical of much older subjects and are thought to be related to age-related health problems such as insulin resistance and memory impairment.

**G** All of these abnormalities quickly returned to baseline during the recovery period, when subjects

spent 12 hours in bed. In fact, as the subjects spent more than eight hours a night in bed, their laboratory values moved beyond the "normal" or baseline standards, suggesting that even eight hours of sleep does not produce the fully rested state.

Young adults may function best after more than eight hours of rest each night.

"While the primary function of sleep may very well be cerebral restoration," note the authors, "our findings indicate that sleep loss also has consequences for peripheral function that, if maintained chronically, could have long term adverse health effects."

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### Questions 15 ~ 20

Reading passage 2 has 7 paragraphs A ~ G. From the list of headings below write the appropriate numbers (i ~ xi) in your answer section 15 ~ 20.

**NB:** There are more headlines than paragraphs, so you will not use all of them. You may use any of the headings more than once.

#### List of Headings

- (i) Details of Findings
- (ii) Recovery Process
- (iii) Problem of Sleep Deprivation in Today's Society
- (iv) Relationship to Aging
- (v) Researchers and Their Unique Focus
- (vi) Main Finding
- (vii) Health Effects
- (viii) Methodology
- (ix) The Primary Function of Sleep
- (x) The Hallmarks of Aging
- (xi) Cerebral Restoration

Example :  
Paragraph A

Answer:  
vi

- 15. Paragraph B
- 16. Paragraph C
- 17. Paragraph D
- 18. Paragraph E
- 19. Paragraph F
- 20. Paragraph G

### Questions 21 & 22

Name the two **General** areas that this study looked at that affect the human health in passage 2. Using **No More Than Two Words** for each answer, write these two areas separately in answer section 21 & 22.

### Questions 23 ~ 29

Are the following statements supported by the research in Reading Passage 2? Write your answers in boxes 23 ~ 29 on your answer sheet.



- |                  |   |
|------------------|---|
| <b>Yes</b>       | if the statement is supported by the research                         |
| <b>No</b>        | if the statement contradicts the research                             |
| <b>Not Given</b> | if there is nothing that either supports or contradicts the statement |

23. People who get less sleep often have the same symptoms as those people who get old.
24. The study looks at not only the effect on the brain but also metabolism and hormone ecretion.
25. If a person gets 8 hours of sleep, the body's energy will be restored.
26. The main function of sleep is to restore the body's metabolism and hormone levels.
27. People are sleeping fewer hours than they used to.
28. The study does not conclude that sleep loss will definitely increase the severity of age - related ailments such as diabetes, hypertension, obesity, and memory loss.
29. Beyond 12 hours some of the same symptoms found in sleep - loss will return.

## Reading Passage 3

You are advised to spend about 20 minutes on Questions 30 ~ 40 which are based on Reading Passage 3.

### Hunting for Aliens With a PC

What would you think was the biggest computing project in the world? Something to do with simulating nuclear blasts, perhaps, or forecasting climate change, using some vast system that occupies acres of floor space? Not at all. It's the search for aliens - more precisely, any radio signals they might be beaming out. And it's being carried out not on some monstrous system, but by about 2.3 million personal computers scattered around the world, as part of a project begun by the Search for Extraterrestrial Intelligence (Seti) group. It's called Seti@home, and consists of a small computer program which runs as a screen-saver - that is, when you aren't using your computer - and chugs through the complex data analysis of radio signals received from outer space, looking for a steady signal that doesn't come from Earth and which



lies in a particular range of frequencies that aliens would be likely to use – at least, according to our best guesses about what they might do. Now, PCs – even 2.3 million of them – might not sound as though they could possibly stack up against the huge machines such as Asci White, the computer unveiled by IBM in July which covers an area equal to three tennis courts and can carry out 12 trillion calculations per second – more than three times faster than the recorded speed of any other computer, and 1000 times more powerful than Deep Blue, the supercomputer that defeated chess champion Garry Kasparov in 1997.

But Asci White is only one machine (which will be used to simulate nuclear blasts mathematically). The statistics for the Seti@home project show that earlier this month its members' computers carried out 14.26 trillion operations per second – and that since the project launched in May 1999, its users have done a grand total of 3.7 hundred million trillion (3.7 20) operations. To reach that, Asci White would have to run non – stop for about nine months – but by that time, the Seti@home project would have out-run it even further. The statistics show that as more people join, they are also bringing more powerful computers to bear, so that in the course of the project's life the average time taken to process a chunk of data has fallen from 18hr 35min to 14hr 46min.

The Seti project was probably the fastest – growing Net phenomenon (at least, until the music file – sharing program Napster came along). Released last year on May 16, within 10 days seti@home had 350000 users in 203 countries; in just one day it added another 20000. It passed the one million mark in September 1999, and two million this summer. What also makes the seti@home project remarkable – besides its size – is the fact that all the processing is being done completely voluntarily. Certainly, seti itself could never pay for something comparable with Asci White. The Seti package is a small download which installs itself. It then begins analyzing a small packet of data, recorded originally by the Arecibo radio telescope, and once it has checked it for any constant signal suggesting alien intelligence, it passes the results back online to Berkeley. Various precautions are taken to make sure that users cannot fiddle the results; any data analysis which suggests alien contact would be redone independently. But if your machine finds extraterrestrial life then you will get the credit, Seti insists. Now, other organisations are hoping to tap into this powerful market for “distributed computing” to solve other complex problems which work better when broken into small pieces – such as unravelling the structure of proteins, finding potential drug candidates, and even predicting climate change. What might be even nicer, if your computer is usually just turned off at night, is that you could have the option of being the first person on the planet to spot a signal coming from an alien civilisation – or you might earn a few pounds letting those spare processor cycles solve problems for commercial companies. David Anderson, formerly a computer science professor at the University of California at Berkeley who organised the mailto: Seti@home, now works as chief technology officer for United Devices, a commercial spin – off. Based in Austin, Texas, it is now recruiting commercial companies interested in using idle computer time available over the Internet.

Seti@home was not the first project to use distributed computing over the Internet: that was almost certainly distributed. net(www.distributed.net), formed in 1997 to crack encryption keys to coded messages. Such messages are encoded by multiplying together two very large prime numbers. With the message authors' agreement, distributed. net would issue volunteers around the net with a version of the message and a computer program for their PC telling it to find record prime numbers, and using the Internet to communicate their results, but that has not been a centrally coordinated project with distributed effort. Other

distributed projects now underway are seeking out Fermat numbers (of the form  $1 + 2^{2^n}$ ). And certainly if you can find the right project, Internet users will happily lend a hand. In autumn last year, Myles Allen of the Rutherford Appleton Laboratory in Oxfordshire had the idea of using distributed computing to try to solve climate simulation. He posted a message on the Net noting that the work would try to introduce "fuzzy prediction" to reflect the variation of risks and probabilities in the forecast, rather than just one "best guess". The "Casino - 21" project site got 15000 replies in two weeks. But it is the commercial side which is booming now. Paragon Computation, a 45 - person company in Fairfax, Virginia, aims soon to start farming out screensaver work in biotechnology, financial and pharmacology research; people who sign up will get a payment for their machines' time per unit of work done. You won't be a millionaire, but Paragon says it might be worth a few pounds a month. Another company, Applied MetaComputing, has government customers such as NASA and the US Defense Department. And another company, TurboLinux, sells a product which can distribute work within a company for its idle computers. So the demand is certainly out there. The problem would - be distributed processing companies face though is that they have first to persuade their potential clients that their data will be safe out on the Net: "People with serious computations are not likely to trust results coming from unreliable machines owned by total strangers," said Bob Metcalfe, formerly of Xerox Parc, and the man credited with inventing the Ethernet net working system.

At the same time distributed.net is working with the UK's Sanger Centre near Cambridge on mapping the human genome: its community of 60000 participants, with 200000 computers, are equivalent to more than 180000 Pentium II 266 - MHz computers working flat out around the clock. But for now, the project to beat them all is Seti@home. "It's the world's largest supercomputer," said Dan Werthimer, chief scientist at <mailto:Seti@home> and director of the Berkeley Seti program. "It's made our search 10 times more sensitive, so we can find weak signals and pulse signals, things we couldn't look for because we didn't have enough computing power."

### Questions 30 ~ 34

Complete the table below. No More Than Three Words from the passage for each answer. Write your answer in boxes 30 ~ 34 on your answers sheet.

Name of company, project or technology	Function	Statistics
...(30)...	Searches for signals in outer space	14.26 trillion operations per second
...(32)...	Simulate...(31)...	12 trillion calculations per second
Casino project	Helps solve...(33)...	15000 replies in 2 weeks
Distributed.net	Mapping the human genome	...(34)....computers

### Questions 35 ~ 40

Do the following statements agree with the information given in Reading Passage 3? Write your answers in boxes 35 ~ 40 on your answer sheet.

- Yes** if the statement agrees with the information  
**No** if the statement contradicts the information  
**Not Given** if there is no information on this in the passage

35. The reason that people are reluctant to use a mass computing service has more to do with security than with the cost of it.
36. David Anderson still contributes to seti@home.
37. The commercial side of mass computing is booming because people who sign up pay a small fee for the service.
38. Napster is growing faster than seti@home
39. The purpose of the original mass computing project was to find large prime numbers.
40. seti@home is based in Austin Texas.



## Writing Test

### Writing Task 1

The table below presents information about the Australian economy in the late 1980s.

Write a report describing the trends in profits shown in the table.

You should write at least 150 words.

Table 1: Company Profits Before Tax, By Industry ( \$ million)

Period	Manufacturing	Mining	Retail Trade	Other
1986 ~ 1987	4650	3840	612	1232
1987 ~ 1988	6615	3816	886	1511
1988 ~ 1989	8617	3540	1349	1696
1989 ~ 1990	7810	4992	1373	397

### Writing Task 2

Write an essay expressing your views on the following topic:

**Technology can bring many benefits, but it can also cause social and environmental**

problems. In relation to new technology, the primary duty of Governments should be to focus on potential problems, rather than benefits.1

You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

## IELTS 学术类模拟题五 (答案)

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### Reading Passage 1

#### Questions 1 ~ 14

1. C (McCardy is located at Ross Island)
2. C
3. D
4. C
5. C
6. D (no - one has witnessed either iceberg at the exact location)
7. Ross Ice Shelf
8. global warming
9. chocolate bar
10. 300 miles
11. systematically
12. cracks
13. swirl
14. shipping lanes

### Reading Passage 2

#### Questions 15 ~ 29

15. v
16. iv
17. iii
18. viii
19. i
20. ii
21. glucose tolerance
22. endocrine(function) change
23. T
24. F (only metabolism and hormone secretion)
25. F
26. NG
27. T
28. T
29. NG

### Reading Passage 3

#### Questions 30 ~ 40

30. seti @ home
31. nuclear blasts
32. Ascii White
33. climate simulation
34. 200000
35. T
36. NG
37. F (no fee)
38. T
39. T

**Writing Task 1**

The table shows Australian company profits before tax for the period 1986 ~ 1990 in four sectors: Manufacturing, Mining, Retail Trade and Other Industries. Profits were very uneven across these four sectors during the four year period.

The most important sector was Manufacturing, where profits nearly doubled from 1986 to 1989 to peak as \$ 8.6 billion, followed by Mining, where profits reached almost \$ 5 billion in 1989 ~ 1990, after fluctuating just below \$ 4 billion for the previous three years. Profits in Retail Trade also grew strongly during the four year period, doubling to just below \$ 1.4 billion. In Other Industries there was steady growth in profits for three years from \$ 1.2 billion to almost \$ 1.7 billion, followed by a crash to below \$ 0.4 billion in 1989 ~ 1990.

The table indicates that the year 1989 was a turning point for the Australian economy. After consistent rises from 1986 to 1989, profits in Retail Trade levelled off in 1989 ~ 1990, while those in Manufacturing and Other Industries both fell - in Other Industries the fall was particularly sudden, to less than a quarter of their 1989 level. Only Mining, where profits had been steady during 1986 ~ 1989, showed a significant rise in profits in 1989 ~ 1990.

(214 words)

**Writing Task 2**

It is true that new technologies can create serious social and environmental problems. The question is whether governments should focus on these problems when they are formulating policies relating to new technology.

Some people would argue that governments have an important watchdog role to play and that they should attempt to establish whether a proposed technology is likely to have any harmful effects. This is seen as an aspect of government looking after the public interest and showing concern for the welfare of its citizens. These people would invest government with the power to veto the introduction of certain technologies.

The problem with this approach, however, is that it is very difficult to know in advance what the full effects of any new technology will be. The history of science and technology has many fascinating examples of unexpected developments. Sometimes a technological advance in one area can lead to a surprising breakthrough in another, seemingly unrelated area. For example, technology which originated from the US space program has been further developed and applied in many other areas of life. And one certainly cannot depend on government bureaucracies to make accurate assessments about these matters.

Another problem is that, where one government might decide to ban the use of a new technology, another country may well go ahead with its introduction. In an increasingly competitive global economy the first country may severely disadvantage itself by such an action.

New technology is essential for a country's economic development. The best approach is to positively encourage the development of new technologies and to focus on their benefits. Any problems that may arise can be dealt with after implementation.

(279 words)

# IELTS 学术类模拟题六

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

PRACTICE TEST (Version Six)

### ACADEMIC READING TEST

#### Instructions

**WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET**

The test is in 3 sections:

Reading Passage 1	Questions 1 ~ 15
Reading Passage 2	Questions 16 ~ 29
Reading Passage 3	Questions 30 ~ 42

Remember to answer all the questions. If you are having trouble with a question, skip it and return to it later.

## Reading Passage 1

You are advised to spend about 20 minutes on *Questions 1 ~ 15* which are based on reading passage 1



### An "F" in World Competition

**A** President Bush calls his plan for fixing schools "Education 2000." In that year, he promises,

#### Science Project

On the science test for 13 - year - olds, Americans got an average of 67 percent correct; Koreans were first with 78 percent correct.

South Korea	78%
Taiwan	76%
Switzerland	74%
Hungary	73%
Russia	71%
Slovenia	70%
Italy	70%
Israel	70%
Canada	69%
France	69%
Scotland	68%
Spain	68%
United States	67%
Ireland	63%
Jordan	57%

American students will lead the world in math and science. But judging by the results of international achievement tests released last week, Bush may have to rename his program "Mission: Impossible." South Korean and Taiwanese students whipped Americans in the math and science exams for 9 - and 13 - year - olds. The United States ranked near the bottom. Americans did excel in one part of the test, a survey of leisure and study habits - although the distinction was nothing to be proud of. As U.S. Secretary of Education Lamar Alexander noted: "It was not among our six education goals to lead the world in the amount of TV our students watched."

**B** The tests, called the International Assessment of Educational Progress (IAEP), were administered by the Educational Testing Service, which also runs the Scholastic Aptitude Tests. The first IAEP, in 1988, included only six countries/regions; in this second test, 20 participated. (Notable nonparticipants: Germany, which didn't want to spend the money it cost each country to administer The test, and Japan, which dropped out when South Korea joined.) Other interna-

tional tests have been criticized because of the difficulties of comparing students from different cultures. A major complaint has been that other countries test only their very best students while the United States tests a representative sampling. IAEP officials say the 175000 students they tested last year were as comparable as possible.

**C** In math, the gap between the American and Asian youngsters was especially wide. Nine-year-old Americans got an average of 58 percent correct; the top scores, the Koreans, averaged 75. For 13-year-olds, the American average was 55, the Koreans' 73. Advanced curriculum helped. "Most of the countries that did well emphasized geometry and algebra, where our kids are still learning arithmetic," says Diane Ravitch, U.S. Under Secretary of education.

**D** Even the very best American students didn't measure up. The range of scores received by the top 10 percent of Americans was much greater than that of the top 10 percent of Asian students. For example, in the math test, the highest-scoring 10 percent of 13-year-old Koreans got 96 to 100 percent of the questions right; Taiwan's top 10 percent got 97 to 100 percent correct. But America's top 10 percent got only 83 to 97 percent of the questions' right.

**E** There was one small bright spot, in science. Nine-year-old Americans came in third, after Korean and Taiwanese children. On average, Americans got 65 percent of the questions correct, compared with 68 percent for Koreans. This doesn't necessarily mean that U.S. schools do a good job of teaching science to young children. Test organizers say they believe U.S. kids may have done better because the 9-year-olds' science test concentrates on life sciences rather than physical sciences, and survey results indicate that U.S. teachers are more comfortable with biology than physics or chemistry. As they get older, U.S. kids fall way behind. Among 13-year-olds, they were again near the bottom in science.

**F** **Success recipe:** The tests' organizers say the results don't indicate any particular recipe for success. The U.S. school year is shorter than that of many other countries, but the school day is longer. American students actually spend more time in school than Koreans. Quality of time, not quantity, matters most, says Ravitch. "A lot of time in American classrooms is interrupted, with announcements about band practice or whatever." The countries with high scores used a wide range of teaching methods, from the highly structured to the progressive. Some (Israel, the United States) devoted a lot of money to education; others (China, Spain) spent less. Use of spare time was closely correlated with academic success, however. Students who read and did a lot of homework scored better than those who came home and plopped down in front of the TV for hours every day. Attitudes toward intellectual achievement are also important. In Asia, scholarship is admired. "In the U.S., we call our best students nerd or dweeb," says ETS President Gregory Anrig. "As a nation, I think we have conflicting feelings about people who are smart, and as parents, we send conflicting messages to our children about being smart."

**G** Despite the results, U.S. Education Secretary Alexander says he hasn't given up on American kids. Last week he announced that about \$ 2 billion currently in the budgets of various federal agencies will go to math and science education, with the emphasis on retraining teachers. Ravitch says the program will be bigger and broader in scope than a similar initiative launched after Sputnik 1 in 1957. The national goal then was to be first on the moon. That, too, was once considered Mission: Impossible.



### Questions 1 - 7

Do the following statements agree with the views of the writer in Reading Passage 1? In boxes 1 - 7 on your answer sheet write

- Yes** if the statement agrees with the writer;  
**No** if the statement does not agree with the writer;  
**Not Given** if there is no information about this in the passage.

*Example:*

It is believed that American kids have better biology teachers than chemistry teachers.

Answer:

YES

1. Neither Germany nor Japan took part in the latest IAEP.
2. South Korea sent their top students to participate in the IAEP.
3. American 13 - year - olds did better than their Canadian counterparts.
4. American children spend more time watching TV than children from many other countries.
5. Scottish children have beaten the English kids in the latest IAEP.
6. The results of the 3rd IAEP indicate that Canada and France did equally well.
7. American 13 - year - olds are not as intelligent as their 9 - year - old brothers and sisters.

### Questions 8 - 15

The following statements are related to some countries / regions, as mentioned in Reading Passage 1. Decide which country (countries) / region (s) each statement refers to and write your answer in the corresponding box in the answer sheet. If there is no information about this in the passage, write **Not Given** in the corresponding box.

*Example:*

School days are longer.

Answer:

America

8. 70% of the questions at the IAEP was answered correctly.
9. Teachers enjoy teaching physics better than chemistry.
10. A lot of money was spent on education after the Russians had sent off the first spacecraft.
11. The scores received by the top 10% students are more clustered together.
12. School time is not well spent.
13. Students do a lot of homework instead of watch TV for hours everyday.
14. Bright kids are ridiculed.
15. Refused to participate in the IAEP due to financial concerns.

## Reading Passage 2

You are advised to spend about 20 minutes on Questions 16 – 29 which are based on reading passage 2.

### The History Of Aspirin

In the late 1890s, Felix Hoffman, a chemist with Germany's Friedrich Bayer (pronounced "Byer") & Company, started looking for a new treatment to help relieve his father's painful rheumatism.

Drugs to treat the pain and inflammation of rheumatism had been around for 2000 years. In 200 B.C., Hippocrates, the "father of medicine", observed that chewing on the bark of the white willow tree soothed aches and pains. In 1823, chemists finally succeeded in isolating the bark's active ingredient. It was salicylic acid.

The problem was, salicylic acid wasn't safe. In its pure form, it was so powerful that it did damage at the same time it was doing good. Unless you mixed it with water, it would burn your mouth and throat. And even with water, it was so hard on the stomach lining that people who took it became violently ill, complaining that their stomachs felt like they were "crawling with ants."

Salicylic acid had given Hoffman's father multiple ulcers. He had literally burned holes in his stomach trying to relieve his rheumatic pain, and was desperate for something milder. So Hoffman read through all the scientific literature he could find. He discovered that every scientist who had tried to neutralize the acidic properties of salicylic acid had failed ... except one. In 1853, a French chemist named Charles Frederic Gerhart had improved the acid by adding sodium and acetyl chloride – creating a new compound called acetylsalicylic acid. However, the substance was so unstable and difficult to make that Gerhart had abandoned it.

Hoffman decided to make his own batch of Gerhart's acetylsalicylic acid. Working on it in his spare time, he managed to produce a purer, more stable form than anyone had been able to make. He tested the powder on himself successfully. Then he gave some to his father. It eased the elder Hoffman's pain, with virtually no side – effects.

Hoffman reported his findings to his superiors at Bayer. His immediate supervisor was Heinrich Dreser, the inventor of heroin. (At that time, it was thought to be a non – addictive substitute for morphine. Heroin was a brand name, selected to describe the drug's heroic painkilling properties.) Dreser studied Hoffman's acid, found that it worked, and in 1899 Bayer began selling their patented acetylsalicylic acid powder to physicians under the brand name aspirin. The name was derived from the Latin term for the "queen of the meadow" plant, *Spiraea ulmaria*, which was an important source of salicylic acid. A year later, they introduced aspirin pills.

Within ten years of its introduction, aspirin became the most commonly prescribed patent medicine in the world for two reasons: (1) it actually worked, and (2) unlike heroin, morphine, and other power-

ful drugs at that time, it had few side-effects. There was nothing on the market like it, and when it proved effective at reducing fever during the influenza epidemics at the start of the twentieth century, its reputation as a miracle drug spread around the world.

"This was a period of time when a person only had a life expectancy of 44 years because there was no medicine available," says Bayer representative Dr. Steven Weisman. "Aspirin very quickly became the most important drug available." It seemed to be able to solve any problem, large or small - gargling aspirin dissolved in water eased sore throats, and rubbing aspirin against a baby's gums even helped soothe teething pain.

Aspirin was initially a prescription-only medicine, but it became available over the counter in 1915. Sales exploded, and demand for the new drug grew at a faster rate than ever. Since Bayer owned the patent on aspirin - and there was no other drug like it - the company didn't have to worry about competition; it had the world wide market to itself. But the focus of history would soon get in the way.

In 1916, Bayer used its aspirin profits to build a massive new factory in upstate New York. They immediately started manufacturing the drug for the American market, and sold \$6 million - worth in the first year.

Then they ran into problems. World War I made Germany America's enemy, and in 1918 the U.S. Government seized Bayer's American assets under the Trading With the Enemy Act. They auctioned the factory off to the Sterling Products Company of West Virginia. (The two Bayers would not reunite again until 1995, when the German Bayer bought Sterling's over-the-counter drug business for \$1 billion.) Sterling continued marketing aspirin under the Bayer brand name, which by now had been Americanized to "Bay-er."

The original American patent for aspirin expired in 1917, and the "Aspirin" trademark was lost in 1921. Anyone who wanted to make and sell aspirin was now legally free to do so. By the 1930s there were more than a thousand brands of pure aspirin on the market; there were also hundreds of products (Anacin, for example) that combined aspirin with caffeine or other drugs. A bottle of aspirin in the medicine cabinet was as common in American households as salt and pepper were on the kitchen table.

### Questions 16 ~ 20

Complete the table below. Use No More Than Three Words from the passage for each answer. Write your answers in boxes 16 ~ 20 on your answer sheet.

**NB:** An answer may be used more than once.

Year	Event	Person/company
1823	Creation of ... (16) ...	Chemists
1853	Mixed acetyl chloride and ... (17) ...	Gerhart
... (18) ...	Introduction of Aspirin	Bayer
1995	Sold its business to Bayer	... (19) ...
1918	Bayer's assets were ... (20) ...	U.S. Government

### Questions 21 ~ 25

Look at the following lists of inventors and inventions. Match each inventor to an invention. Choose E if there is no information in the reading passage. Write the appropriate letters A ~ E in boxes 21 ~ 25 on your answer sheet.

**NB:** You may use a letter more than once.

Inventors
* Example Dr. Steven Weisman
(21) Hippocrates
(22) Chemists in 1823
(23) Hoffman
(24) Dreser
(25) Gerhart

Inventions
* Example answer: E
A. Anacin
B. Salicylic Acid
C. Acetylsalicylic Acid
D. Heroin
E. None mentioned

### Questions 26 ~ 29

Use **No More Than Three Words** to answer the following questions. Write your answers in boxes 26 ~ 29 on your answer sheet.

26. Name the main reason that acetylsalicylic acid was better than salicylic acid.
27. What event made Bayer unpopular with Americans.
28. Why were so many companies able to copy Aspirin after 1921.
29. Besides going to a doctor, what other way could you buy Aspirin after 1915?

## Reading Passage 3

You are advised to spend about 20 minutes on **Questions 30 ~ 42** which are based on reading passage 3.

### The Light of the Twenty - first Century

**A** A scientific discovery is often made long before someone is able to put it to use. For example, scientists discovered how to split atoms decades before the invention of the atomic bomb and the use of atomic power to produce electricity. But sometimes discovery and invention happen at the same time, as occurred more than thirty years ago with the discovery of coherent light and the invention of the laser.

**B** The word laser stands for “light amplification by stimulated emission of radiation.” To many people lasers are very mysterious, but a laser is simply a device that produces a strong light. The light from the laser is called coherent light because it is light that only moves in one direction. In contrast, incoherent light, like the light from the sun or light from a bulb, moves away from its source in all directions, so its strength is very spread out. The light from a laser, moving in only one direction and concentrated in a narrow beam, is much stronger. Laser light is created by a process called stimulated emission. In this process, the atoms of a certain substance, such as a crystal or a gas, are excited in such a way that they produced coherent light. A person working with a laser can aim this coherent light, called a laser beam, in any direction.

**C** As soon as the laser was developed, scientists began thinking of practical applications for it. One of the earliest uses was to make extremely precise measurements of distance and speed. For example, the distance to the moon was measured to within a foot, and the speed of light was measured to within a thousandth of a mile per second. As time passed, many more applications for the laser were developed.

**D** Some of the most important uses of lasers are in medicine. Lasers can be used in surgery to open and close incisions with no danger of infection. In eye operations, a laser can be used to reattach a retina and to prevent excessive bleeding of tiny blood vessels in the eye. Lasers are also important in the treatment of cancer. A laser beam can completely destroy a cancerous growth without leaving behind any dangerous cancer cells that could start a tumor. More recently, lasers have been used to remove skin discolorations like freckles, age spots, and birthmarks. Some dentists have even started using lasers for painless treatment of teeth and gums. A laser beam can be made narrow enough to focus on a single cell, on part of a cell, or even on individual atoms and molecules. In fact, lasers are now being used to “trap” atoms and molecules moving during chemical reactions. This technique is being used in a variety of research projects – for example, to study how plants convert sunlight into energy through the process of photosynthesis, and to take a “snapshot” of the chemical reaction that is the first step in vision when light hits the retina of the eye.

**E** Over the past twenty years, personal computers have brought tremendous changes to homes and workplaces, and many of the most important developments in computer technology are based on lasers. From laser printers (including the newest colour printers), to technology by which whole encyclopedias of information can be stored on a laser disk (called a CD – ROM) and read by a computer, to optical disks that have hundreds of times as much memory as regular floppy disks, lasers are revolutionizing computers. Lasers have also made a big difference in the way telephones work. Instead of changing sound waves to electricity that travels through copper wire, the most modern telephone technology works by changing sound waves into pulses of laser light that travel through hair – thin glass fiber. One such fiber can carry more than a million conversation at the same time! An added benefit is that this technology lessens the need for copper, a scarce and valuable natural resource.

**F** Lasers also have many uses in business and industry, as well as in everyday life. In factories, lasers are used to cut cloth and harden metals. In supermarkets, a laser at the checkout counter reads the

price codes on the packages. Lasers are used in our homes in music CD players and videodisc players, which offer much better audio and video reproduction than we get from audiotapes or VCRs. These are just a few of the thousands of uses for lasers. The laser is truly becoming the light of the twenty – first century.

### Questions 30 ~ 34

Reading Passage 3 has six paragraphs. Choose the most suitable headings for paragraphs B ~ F from the list of headings below. Write the appropriate numbers (i ~ xi) in boxes 30 ~ 34.

**NB:** There are more headings than paragraphs, so you will not use all of them. You may use any of the headings more than once.

#### List of Headings

- (i) Medical Applications
- (ii) Marriage with Computers
- (iii) Laser Computers and Telephone
- (iv) Better Business
- (v) Laser and Technological Innovators
- (vi) Laser Application in Business and Industry
- (vii) What It Is and How It Is Created
- (viii) Lasers and Communication
- (ix) Early Uses
- (x) Discovery and Invention
- (xi) Development of Laser's Application

Example :

Paragraph A

Answer :

X

- 30. Paragraph B
- 31. Paragraph C
- 32. Paragraph D
- 33. Paragraph E
- 34. Paragraph F

### Questions 35 ~ 36

Name the Two Types of light in terms of their direction from their source. Using No More Than Three Words for each answer. Write the answers in boxes 35 ~ 36 on your answer sheet.

### Questions 37 ~ 42

Do the following statements reflect the claims of the writer in Reading Passage 3? In boxes 37 ~ 42 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



37. Lasers have had an overall positive effect.  
38. Light normally travels in all directions.  
39. Laser light is stronger because it is concentrated.  
40. Coherent light and laser are the same thing.  
41. In the beginning scientists had a lot of trouble thinking of applications for the laser.  
42. There is radiation involved in creating laser light.

## Writing Test

### Writing Task 1

You should spend about 20 minutes on this task.

The tables below are the results of research, which examined the average percentage marks scored by boys and girls of different ages in several school subjects. Write report for a university lecturer describing the information below.

You should write a minimum of 150 words.

Boys:

Subject Age	Maths	Science	Geography	Languages	Sports
7	63%	70%	63%	62%	71%
10	65%	72%	68%	60%	74%
13	69%	74%	70%	60%	75%
15	67%	73%	64%	58%	78%

Girls:

Subject Age	Maths	Science	Geography	Languages	Sports
7	64%	69%	62%	62%	65%
10	65%	73%	64%	67%	64%
13	64%	70%	62%	65%	62%
15	68%	72%	64%	75%	60%

## Writing Task 2

Topic: Most high level jobs are done by men. Should the government encourage a certain % of these jobs to be reserved for women?

You should spend no more than 40 minutes on this task. You should write a minimum of 250 words. You should use your own ideas, knowledge and experience to support your arguments with examples and relevant evidence.

## IELTS 学术类模拟题六(答案)

### Reading Passage 1

文章标题中的 F 指美国学校的评分系统中的“不及格”。

#### Questions 1 ~ 7

1. Yes 见 B 段括号中的话。
2. Not Given B 段的最后三句话似乎与此题有关,但前两句是在说其他的比赛,而不是 IAEP。最后一句话是惟一与此题有关的文字内容,但句中的 *as comparable as possible* 是一种非常松散的说法,几乎等于没说。因此答案是 Not Given。
3. No 表中列出了 13 岁孩子的成绩排列。加拿大的名次比美国靠前。
4. Yes 见 A 段的 *Americans did excel in one part of the test* ... 美国教育部长说:看电视领先不是我们的教育目标。
5. Not Given 文中说共有 20 个国家和地区参赛,但表中仅列出 15 个。英格兰是否参赛,参赛名次如何,均不得而知。如果有 15 个参赛,表中也列出了 15 个,但没有英国,这道题的答案就是 No, 因为英格兰未参赛,自然也不会被别人领先。
6. Not Given B 段说到此赛事举行了两次,而题中说 *the 3rd IAEP*。因此答案为 Not Given。应以作者报道此事件的时间为出发点,在此之后举行的赛事本文章没有提到。
7. Not Given E 段说美国 9 岁的孩子的成绩优于 13 岁的孩子的成绩,并指出了这种结果的可能原因。但此题在文中未得到支持。

#### Questions 8 ~ 15

此类题属于 *who does/did what* 类。但已知的是 *what*, 要找出 *who*, 因此有一定的难度。



8. Slovenia, Italy, Israel

9. Not Given E 段说美国的教师喜欢教生物,不喜欢教物理和化学。但本文中未就物理和化学之间作比较。

10. The U.S. 见 G 段。文中说 1957 年苏联的第一颗人造卫星(sputnik)升空后,美国开始大兴教育。

11. Taiwan, Korea clustered 意为集中的、成群的。见 D 段。题中用的比较级,因此仅 Taiwan 一词即可,亦可加上 Korea,但仅答 Korea 不能算对。

12. The U.S. 见 F 段中 Quality of time, not quantity, matters most 及此后的引语。Band practice: 乐队演练。

13. Not Given 文中说美国的孩子看电视多,但未说哪国的孩子做功课多,看电视少。

14. The U.S. 见 F 段中 Attitudes toward intellectual achievement are also important. In Asia, scholarship is admired. "In the U.S., we call our best students nerd or dweeb". Scholarship: 这里指学问、学识,不是奖学金。Nerd 和 dweeb 对许多学生来说是生词,但应能感觉到语气、情感上的转折,并由此推断出这两个词不是夸奖、赞美的词,而是挖苦、讽刺的词。

15. Germany 见 B 段。

## Reading Passage 2

### Questions 16 ~ 29

- |                    |                          |
|--------------------|--------------------------|
| 16. salicylic acid | 23. E                    |
| 17. sodium         | 24. D                    |
| 18. 1899           | 25. C                    |
| 19. Sterling       | 26. no acidic properties |
| 20. seized         | 27. World War I          |
| 21. E              | 28. Trademark was lost   |
| 22. B              | 29. over the counter     |

## Reading Passage 3

### Questions 30 ~ 42

- |                         |        |
|-------------------------|--------|
| 30. vii                 | 37. NG |
| 31. ix                  | 38. Y  |
| 32. i                   | 39. Y  |
| 33. ii                  | 40. N  |
| 34. vi                  | 41. NG |
| 35. coherent/incoherent | 42. Y  |
| 36. incoherent/coherent |        |

## Writing Task 1

The tables show averaged percentage scores achieved in the school subjects of Maths, Science, Geography, Languages and Sport by children aged 7, 10, 13, and 15 according to sex.

The subjects for which the highest average scores were recorded were Sport, at 78% (boys), and

Languages, at 75% (girls). The strongest subject for each sex was revealed to be the weakest for the opposite sex, with these two subjects also comprising the lowest recorded scores, at 60% and 70% respectively.

Apart from these two subjects the performance of boys and girls was comparatively similar. Boys tended to score higher in Geography, with scores ranging from 63% to 70%, while scores for girls ranged between 62% and 64%. However, it is significant that at the age of 15 both boys and girls alike averaged a score of 64% for this subject. The differences between the sexes for scores for Maths and Science were negligible.

It is more interesting to observe the patterns that emerge when the data is examined in terms of age groups. In general, for both boys and girls, children tended to improve as they got older. For boys, between the ages of 7 and 15, improvement can be observed in these ranges of scores: Maths (63% ~ 67%), Science (70% ~ 73%), Geography (63% ~ 64%), and Sport (71% ~ 78%). For girls, it can be observed in these score ranges: Maths (64% ~ 68%), Science (69% ~ 72%), Geography (62% ~ 64%), and Languages (62% ~ 75%). The increase in scores for girls for this last subject, Languages, was the greatest overall improvement across the different age groups, and its rise from 65% to 75% also constituted the greatest margin between scores for any two particular age groups.

The exceptions to the general trend were Languages, in which scores for boys steadily declined from 62% at 7 years to 58% at 15 years, and Sport, in which scores for girls steadily declined from 65% to 60%. The other significant exceptions that emerged were that both boys and girls recorded a slump between particular ages. For girls this happened between the ages of 10 and 13, when scores in Maths fell by 1%, Science 2%, and Geography, Languages and Sport by 2%. For boys the ages at which this occurred were 13 to 15, when Maths and Languages both fell by 2%, Science 1% and Geography by 6%. Boys' scores for sport actually increased by 3% during this period.

To sum up, these tables show that in this study, on average, males in this age range performed better in Sport and females performed better in Languages. The other significant pattern that emerged from the data was that boys and girls both went through a slump in performance, but that this slump happened at different ages for the different sexes.

## Writing Task 2

Most of the jobs in society that are high - paying, powerful, and demand a lot of responsibility are held by men. I do not believe this situation arose because women are incapable of doing high - level work. I believe society could benefit if more women were in positions of power and therefore I think the government should reserve a percentage of these jobs for females.

(first reason) Firstly, the problem of unfair employment distribution appears to come from social convention and not competence or true ability. At a young age most girls are not encouraged to pursue political office, business success, or professional prestige. On the other hand, boys are told to do these things. As a result, men hold the high level jobs but this does not mean they are very good at what they do. If the government set a quota for hiring women to do high level work, such as working in the government itself, then perhaps women would be more inspired to be ambitious in their life plans and contribute to a less - than perfect society.

(second reason) Furthermore, regulations in the workplace for hiring women would not be a new thing. Although not written or made into law, there seems to be rules for who can and cannot have high - level jobs. For instance, if a man and a woman both competed for the presidency of a company or even the country, and both were equally qualified and had the same experience and background, there is little doubt who would get the job. Even more, if the man was less qualified and less experienced than the woman, the man would still probably get the job because of his sex. Therefore, to legislate a percentage of high level jobs for women would work to fight the unwritten sexist rules of the workplace.

On the other hand, there are many arguments against the use of a quota system for women. It is true that the injustice and discrimination could be reversed. This is to say that some qualified men might be denied a job while some unqualified women would be given one. Also, the problem of sexism at work could be worsened instead of being overcome. People would doubt whether a woman with a high level job was "truly capable" - men might feel bitterness and resentment, while women might think less of themselves and begin to depend on government "charity". Furthermore, there is the problem of defining what is a high - level job and determining an appropriate percentage. ( Final statement that supports my opinion again. ) → Nonetheless, a quota system would break down some barriers in the short - term. Sexism in the workplace will not just magically disappear.

To sum up, I have outlined some advantages and disadvantages of making quotas for the number of women in high level jobs. Despite some of the obvious problems I believe that men and women can and should share power, wealth, and prestige. It is a cause worthy of our efforts.

# IELTS 学术类模拟题七

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

PRACTICE TEST (Version Seven)

### ACADEMIC READING TEST

#### Instructions

#### WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is in 3 sections:

Reading Passage 1	Questions 1 ~ 15
Reading Passage 2	Questions 16 ~ 30
Reading Passage 3	Questions 31 ~ 42

Remember to answer all the questions. If you are having trouble with a question, skip it and return to it later.

## Reading Passage 1

You are advised to spend about 20 minutes on Questions 1 ~ 15 which are based on Reading Passage 1



### Conflict: Good Or Bad For An Organization?

**A** We've made considerable progress in the last 25 years toward overcoming the negative stereotype given to conflict. Most behavioural scientists and an increasing number of practicing managers now accept that the goal of effective management is not to eliminate conflict. Rather, it's to create the right intensity of conflict so as to realize its functional benefits. Since conflict can be good for an organization, it is only logical to acknowledge that there may be times when managers will purposely want to increase its intensity. Let's briefly review how stimulating conflict can provide benefits for an organization.

**B** *Conflict is a means by which to bring about radical change.* It's an effective device by which management can drastically change the existing power structure, current interaction patterns, and entrenched attitudes. *Conflict facilitates group cohesiveness.* While conflict increases hostility between groups, external threats tend to cause a group to pull together as a unit. Intergroup conflicts raise the extent to which members identify with their group and increase feelings of solidarity, while, at the same time, internal differences and irritations dissolve. *Conflict improves group and organizational effectiveness.* The stimulation of conflict initiates the search for new means and goals, and clears the way for innovation. The successful solution of a conflict leads to greater effectiveness, to more trust and openness, to greater attraction of members for each other, and to depersonalization for each other. In fact, it has been found that as the number of minor disagreement increases, the number of major clashes decreases. *Conflicts brings about a slightly higher, more constructive level of tension.* This enhances the chances of solving the conflicts in a way satisfactory to all parties concerned. When the level of tension is very low, the parties are not sufficiently motivated to do something about a conflict.

**C** Conflict provides a number of benefits to an organization. Groups or organizations devoid of conflict are likely to suffer from apathy, stagnation, group think, and other debilitating diseases. In fact, more organizations probably fail because they have too little conflict, not because they have too much. Take a look at a list of large organizations that have failed or suffered serious financial setbacks over the past decade or two. You see names like E. F. Hutton, General Motors, Western Union, Gimbel's, K-mart, Morrison Knudsen, Eastern Airlines, Greyhound, and Digital Computer. The common thread running through these companies is that they stagnated, Their management became complacent and unable or unwilling to facilitate change. These organizations could have benefited by having had more conflict - the

functional kind.

**D** It may be true that conflict is an inherent part of any group or organization. It may not be possible to eliminate it completely. However, just because conflicts exist is no reason to deify them. Some conflict is dysfunctional, and it is one of management's major responsibilities to keep some kind of conflict intensity as low as humanly possible. *The negative consequences of conflict can be devastating.* The list of negatives associated with conflict is awesome. The most obvious are increased turnover, decreased employee satisfaction, inefficiencies between work units, sabotage, labour grievances and strikes, and physical aggression.

**E** *Effective managers build teamwork.* A good manager builds a coordinated team. Conflict works against such an objective. A successful work group is like a successful sports team; each member knows his or her role and supports his or her teammates. When a team works well, the whole becomes greater than the sum of the parts. Management sometimes creates teamwork by minimizing internal conflicts and facilitating internal coordination. *Competition is not the same as conflict.* Competition and conflict should not be confused with each other. Conflict is behavior directed against another party, whereas competition is behavior aimed at obtaining a goal without interference from another party. Competition is healthy; it's the source of organizational vitality. Conflict, on the other hand, can be destructive.

**F** *Managers who accept and stimulate conflicts sometimes don't survive in the organizations.* The whole argument about the value of conflict may be moot as long as the majority of senior executives in organizations view conflict traditionally. In the traditional view, any conflict will be seen as bad. Since the evaluation of a manager's performance is made by higher-level executives, those managers who do not succeed in elimination conflicts are likely to be appraised negatively. This, in turn, will reduce opportunities for advancement. Any manager who aspires to move up in such an environment will be wise to follow the traditional view and eliminate any outward signs of conflict. Failure to follow this advice might result in the premature departure of the manager.

### Questions 1 ~ 5

Reading Passage 1 has six paragraphs. Choose the most suitable headings for paragraph B ~ F from the list of headings below. Write the appropriate numbers (i - x) in boxes 1 ~ 5.

**NB:** There are more headings than paragraphs, so you will not use all of them. You may use any of the headings more than once.

#### List of Headings

- (i) Motivating Effect
- (ii) Change in Thinking towards Conflict
- (iii) Examples of Conflict and Survival

- (iv) The Danger to Teamwork
- (v) Political Danger of Conflict
- (vi) When Conflict May Not Be So Good
- (vii) Conflict Destroys Teamwork
- (viii) Searching for Solution through Tension
- (ix) Conflict and Change
- (x) Benefits of Conflict

Example :  
Paragraph A

Answer:

ii

1. Paragraph B
2. Paragraph C
3. Paragraph D
4. Paragraph E
5. Paragraph F

### Questions 6 ~ 8

Use No More Than Three Words to answer the following questions. Write your answers in boxes 6 ~ 8 on your answer sheet.

6. A lack of this can cause some organization to suffer from apathy \_\_\_\_\_.
7. The author believes that the right view of conflict is to try and create the right \_\_\_\_\_.
8. The political danger of not managing conflict is great for managers because their performance is judged by \_\_\_\_\_.

### Questions 9 ~ 15

Do the following statements agree with the information given in Reading Passage 1? Write your answers in boxes 9 ~ 15 on your answer sheet.

- |           |   |
|-----------|---|
| Yes       | if the statement agrees with the information      |
| No        | if the statement contradicts the information      |
| Not Given | if there is no information on this in the passage |

9. Conflict increases efficiency.
10. There was not enough conflict at K - mart so it stagnated.
11. More conflict is always better.

12. The author feels that modern academics are still viewing conflict in the *wrong way*.
13. Small disagreements can help prevent bigger ones.
14. Teamwork on the whole is one area that benefits the least from conflict.
15. Low tension and low motivation may be related at times.

## Reading Passage 2

You are advised to spend about 20 minutes on **Questions 16 ~ 30** which are based on Reading Passage 2.

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### **Play with mother is key to children's success**

Mothers who did badly at school can still boost their young children's academic performance with stimulating activities at home. Mothers' (rather than fathers') own educational achievements have long been thought to be the key to children's progress at school. But government - funded research suggests that mothers can compensate for their lack of exam success if they offer their under - fives activities linked to literacy and numeracy.

Researchers from Oxford, Cardiff and London universities, who measured the attainments of more than 2000 children at the ages of three and five, found that their mothers' education is important in accounting for differences between children. But what the mother did with the child was even more important. Those who talked frequently to their children, who played games with numbers and letters, read to them, took them to the library and taught them songs and nursery rhymes had a significant effect on their attainment both at the ages of three and five. Professor Pam Sammons, of London University's Institute of Education, said: "Children's progress is not all determined by social disadvantage. What parents do with children is critically important. Parents who have no educational qualifications can still do many things to help their children. We need to encourage parents, particularly younger ones, to play with children and to talk to them." She said the findings emphasized the importance of policies for supporting families of under - threes, for example the government's Sure Start programme. MPs on the Select Committee for Education are investigating early years education. Ministers have provided a nursery, playgroup or school place for every four - year - old, but critics say that too many children are now in school reception classes, which are not equipped for them. There are more staff for each child in nurseries than in reception classes. The researchers, comparing children's achievements in maths and literacy, found that playgroups and private day nurseries tended to do much less well than nursery schools, which combined education, day care and reception classes.

This research is consistent with previous studies that show the benefit of mother play in other areas such as in a child's creativity and social development using other devices such as music and toys. Music helps children connect the outer world of movement and sound with the inner world of feelings and observations. Children learn music the same way they learn language - by listening and imitating. Finger play promotes language development, motor skills and coordination, as well as self - esteem. Young children



are proud when they sing a song and can do the accompanying finger movements. Listening to music also teaches important pre - reading skills. As youngsters use small drums or other percussion instruments (homemade or store - bought), they can play the rhythmic pattern of words.

Babies become social beings through watching their parents, and through interacting with them and the rest of the family and later with others. It is a crucial time to begin teaching by example how people should behave toward one another. Toys that help babies with social development are stuffed animals, animal mobiles and dolls. Even very small babies can socialize with them. The infant will often converse with animals prancing on the crib bumpers or revolving on a mobile. Later, books and opportunities for make - believe and dress - up play also help children to develop social skills

In the beginning, babies' hand movements are totally random. But within a few months those tiny hands will move with more purpose and control. A mother has a particularly important role in the development of purposeful movement by giving her baby's hands plenty of freedom; rather than keeping them swaddled or tucked under a blanket (except outdoor in cold weather). Researchers suggest providing a variety of objects that are easy for small hands to pick up and manipulate, and that don't require fine dexterity. And since young babies usually won't grasp objects that are directly in front of them, a mother should offer these objects from the side.

Researchers suggest that mothers give babies ample of opportunity for "hands - on" experience with the following:

- ◆ Rattles that fit small hands comfortably. Those with two handles or grasping surfaces allow a baby to pass them from hand to hand, an important skill, and those that baby can put their mouth on will help bring relief when teething begins.
- ◆ They also suggest mothers use cradle gyms (they fit across a carriage, playpen or crib) that have a variety of parts for baby to grab hold of, spin, pull and poke. Beware of those, however, with strings more than 6 inches long, and take any gym down once your baby is able to sit up.
- ◆ Another useful play device is an activity board that requires a wide range of hand movements to operate, many of which your baby won't be able to intentionally maneuver for a while, but some of which even a young infant can set in motion accidentally with a swipe of a hand or foot. Besides the spinning, dialing, pushing, and pressing skills these toys encourage, they also teach the concept of cause and effect.

### **Questions 16 ~ 19**

Complete the table below. Use No More Than Three Words from the passage for each answers. Write your answers in boxes 16 ~ 19 on your answer sheet.

**NB:** An answer may be used more than once.

### **Activity Usefulness**

- ...(16)...Helps children to understand the cause and effect of movement.
- ...(17)...Babies learn how to behave with one another.
- Stuffed animals help babies with ...(18)...

Make believe ... (19) ...

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

### Questions 20 ~ 26

Choose one phrase (A ~ J) from the list of phrases to complete each key point below. Write the appropriate letters (A ~ J) in boxes 20 ~ 26 on your answer sheet.

NB: There are more phrases A ~ J than sentences, so you will not use them all. You may use any phrase more than once.

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#### List of phrases

- A. Encourage movement to music
- F. Offer it from the side of the baby
- B. Improves a child's imagination
- G. Have strings more than six inches long
- C. Improve a child's dexterity
- H. Play and talk with your child
- D. Distinguish facial features
- I. Have variety of parts for the baby to play with
- E. Build social skills
- J. Buy many toys

- 20. Placing small objects in the crib is a good way to ...
- 21. One way to build motor skills in a child is to ...
- 22. Cradle gyms should ...
- 23. It is important that cradle gyms do not ...
- 24. Stuffed animals can be used to ...
- 25. Even if you have no educational qualifications, you should ...
- 26. If you give an object to a baby you should ...

### Questions 27 ~ 30

Do the following statements reflect the claims in Reading Passage 2 in boxes 27 ~ 30 write:

<b>Yes</b>	if the statement reflects the writer's claims
<b>No</b>	if the statement contradicts the writer
<b>Not Given</b>	if there is no information about this in the passage

27. Stuffed animals help babies develop language as they converse with them.
28. There is no shortage of nurseries, playgroup or school places.
29. Young babies at all ages benefit from mothers who talk and play games with them.
30. The text suggests one key problem with reception classes is lack of staff per child.

### Reading Passage 3



You are advised to spend about 20 minutes on Questions 31 ~ 42 which are based on reading passage 3.

### World Health Organization Report: Malaria

Malaria is by far the world's most important tropical parasitic disease, and kills more people than any other communicable disease except tuberculosis. In many developing countries, and in Africa especially, malaria exacts an enormous toll in lives, despite the fact that malaria is a curable disease if promptly diagnosed and adequately treated. The geographical area affected by malaria has shrunk considerably over the past 50 years, but control is becoming more difficult and gains are being eroded. Increased risk of the disease is linked with changes in land use linked to activities like road building, mining, logging and agricultural and irrigation projects, particularly in "frontier" areas like the Amazon and in S.E. Asia. Other causes of its spread include global climatic change, disintegration of health services, armed conflicts and mass movements of refugees.

The emergence of multi-drug resistant strains of parasites is also exacerbating the situation. Malaria is re-emerging in areas where it was previously under control or eradicated. Malaria is a public health problem today in more than 90 countries, inhabited by a total of some 2400 million people - 40% of the world's population. Worldwide prevalence of the disease is estimated to be in the order of 300 ~ 500 million clinical cases each year. More than 90% of all malaria cases are in sub-Saharan Africa. Mortality due to malaria is estimated to be over 1 million deaths each year. The vast majority of deaths occur among young children in Africa, especially in remote rural areas with poor access to health services. Other high-risk groups are women during pregnancy, and non-immune travellers, refugees, displaced persons and labourers entering endemic areas.

Malaria epidemics relate to political upheavals, economic difficulties, and environmental problems. Transmission of malaria is affected by climate and geography, and often coincides with the rainy season. More than any other disease, malaria hits the poor. Costs to countries include costs for control and lost workdays - estimated to be 1% ~ 5% of GDP in Africa. For the individual, costs include the price of treatment and prevention, and lost income. Rural communities are particularly affected. The rainy season

is often a time of intense agricultural activity, when poor families earn most of their annual income. Malaria can make these families even poorer. In absolute numbers, malaria kills 3000 children per day under five years of age. It is a death toll that far exceeds the mortality rate from AIDS. African children under five years of age are chronic victims of malaria, and fatally afflicted children often die less than 72 hours after developing symptoms. In those children who survive, malaria also drains vital nutrients from children, impairing their physical and intellectual development. Yet protection of children can often be easy. Randomised control trials show that about 30 per cent of child deaths could be avoided if children slept under bed nets regularly treated with recommended insecticides such as pyrethroids. Unlike early insecticides such as DDT, pyrethroids are derived from a naturally occurring substance, PYRETHRUM, found in chrysanthemums and will remain effective for 6 to 12 months.

The estimated costs of malaria, in terms of strains on the health systems and economic activity lost, are enormous. In affected countries, as many as 3 in 10 hospital beds are occupied by victims of malaria. In Africa, where malaria reaches a peak at harvest time and hits young adults especially hard, a single bout of the disease costs an estimated equivalent of 10 working days. Research indicates that affected families clear only 40 per cent of land for crops compared with healthy families. The direct and indirect costs of malaria in sub-Saharan Africa exceed \$ 2 billion, according to 1997 estimates. According to UNICEF, the average cost for each nation in Africa to implement malaria control programmes is estimated to be at least \$ 300000 a year. This amounts to about six US cents ( \$ 0.06) per person for a country of 5 million people.

In malaria - endemic parts of the world, a change in the risk of malaria can be the unintended result of economic activity or agricultural policy that changes the use of land (e.g. creation of dams, irrigation schemes, commercial tree cropping and deforestation).

"Global warming" and other climatic phenomena such as "El Niño" also play their role in increasing the risk of the disease. The disease has now spread to highland areas of Africa, for example, while El Niño has an impact on malaria because the associated weather disturbances influence vector breeding sites, and hence transmission of the disease. Many areas have experienced dramatic increases in the incidence of malaria during extreme weather events correlated to El Niño. Moreover, outbreaks may not only be larger, but more severe, as the populations affected may not have high levels of immunity. Quantitative leaps in malaria incidence coincident with ENSO (El Niño/Southern Oscillation) events have been recorded around the world.

Prevention of malaria encompasses a variety of measures that may protect against infection or against the development of the disease in infected individuals. Measures that protect against infection are directed against the mosquito vector. These can be personal (individual or household) protection measures e.g., protective clothing, repellents, bed nets, or community/population protection measures e.g., use of insecticides or environmental management to control transmission. Measures which protect against the disease but not against infection include chemoprophylaxis.

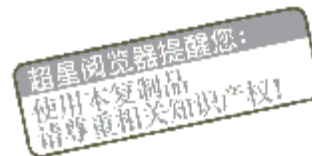
In spite of drug resistance, malaria is a curable disease, not an inevitable burden. Although there is only a limited number of drugs, if these are used properly and targeted to those at greatest risk, malaria disease and deaths can be reduced, as has been shown in many countries. Disease management through early diagnosis and prompt treatment is fundamental to malaria control. It is a basic right of affected pop-

ulations and needs to be available wherever malaria occurs. Children and pregnant women, on whom malaria has its greatest impact in most parts of the world, are especially important.

Malaria control is everybody's business and everybody should contribute to it, including community members and people working in education, environment, water supply, sanitation and community development. It must be an integral part of national health development and community action, for control must be sustained and supported by intersectoral collaboration at all levels and by monitoring, training and evaluation, as well as by operational and basic research.

### Questions 31 ~ 35

Classify the following descriptions as referring to



Sub - Saharan Africa	SA	Cost of malaria	CM
Malaria epidemics	ME	Disease management	DM
Malaria fatalities	MF	EI Nino	EL
Rural communities	RC		

Write the appropriate letters in boxes 31 ~ 35 on your answer sheet.

**NB:** you may use any answer more than once.

31. A large area which is the worst for malaria.
32. These are often greater in areas suffering from climate change.
33. High after it takes effect but not so high if any measures are taken.
34. Because these rely so much on labour they are especially hard hit.
35. These are particularly high for very young children.

### Questions 36 & 37

Name the **Two Clear Solutions** that the author believes can cure Malaria. Using **No More Than Two Words** for each answer, write these two areas separately in answer section 36 & 37.

36. \_\_\_\_\_

37. \_\_\_\_\_

### Questions 38 ~ 42

Do the following statements agree with the information given in Reading Passage 3? Write your answers in boxes 38 ~ 42 on your answer sheet.

- |     |  |
|-----|--|
| Yes | if the statement agrees with the information |
| No  | if the statement contradicts the information |

**Not Given** if there is no information on this in the passage

38. Malaria will take a great deal of resources to combat, although it will save money in the long run.

39. Some strains of malaria cannot be treated with standard drugs.

40. Global warming and El Niño are causes of malaria.

41. The biggest reason rural places are hardest hit is lack of medicine.

42. Chemoprophylaxis is not a protection against the disease.

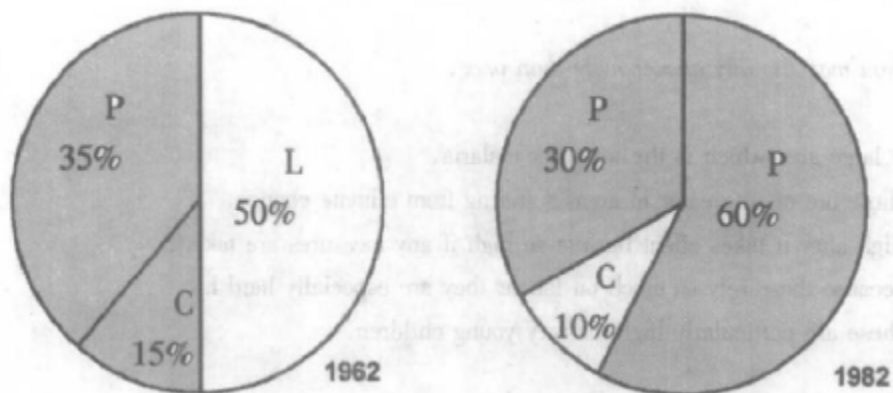
## Writing Test

### Writing Task 1

You should spend about 20 minutes on this task.

**Topic: Compare the types of communication used in 1962 and in 1982.**

You should write a minimum of 150 words.



P - phone, C - computer, L - letter

### Writing Task 2

You should spend about 40 minutes on this task.

**“Should criminals be punished with lengthy jail terms or re - educated and rehabilitated using, for instance, community service programmes, before being re - introduced to society.”**

**Present a written case or argument to an educated non - specialist audience on the above topic.**

You should write at least 250 words.

## IELTS 学术类模拟题七(答案)

### Reading Passage 1

#### Questions 1 ~ 15

1. x
2. iii
3. vi
4. iv
5. v
6. constructive conflict
7. intensity
8. higher level executives

9. NG
10. NG (It only mentions it didn't have enough of the right kind of conflict)
11. N
12. N
13. Y
14. NG
15. Y

### Reading Passage 2

#### Questions 16 ~ 30

16. activity board
17. stuffed animal toys
18. social development
19. develop social skill
20. C
21. A
22. I
23. G

24. E
25. H
26. F
27. Y
28. Y (one for every 4-year-old child)
29. NG (the study only mentions 3 and 5-year-olds)
30. Y

### Reading Passage 3

#### Questions 31 ~ 42

31. SA
32. ME or MF
33. CM
34. RC
35. MF
36. Early diagnosis/prompt treatment

37. Prompt treatment early diagnosis
38. N (does not cost much relatively)
39. Y
40. N (but they facilitate them)
41. NG
42. N (it does not prevent infection)

### Writing Task 1

The two pie charts compare different methods of communication used in 1962 and 1982. We can see that for the three mediums surveyed, there are significant changes for each.



In 1962, letter writing was the most popular form of communication, accounting for 50% of the total. However, by 1982, this figure fell to just 10%, the smallest of that years figures. In this paragraph, we make it clear, which time period we are writing about. Don't repeat "the year" again and again.

By contrast, we can see that the use of the phone and computers during this same period have both risen dramatically. The telephone, at 60% becomes the most used form of communication, rising from 35%. Similarly, the use of computers, doubles to 30%. (No need to use 15%. We can understand OK using this type of phrase.) Overall, we can see some important changes in the forms of communication employed during the two decades surveyed.

## Writing Task 2

The ways in which a society deals with those who break the law has long been a contentious issue. Often the debate is centred around the value of rehabilitation programmes, as well as notions of just and adequate punishment. That is to say, there are many who question both the principles behind, and the effectiveness of programmes which seek to re-educate criminals before they are re-introduced to society. It is my opinion that even assuming limited effectiveness, these programmes are ethically and practically valuable.

Arguments against rehabilitation are usually based on two points. One is that given the great expense rehabilitation programmes represent to the taxpayer, they are not effective enough in preventing repeat offences. The other is that it is not fair that criminals receive expensive education programmes, and that, quite the opposite, they should be punished with long jail sentences instead. Though it cannot be denied that there is some truth to both of these points, it is also true that neither offers a more effective solution, and moreover nor do they offer a cheaper solution.

Firstly, it is indeed true that rehabilitation programmes often come at great financial cost to the public, but the upkeep of prisoners is expensive anyway. Longer jail terms would entail even greater costs, but with rehabilitation programmes and projects the opportunity at least exists to make some of these costs up.

Prisoners can be put to work in community service projects, which both provide the prisoners with valuable training, and provide the public with much needed services. A good example of this was the recent construction, in Western Australia, of the Bibitemum Trail, a 600km hiking track with facilities all along the way. During this construction project inmates received instruction in various different areas of the building trade, including workplace integration and deadline responsibilities.

It is also true that rehabilitation programmes are often not effective, and that upon release some inmates quickly re-offend. However, it cannot be denied that having a rehabilitation programme is more effective than not having one at all, and that at least it offers prisoners more options when they are released. More importantly, long time inmates often report that they repeat offend simply because they are unused to, and unprepared for civilian life.

Secondly, though it does seem unfair that criminals receive taxpayer financed education programmes, it is in everybody's best interests to re-integrate these people into society, because it follows that whilst they remain outside of society they not only are a danger, but also cost society a lot of money. Punishing criminals with long jail terms in actual fact punishes the average civilian just as much as the



criminal because it creates a "them and us" society by establishing and reinforcing a criminal community within prisons, which results in more crime. Therefore it is apparent from this that crime should really be seen as a social problem and criminals as members of society that require help to fit in. As such, locking these members of society up in jails for long periods of time is not the best way to help make these adjustments, and moreover neither is it a cost efficient way of dealing with these people.

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## II IELTS 普通类阅读·写作珍题

### 阅读部分

主要考查考生是否具有在英语环境中生存的能力,比针对留学的考试难度要小。一般由6~8篇较短的文章组成,文章比考试中出现的文章要短,难度也较小。一般由三部分组成,每部分13~15题,共40题左右。考试时间为一小时,其中包括抄写答题卡的时间。第一部分的内容主要是说明性的文章,如药品说明书、操作步骤、菜单等,要求考生回答问题、排序,将示意图与文章的相应部分匹配及判断正误等。第二部分常见内容有大学情况介绍(如学费、奖学金、学生会等)、旅行指南、时刻表等。第三部分则多为一些常识性文章,如环境保护、人物介绍、奥运会的起源等等,文章一般比前两部分的长。在真正的IELTS考试当中,这些类型的文章可以出现在任何一部分中。

### 写作部分

Task 1. 一般要求考生写一封不少于150个词的信件,叙述对一个问题的看法或所处的一种环境。比如:“你所居住的宿舍中的微波炉坏了,你已打电话通知了房主,要求对方来修理,但一周已过,对方还没有来修理。给房主写封信,说明你所处的境遇,并对此提出自己的意见。”再如:“你放假后没有与同屋打招呼就匆忙回家了。给同屋写封信,告诉对方你为什么不辞而别以及你在路上的情况,并邀请同屋有空到你家做客。”试卷建议考生在20分钟内完成本部分。

Task 2. 一般要求考生就某种观点或现象发现自己的意见或看法,同意还是不同意,原因是什么。比如:“有些机构规定在任何办公地点都要禁止吸烟。一些政府也颁布了公共场所禁烟令。这是一个好的做法,但同时也剥夺了人们的一些权利。你同意还是不同意这个观点?为什么?”再如:“我们将越来越依赖计算机。计算机广泛地应用于商务、医院、案例侦察,甚至飞机驾驶中。将来还有哪些地方要用计算机?依赖计算机是好事吗?我们是否应对此产生怀疑?”试卷建议考生在40分钟内完成本部分。

**IELTS 普通类模拟题一**

**INTERNATIONAL ENGLISH LANGUAGE  
TESTING SYSTEM**

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**PRACTICE TEST (Version One)**

**GENERAL READING TEST**

**Instructions**

**ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET**

The test is divided as follows:

Section 1	Questions 1 ~ 15
Section 2	Questions 16 ~ 27
Section 3	Questions 28 ~ 40

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question leave it and go on to the next. You can return to it later.

## Section 1

### Questions 1 ~ 15

#### Question 1 ~ 5

Read the rate list of a hotel below and answer the questions that follow.

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#### Rate List of Hotel Neptune

Single rooms with shower	£ 20
Twin rooms with shower	£ 30
Double rooms with bath	£ 40
Studio rooms (1 pers.)	£ 15
(2 pers.)	£ 25
Suite with sitting room, bedroom, private bath and balcony	£ 70
Extra beds	£ 10 per day
Children under 12 years	50% reduction

#### Rates include breakfast

All rates subject to variation.

Groups: one night's deposit required 4 weeks prior to the date of arrival. With a minimum group of 20 paying passengers, one person will be granted free accommodation.

Choose the option from the four alternatives A, B, C and D that best answers each of the following questions and write the corresponding letters in boxes 1 ~ 5 on your answer sheet.

One has been done as an example.

Example:

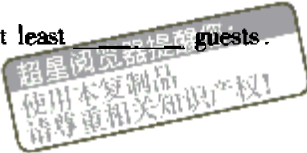
How many beds are there in a twin room?

- A. 1.            B. 2.  
C. 3.            D. 4.

Answer:

B

1. How much does it cost for a couple to stay for two nights in a double room?  
A. £ 40.                      B. £ 50.  
C. £ 70.                      D. £ 80.
2. Two brothers traveling together would most probably stay in a \_\_\_\_\_.  
A. single room                      B. twin room  
C. double room                      D. suite
3. How much do a mother and her 8 - year - old daughter need to pay for staying one night?  
A. £ 21.5.                      B. £ 22.5.  
C. £ 23.5.                      D. £ 24.5.
4. To receive a concession for groups, there should be at least \_\_\_\_\_ guests.  
A. 20.                      B. 21.  
C. 22.                      D. 23.
5. How long in advance should the hotel be contacted if a group of 20 want to stay for three nights?  
A. One day.                      B. One week.  
C. 20 days.                      D. One month.



**Questions 6 ~ 10**

*Read the notice below and answer the questions that follow.*

**How do I withdraw from a noncredit course and/or get a refund**

Withdrawal/refund requests must be made in person or by writing to Outreach College: correspondence must be received or postmarked (if mailed) by the refund deadline date. Faxed withdrawal requests must include student's signature. No refunds are permitted after the refunds deadline. Failure to attend class or notify your instructor of your intent to withdraw does not constitute an official withdrawal from the class.

For courses 6 weeks or longer, full refunds are permitted if requests are made on or before the 5th working day (including the first class session) after the class begins. For short courses 1 to 5 weeks in length, full refunds are permitted up to the last working day before the course begins unless otherwise specified. Students registering with a purchase order are billed regardless of attendance unless notification of withdrawal is made by the specified refund deadlines.

Non - attendance due to cancellation or changes in flight schedules by airline or travel agencies does not constitute a withdrawal, and Outreach College will not issue a refund. Refunds for check and cash payments are processed within 4 to 6 weeks. For charge payments, refunds are credited to the account originally charged and reflected on your monthly statement. If you have a question regarding your refund, call the Outreach College Business Office at 956 - 7773.

Indicate if each of the following statements is true or false according to the information from the above notice about refunding. In boxes 6 ~ 10 on your answer sheet, write **True** if a statement is true; write **False** if it is false. If the notice does not contain relevant information about the statement, please write **Not Given**. An example has been done.

Example:

The refund deadline is negotiable.

Answer:

FALSE

6. Partial refunds are possible as long as a request is received before the course begins.
7. Failure to arrive at the college because of flight cancellation is an acceptable reason for a refund request.
8. It takes more days to process refunds by checks than refunds in cash.
9. If a course of three weeks begins on a Monday, refund can be granted if requests are received on Friday the previous week.
10. If a course of six weeks begins on a Monday, refund can be granted if requests are received on Friday the same week.

### Questions 11 ~ 15

Read the notice below and answer the questions that follow.

#### Free Public Seminar

Due to the rapid growth of MICROSOFT NT™ network here in Brisbane, demand for qualified systems professionals and developers is skyrocketing. Employers seek qualified people, and recognize Microsoft - certified individuals as a source of quality support. Richmond College is pleased to present technical training courses in cooperation with Computer Training Company, Inc. (CTC), an authorized Microsoft Technical Education Center.

Microsoft offers one of the most comprehensive training programs for its products and technologies. Certified courses develop technical expertise and help participants to prepare for certifying examinations. Courses at CTC utilize state-of-the-art facilities and feature Microsoft - certified trainers.

**Technical Training Can:**

*Enhance your job performance;*

*Provide you with the knowledge to attain Microsoft certification;*

*Improve your career and earning opportunities.*

Students are invited to attend a FREE seminar to learn more about Microsoft certification and the training courses. For more information on the free seminar and a complete list of the courses, visit [www.richmondcollege.edu.au/mstraining.htm](http://www.richmondcollege.edu.au/mstraining.htm)

*Decide if the following statements are true or false according to the information in the seminar notice. In boxes 11 ~ 15 on your answer sheet, write True if a statement is true. If it is false, write False. If relevant information is not given in the notice, write Not Given. One has been done as an example.*

*Example:*

There has been a growing need for networking professionals.

Answer:

TRUE

11. The content of the seminar concentrates on the latest development in computer technology.
12. The seminar will take place in Richmond College.
13. The training courses offered by CTC teach people how to pass exams.
14. CTC has trainers certified by Microsoft.
15. People interested should use the Internet to find out more about the seminar.

## Section 2

### Questions 16 ~ 27

#### Questions 16 ~ 21

*Read the notice below and answer the questions that follow.*

### Cardiff College of University of Wales

Find credit and noncredit courses, certificate and degree programs scheduled to suit your needs – days, nights, weekends, and online. Move forward on your degree. Or move forward in life by keeping current and flexible. Discover a wide array of options to prepare you for the challenges of the new century.

Cardiff College Offers you —

### **Credit Programs**

Credit courses and degree programs are offered throughout the year. The College also administers courses for special programs and specific student populations.

### **Noncredit Programs**

Innovative and affordable noncredit courses assist you in updating professional skills or pursuing career or personal development.

### **Community Programs**

Often produced in collaboration with other organizations, programs provide state-wide access to outstanding artists and scholars from Wales and other parts of the world.

### **International Programs**

Foreign students gain fluency in the English language through popular day and evening classes. Seminars on special topics are available with translation services for international groups.

### **Conference Center**

Experienced support in organizing and managing conferences, institutes, and symposia is offered to qualified groups.

### **Academic Advising**

As the academic unit responsible for all unclassified students, Cardiff College provides general advising and student support services to University of Wales and students who are not currently in a degree program.

### **Distance Learning**

The College coordinates distance learning activity for the Cardiff campus and works in conjunction with UW departments and outside agencies to explore alternative ways of offering courses.

### **Summer Sessions**

Each summer more than 100 courses are offered in all major disciplines. Students earn credits towards their degrees, enjoy noncredit workshops, and participate in lively public events.

### **Summer Scholar Program**

Qualified high school leavers get a head start on college and explore campus life at UW.

### **Elderhostel**

For people over the age of 55, the UW Elderhostel Program offers unique educational and cultural experiences with a focus on Wales' past, present, and future.

*Fill in the blanks in the following statements using **No More Than Three Words** from the above advertisement of Cardiff College of University of Wales and write the answers in boxes 16 ~ 21 on your answer sheet. One has been done as an example.*



Example :

The college has both credit and \_\_\_\_\_ programs.

Answer:

noncredit

16. The college has a \_\_\_\_\_ where meetings of all sorts can be held.
17. The \_\_\_\_\_ center of the college is trying to bring tuition to people in need through channels like correspondence and the Internet.
18. The college offers \_\_\_\_\_ English language classes to cater for the needs of non - native speaking students.
19. Young people who are newly accepted by the University of Wales can attend a \_\_\_\_\_ before beginning university life.
20. Students can participate in the \_\_\_\_\_ in order to finish their degree programs earlier.
21. The college has an \_\_\_\_\_ section that can provide counseling to students in need.

### Questions 22 ~ 27

Read the advertisement below and answer the questions that follow.

#### Make Your Cell phone "Hands - Free" in Seconds

It's a fact, more and more automobile accidents are being blamed on the use of cell phones while driving. The problem has become so bad that many countries have made it illegal to use a phone while driving unless it is equipped with a hands free speakerphone. Until now, if you wanted to purchase an adapter for your car, you were forced to buy one from the phone manufacturers or cell phone carriers. Now, there's a great new product that lets you keep both hands on the wheel while using your cell phone: the Navigator Hands - Free Kit.

**No more dangerous driving.** Chances are, you've seen people driving down the road, cradling a cell phone on their shoulder, as they try to carry on a conversation while navigating traffic. With the increasing number of cell phone users on the road, the problem has gotten progressively worse. You've seen them, drifting across the center line while they're talking on the phone. For that very reason, some countries have enacted legislation banning the use of cell phones in cars, unless they are operated hands - free. Now, there's a great new way to carry on conversations that's safe, convenient and affordable. The Navigator Hands - Free Kit is a snap to install and incredibly easy to use. Now you can turn your cell phone into a car speakerphone. This enables you to keep both hands on the wheel while using your Motorola or Nokia cellular phone. No more cradling the phone between your ear and your shoulder...and no more dangerous one - handed driving.

**Installs in seconds.** Simply plug the DC adapter into your car's cigarette lighter and set your phone in the cradle. A special connector in the base recharges your phone, saves your battery and converts your conversations to speakerphone mode. The speaker at the top of the cradle provides your in - car audio and the microphone at the bottom captures your voice. The unit also features a built - in volume control.

**No installation required.** You simply plug the holder into your car's cigarette lighter and place your cellular phone in the charger. You can enjoy a clear conversation and keep both hands on the wheel.

Navigator Hands - Free Holder/Charger..... £ 49.95/ £ 4.95 P&P

Please specify Motorola StarTAC or Nokia 6100/5100 series.

Wamstrad Technologies

56 Moss Lane West

Manchester EH6 8BH

England

Indicate if each of the following statements is true or false according to the information from the advertisement. In boxes 22 - 27 on your answer sheet, write *True* if the statement is true; write *False* if it is false. If the advertisement does not contain relevant information about the statement, please write *Not Given*. An example has been done.

Example:

It's illegal to use a phone while driving.

Answer:

*TRUE*

22. It's more expensive to buy hands - free gadgets from cellular phone companies than from Wamstrad.
23. Accidents caused by drivers talking on the phone while driving are rare.
24. Qualified personnel should be contacted before installing the Navigator Hands - Free Kit.
25. Earphones are needed to use the Navigator Hands - Free Kit.
26. The Navigator Hands - Free Kit can recharge the phone battery.
27. Smokers don't like the Navigator Hands - Free Kit because it uses the cigarette lighter socket in their car.

## Section 3

### Questions 28 ~ 40

Read the advertisement below and answer the questions that follow.

## My TV reception is so clear, you'd think I had a 50 - foot antenna on my roof

*Emerson's ingenious new antennas are hard to spot, easy to install and provide clear, powerful reception of broadcast signals ... without rabbit ears.*

1 I'm amazed at the way technology has improved television. Developments in electronic circuits have resulted in TV sets that have sharper pictures, brilliant colors and clearer sound. From the smallest portables to wide - screen home theater systems, televisions continue to work better and better as optical innovations are introduced. Unfortunately, a television's picture is only as good as the broadcast it's receiving, and even the world's best televisions cannot make up for a weak or distorted signal. Antenna technology has not kept pace with television design, and the rabbit ears from the 1950's are not far removed from what's available today. Well, there's finally been a quantum leap in the design of antennas, and it's the result of two patented components developed by scientists. These improvements are the secret behind Emerson's revolutionary new antennas.

2 Cable subscription solves the problem of getting the signal to your television, but storms and other factors can result in cable outages. If you prefer not to pay the rising monthly fees for cable or live in an area where it's not available, your picture is likely to be weak, undefined and distorted.

3 One way to improve your reception would be to mount a large antenna on your roof. Unfortunately, most roof antennas are not particularly pleasing to the eye and may even be prohibited in the area where you live. Rabbit ear antennas don't improve your picture to any great degree and make your room look like something from an earlier decade. Most antennas need to be aimed at the source of the broadcast and require turning mechanisms to pick up the signal clearly.

4 Whether you live miles out in the country or in a concrete building next door to a broadcast tower, bad reception can rob you of the definition and color you were intended to see. The Optima antenna gives you the signal - grabbing power of a large antenna in an inconspicuous, low - profile size.

5 In the past, creating an antenna with optimal reception meant making it big, with a large amount of surface area. This resulted in products that were large and unsightly or small and ineffective. Either way, the aesthetic look of your room or house suffered. Research and development tended to focus on the television, not on signal reception...until now.

6 Recently, a brilliant scientist in Colorado developed an antenna that would maximize reception without being overly conspicuous. Emerson, a leader in electronic technology, has now made this innovation available to the public.

7 At a lab in Colorado, they developed two patented design improvements that made the Optima an-

tenna possible. First, they created a flexible circuit board with a serpentine antenna, resulting in a large surface area confined to a small space. Second, they developed a technique that converts the copper shielding on the attached cable to an additional signal receiver. This greatly enhances the antenna's reception power and allows you to tune the antenna by simply moving the cable! The antenna works best at a range of up to 30 miles from the signal source. We recommend an amplifier for reception up to 45 miles away. Ask your representative for details.

**8** The handmade assembly is encased in aircraft - grade plastic and high - density foam. The weather - resistant cover is a neutral white and can be painted to match the color of the house or room. Plus, the omnidirectional design allows you to mount the unit anywhere you please. The Optima's universal design makes it adaptable to any component, and installation is a snap. So sit back, relax and enjoy the clearest picture you can get from your television.

**9** Call now to order the small antennas that get big reception. They both come with a 90 - day manufacturer's limited warranty and Conrad's exclusive risk - free home trial. Try them, and if you're not completely satisfied, return them within 90 days for a full "No Questions Asked" refund.

- Indoor/Outdoor Antenna..... \$ 69.95    \$ 8 S&H
- Dishmate UHF/VHF Antenna..... \$ 69.95    \$ 8 S&H

The Dishmate Antenna will work with 18" dishes from RCA, Toshiba, ProScan, GE, Eurorat, Uniden, Sony and Hughes DSS Satellite systems. Please specify model when ordering.

*Please mention promotional code 3693 - 13947.*

For fastest service, call toll - free 24 hours a day: 800 - 992 - 2966

To order by mail, send check or money order for the total amount including S&H. To charge it to your credit card, enclose your account number and expiration date.

Attention mini - dish owner: If you own a mini - dish satellite system, you are aware of the off - air issue and are probably wondering how you can pick up local broadcasts. After all, what good are hundreds of channels if you can't find who won the local city council election. The Dishmate harnesses the same technological innovations as the Optima TV antenna to give you a powerful omnidirectional antenna that is virtually invisible. It is compatible with a variety of systems and is easy to install.

Virginia residents only - please include 4.5% sales tax.

Conrad Industries, 220 Waterford Lake Dr., Midlothian, Virginia 23113, USA

**Questions 28 - 40**

*Do the following statements agree with the content of the advertisement? In boxes 28 - 40 on your an-*

swer sheet , please write

- Yes** if the statement agrees with the content of the advertisement;  
**No** if the statement does not agree with the content of the advertisement;  
**Not Given** if there is no information about this in the advertisement.

Example :

Emerson produces TV antennas.

Answer:

YES

28. Rabbit ear antennas are old fashioned but are still in use.  
29. Cable TVs have good pictures but users need to pay to watch the programs.  
30. For aesthetic reasons, people want their antennas to be conspicuous.  
31. A TV can have poor reception even if it is near the signal sources.  
32. The headquarters of Emerson is located in Colorado.  
33. Like a roof antenna, the Optima antenna brings the best reception when it is on the roof.  
34. With an Optima antenna, users can receive programs from satellites.  
35. Emerson produces satellite dishes.  
36. For a full refund, the Optima antenna must be returned within 90 days after purchase.  
37. To install Optima antennas, buyers should contact qualified personnel.  
38. The \$ 69.95 price doesn't include S&H and sales tax.  
39. 800 - 992 - 2966 is the phone number of Emerson.  
40. Local broadcast can be received through satellite dishes.

## Writing Test

### Writing Task 1

You should spend 20 minutes for this task .

**Write a letter to the information officer at the TAFE information office asking for information about the tertiary preparation certificate. Describe your educational background and your reasons for wanting to do the course.**

You should write at least 150 words.

### Writing Task 2

You should spend about 40 minutes on the task .

**Many students going to tertiary colleges for the first time find it difficult to adjust**

to their new life because it is so different from high school.

Write a short report with suggestions for new students to help them to survive in tertiary study. Include suggestions about making friends, study habits, leisure activities and how to make best use of the college facilities.

You should write at least 250 words.

## IELTS 普通类模拟题一(答案)

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### Section 1

#### Questions 1 ~ 5

这是一家旅馆的房价。

single room: 单人房间, 有一张单人床。

twin room: 双人房间, 有两张单人床。

double room: 双人房间, 有一张双人床。

suite: 有套间的房子。

1. D Rate List 中的价格为每天的价格, 因此 £ 80 为正确答案, 即 double room 的费用 (£ 40) 乘以 2。

2. B 兄弟二人旅游, 住一间 twin room 可能性大。

3. B 母女二人一般会住 twin room。女儿不满 12 岁, 可享受 50% 的优惠。

4. B Rate List 中的最后一句话大意是, 如有 20 位付费的客人, 第 21 人可获免费。问题中有“at least”, 因此答案为 B。

5. D Rate List 中的倒数第 2 句话的大意是, 团体客人应于到达之日四周前预付一天的费用。因此 D 为答案。

#### Questions 6 ~ 10

此文是一所学校关于退费的规定。

6. False 第 2 段的前两句明确了与退全费(full refund)有关的最后期限(deadline), 使人感到如符合其他规定, 可以部分退费(partial refund)。但第 1 段的 no refund are permitted after the refund deadline 说明第 2 段中的 deadline 仅适用于退全费, 不再其他的 deadline。因此答案是 False。

7. False 见第 3 段的第 1 句话。

8. Not Given 第 3 段第 2 句说明了处理退费所需的时间, 从这句话中无法判断支票与现金支付形式在时间上的差别, 因此答案为 Not Given。

9. True 见第 2 段第 2 句。如果课程周一开始, “the last working day before the course begins” 指前一个周五, 因此答案为 True。

10. True 见第 2 段第 1 句话。如果课程周一开始, “on... the 5th working day after the course begins” 指该周五。因此答案为 True。

### Questions 11 ~ 15

11. False 从第1段和第2段可得知, Richmond College 和 CTC 将联合举办颁发微软证书的技术培训。但此次免费讲座只是对上述内容做介绍(见最后一段), 而不涉及计算机技术的最新发展。因此答案为 False。

12. Not Given 文中未提及讲座的地点。

13. True 见第2段第2、3句。

14. True Courses at CTC...feature Microsoft - certified trainers: CTC 的课程有获微软证书的教员主讲。state - of - the - art facilities: 反映本行业现状的设备, 即最先进的设备。feature: 由……主讲/主演。

15. True 见最后一句话。

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### Section 2

#### Questions 16 ~ 21

文章介绍了一所学院的组成部分及其功能。先确定每道题与哪类功能有关, 在文中找到此类功能, 填空所需的相关词也就找到了。

16. conference center 题中的 meetings of all sorts 与 conference 紧密相关。

17. distance learning 题中的 correspondence (刊授、函授) 和 the Internet 均与远距离教育有关。

18. day and evening 题中的 non - native speaking students (不讲当地语言的学生) 一般需提高英语水平, 这就是 International Programs 的部分功能。从题中可看出此空应填的内容是 English language classes 的定语, 文中有四个词: popular day and evening, 因只能用三个词作答, 所以用后三个词更好。

19. summer scholar program 题中的 young people 指的就是文中的 qualified high school leavers (合格的高中毕业生)。

20. summer session 如想提前毕业, 就要多拿学分。文中说可在暑期拿学分。

21. academic advising counselling: 咨询, 与 advising 意思相同。

#### Questions 22 ~ 27

文章介绍一种驾车时可安全使用手机的装置。此装置插在点烟器的插座中, 装置上有喇叭和麦克风, 还有音量调节。

22. Not Given 文中虽提到 phone manufacturers (第1段), 但未提到价格。

23. False 从第1段的 the problem has become so bad that... 和第2段两次提到的 you have seen... 可看出, 此类事故并不罕见。

24. False 安装此装置易如反掌 (...is a snap to install), 甚至是即插即用, 根本不用安装 (no installation required)。

25. False The speaker (喇叭) at the top of the cradle provides your in - car audio, 由此可见, 用不着耳机。

26. True (A special connector in the base recharges your phone.)

27. Not Given 此装置要占用点烟器插座, 但文中未提到吸烟者是否会因此不喜欢用这个装置。

### Section 3

#### Questions 28 ~ 40

这是一篇广告,介绍一种电视天线。这种天线既不是室内的 V 形天线(文中用的是 rabbit ears),也不是较常见的耸立在房顶上的那种天线(large antenna on your roof)。从下文的 Attention mini-dish owner 来看,它亦不是碟形卫星天线。因此,它是某种新产品,大部分读者未见过其外貌,做题时相应有一定难度。

28. Yes 见第 1 段中的 The rabbit ears from the 1950s are not far removed from what's available today.

29. Yes 第 2 段的 subscription 和 pay the rising monthly fee 均表示须付费, ... solves the problems of getting the signal to your television 表示图像清晰。

30. No 见第 5 段。unsightly: 不雅观的。aesthetic: 美学的。

31. Yes 见第 4 段的第 1 句。另外,仅从 can 一词上也可基本判断答案为 Yes, 因为此词表示“可以”,所表达的意思留有余地,不绝对。其他类似留有余地的词有 may、probably、sometimes、could 等。相反,如果是意思绝对的词,如 never、always、completely 等,则该句话很可能为 No。

32. Not Given headquarters: 总部。文中提到两个州名, Colorado 和 Virginia, 但未指出 headquarters 的所在地。

33. No 见第 8 段第 3 句话。

34. No 此天线与普通天线(室内的 V 形天线和室外的高架天线)具有同样的功能,都是用来接受地方电视台通过发射塔发送的电视讯号的(见第 7 段最后三句话)。对于只有碟形卫星天线的住户来说,可以购买一个 dishmate 来接收当地电视的讯号。

35. Not Given 广告所介绍的天线是 Emmerson 的产品,文中未说明是否还有其他产品。

36. Yes 见第 9 段第 2 句。

37. No 见第 8 段 installation is a snap(安装非常容易)。如果需由专业人员安装,文章不可能用 snap 一词。

38. Yes 天线均为 69.95 元,但要付 8 元的运费和服务费,如是本州人(即 Virginia 州)购买,还需付 4.5% 的税。

39. No 此电话为销售商 Comtrad Industries 的电话。

40. No 碟形卫星天线只能用来接收卫星电视讯号,不能接收当地电视讯号。

#### Writing Task 1: Model answer

Dear sir/Madam

I would like some information about the Tertiary Preparation Certificate. If possible I would like to enroll in this course as a part-time student in 1992.

I left school eight years ago after completing the HSC. Since then I have worked as a sales assistant in both Grace Bros and David Jones. From the beginning of this year I have been in charge of the Children's Wear Department in Grace Bros, Lily field. However, in order to advance any further in my career into a managerial position, I will need to do some further study, such as a Marketing or Business Course I have not studied for many years, I believe that I should complete the TPC before enrolling in a



Business course.

Could you please send me the information as soon as possible, and tell me the dates for enrolling in the Tertiary Preparation Certificate.

Yours faithfully

### **Writing Task 2: Model answer**

Studying at college or university can have its difficulties. For example, making friends can be a problem. Joining a sports or interest club is a good way to meet people with similar interests.

New students at college will be faced with a new range of leisure activities. Students should be adventurous in trying new activities, but should also be careful that their leisure activities don't disrupt their studies.

College requires different study habits from school. Students must learn to study independently and it is important to establish a study routine.

Universities and colleges have a large number of facilities such as counseling services and sports centers. These services are often cheap and convenient, so new students should do their best to find out what facilities are available on campus.

With a bit of common sense, most students will not have any trouble adapting to college or university life.

# IELTS 普通类模拟题二

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## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

PRACTICE TEST (Version Two)

### GENERAL READING TEST

#### Instructions

**ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET**

The test is divided as follows:

Section 1	Questions 1 ~ 15
Section 2	Questions 16 ~ 28
Section 3	Questions 29 ~ 40

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question leave it and go on to the next. You can return to it later.

## Section 1

### Questions 1 ~ 15

Read the notice about a course below and answer the questions that follow.

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#### MIBE Courses: Business Ethics

Contrary to popular belief, "business ethics" is not a contradiction in terms! Examine this vital topic with classmates via MIBE (Manchester Interactive Business Education).

How often have you experienced conflict between your personal value system and the values of the market, whether it's as a consumer compromising environmental concerns within the limits of your pocketbook, or as an employee compromising personal values to satisfy the boss? Explore how ethical values play out in the marketplace and the different ways the phenomenon of morality can be analyzed.

**Instructor:** Dr. Sharon Rowe has taught at MBS (Manchester Business School).

Her specialties include the application of moral theory to problems of contemporary social and political concern, and the philosophy of law and feminism.

**Dates:** October 27 - December 2.

**Time:** Tuesdays and Thursdays, 19:00 ~ 21:00

**Location:** Kensington Hall 201, MIBE.

**Cost:** £ 80 for registered MBS students, £ 200 for others.

**Registration Deadlines:** 20% off before August 31. Full tuition September 1 - October 23. Registration closes October 24 and onwards.

Further information can be obtained at the General Office of MIBE, 520 Oxford Road, or please phone 071 - 565 - 7266.

#### Questions 1 ~ 5

Decide if the following statements are true or false according to the information in the notice of MIBE courses. In boxes 1 ~ 5 on your answer sheet, write *True* if the statement is true. If it is false, write *False*. If relevant information is not given in the notice, write *Not Given*. One has been done as an example.

Example :

The General Office of MIBE is not open on Saturdays.

Answer:

NOT GIVEN

1. The course is part of an MBA course.
2. The course content concentrates on the issue of environmental protection.
3. The instructor is a staff member of MIBE.
4. The classes are in the evenings only.
5. An MBS student needs to pay £ 64 if he signs up before the end of August.

### Questions 6 ~ 10

Read the notice about a school below and answer the questions that follow.

#### Manor Hall School

Pound Hill Norwich

#### *Independent Boarding School of Boys 10 ~ 17 Years*

##### WE OFFER -

- Small classes and much individual attention from qualified staff.
- Good residential accommodation.
- Challenging courses for the bright and much help and encouragement for the not - so - bright .
- Good facilities, including a well equipped computer center and three science laboratories and an art/craft and design complex.
- Courses leading to "O" level and CSE examinations.
- A special unit for boys with dyslexia and similar learning difficulties.
- A wide range of activities, enabling senior boys to take Duke of Edinburgh Awards.
- A full games programme including rugby, soccer, hockey, swimming, athletics and other minority sports.
- A balanced education for pupils of discipline in a caring environment. Most boys are full boarders but a few day boys are accepted.

*Please write or telephone for a copy of the school prospectus.*

Indicate if each of the following statements is true or false according to the information from the no-

lice. In boxes 6 ~ 10 on your answer sheet, write **True** if the statement is true; if it is false, write **False**. If the notice does not contain relevant information about the statement, please write **Not Given**. An example has been done.

Example:

The school accepts boys only.

Answer:

**TRUE**

6. Each class has no more than 20 students.
7. The school caters for the needs of students with learning difficulties.
8. The school has various kinds of sports facilities.
9. The school doesn't accept day students.
10. The school is a private school.

### Questions 11 ~ 15

Read the notice about a school below and answer the questions that follow.

#### Tips for Home Savings

*Going green is good for your house and your pocketbook.*

By using energy efficiently, you conserve natural resources, delay the need for new power plants, reduce emissions of gases that cause air pollution and acid rain, and reduce carbon - dioxide emissions that may contribute to global warming. Here are some helpful hints for making your home more energy efficient.

##### Washers and Dryers

Use cooler water when running your clothes - washing machine.

Remember that faster spin speed in the washer can reduce energy required for drying.

Clean your dryer's lint filter after each load. Check the exhaust pipe for leaks or blockage, and make sure they're vented outside. Some hardware stores sell a simple kit to vent dryer heat indoors in winter.

Don't overdry. It harms clothes and wastes energy. If your dryer has a moisture sensor, use it to turn off the unit automatically when clothes are dry.

##### Refrigerator/Freezer

Automatic defrost uses more energy than manual defrost models.

Ice - cube makers and through - the - door water dispensers are convenient but they increase energy use.

Side - by - side models use more energy than those with freezer on top.

#### Dishwashers

When selecting a dishwasher, compare water - consumption levels - some use as little as 8 gallons of hot water per cycle, others use as much as 12.

Look for a dishwasher with a heat booster that will raise the water temperature to 140 degrees, thus enabling you to turn down the thermostat on your water heater.

Decide if the following use *Less energy* or not. If it uses less energy, write *Yes*. If it uses more energy, write *No*. If the text doesn't contain information about the statement, write *Not Given*. Write your answers in boxes 11 ~ 15 on your answer sheet. One has been done as an example.

*Example:*

Use cold water when doing the laundry.

Answer:

YES

11. Let the dryer spin faster.
12. Let the fridge defrost automatically.
13. Use the through - the - door water dispenser.
14. Use a dishwasher with a 12 gallon water consumption.
15. Use a dishwasher that has a heat booster.

## Section 2

### Questions 16 ~ 28

#### Questions 16 ~ 21

Read the advertisement below and answer the questions that follow.

#### Wireless Phone Jack Transmitter and Receiver

You can add telephone extensions with a remarkable new device - the Wireless Phone Jack. It converts phone signals into FM signals and broadcasts them over your existing electrical wiring. Just plug the transmitter into a phone jack and an electrical outlet. Then insert a receiver into any household outlet.

**Clear reception at any distance.** The Wireless Phone Jack uses your home's existing electrical wiring to transmit signals. So the sound quality far exceeds that of cordless phones. If you have an outlet, you can turn it into a phone jack - no matter how far away it is. The advanced noise reduction features guarantee crystal - clear reception throughout the largest homes. You can use the Wireless Phone Jack in any electrical outlet in or around your home even if it is on a different circuit than the transmitter.

**Unlimited extensions.** Most phone lines with regular jacks can only handle up to five extensions. But not the Wireless phone Jack. All you need is just one transmitter, and you can add as many receivers as you want. Plus, you'll never get a monthly charge for the extra receivers.

**Works with any phone device.** This breakthrough technology can meet all of your single - line phone needs. It has a special digital interface for use with a fax machine or modem. You can even use it with your answering machine just by plugging it into the Wireless Phone Jack receiver.

**Direct offer.** We're offering a special introductory factory direct package. For a limited time, the transmitter is just \$ 49. One transmitter works an unlimited number of receivers priced at \$ 49 for the first one, \$ 39 for each additional. Plus, with any Wireless Phone Jack we'll throw in a phone card with 30 minutes of long distance (a \$ 30 value) for only \$ 9.95!

**Risk - free.** Wireless Phone Jack is backed by our exclusive 90 - day risk - free home trial. If you're not satisfied, return it for a full "No Questions Asked" refund. It's also backed by a one - year manufacturer's limited warranty. Most orders are processed within 72 hours and shipped via UPS.

Wireless Phone Jack transmitter           \$ 49, \$ 4 S&H

Wireless Phone Jack receiver           \$ 49, \$ 4 S&H

Save \$ 10 on each additional receiver   \$ 39

30 - minute long distance phone card   \$ 30

\$ 9.95 with Wireless Phone Jack purchase

For fastest service call toll - free 24 hours a day: 800 - 992 - 2966

**Comtech Industries**

2820 Waterford Lake Drive, Suite 106

Toronto, Canada

*Indicate if each of the following statements is true or false according to the information from the advertisement. In boxes 16 ~ 21 on your answer sheet, write True if a statement is true; write False if it is false. If the advertisement does not contain relevant information about the statement, please write Not Given. An example has been done.*

Example:

The shipping and handling charge for a transmitter is four dollars.

Answer:

TRUE

16. The Wireless Phone Jack allows up to five receivers.
17. Power lines in the wall help transmit FM signals.
18. Fax, modem can not be connected to the phone jack receivers.
19. The current price is valid for ninety days.
20. If someone buys two receivers, he needs to pay \$ 88 exclusive of S&H.
21. Purchasers of the Wireless Phone Jack receivers don't get phone cards.

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### Questions 22 ~ 28

Read the directions for a medicine and answer the questions that follow.

#### Zyrtec<sup>®</sup> (Cetirizine hydrochloride)

Film - coated tablets

##### Composition

Each film - coated tablet contains cetirizine hydrochloride 10 mg.

##### Dosage Form, Route of Administration and Packaging

Box containing 5, 10, 20 or 100 film - coated tablets for oral use.

##### Indications

Symptomatic treatment of seasonal rhinitis and conjunctivitis, perennial allergic rhinitis as well as pruritus and urticaria of allergic origin.

##### Dosage and Directions for Use

Adults and children of 12 years and older. In most cases, the recommended dose is one 10 mg tablet daily. It is advisable to take the drug with a little liquid during the evening meal since the symptoms for which the product is given usually appear during the night.

##### Side Effects

When ZYRTEC is administered at recommended doses any side effects that may occur, such as agitation, dry mouth, drowsiness, or headache, do not differ significantly from placebo.

##### Special Precautions

At therapeutic doses, ZYRTEC does not potentiate the effect of alcohol (at a blood level of 0.8 g/l). Care should, however, be taken.



### **Pregnancy and Lactation**

Teratology studies in animals have not demonstrated any special adverse effects. As a precaution, however, ZYRTEC should not be administered to pregnant women during the first three months of pregnancy, nor should women who are breast - feeding take the drug.

### **Drug Interactions**

To date, there are no known interactions with other drugs. Nevertheless, ZYRTEC should be used with caution if sedatives are also being taken.

### **Overdosage**

Drowsiness can be a symptom of overdosage, occurring from administration of 50 mg of ZYRTEC as a single dose. To date, there is no specific antidote. In the case of massive overdosage, gastric lavage should be performed as soon as possible.

### **Storage**

Store below 25°C in a dry place.

### **Stability**

The expiry date on the package, found after the mention "Exp." Should not have been exceeded.

UCB S. A. PHARMA SECTOR  
BRAINE - L'ALLEUD, BELGIUM

*Fill in the blanks in the following statements using No More Than Three Words from the directions for Zyrtec. Write your answers in boxes 22 ~ 28 on your answer sheet. One has been done as an example.*

*Example :*

The drug is made in \_\_\_\_\_.

*Answer :*

*Belgium*

22. The drug is mainly for treating \_\_\_\_\_ reactions.
23. It's better to take the drug \_\_\_\_\_ evening meals.
24. Possible side effects include headache and \_\_\_\_\_.
25. The recommended dose is \_\_\_\_\_ tablet(s) each day.
26. Women who are \_\_\_\_\_ should not take the drug.
27. The drug is generally safe but care should be taken if the patient is taking \_\_\_\_\_.
28. If someone has taken too much of the drug, he should be given \_\_\_\_\_.

## Section 3

### Questions 29 ~ 40

Read the following passage and then answer the questions that follow.

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### Expanding Work - Search Web Sites Fuel the Job - Hopping Trend

1 A mere two years into his career on J.P. Morgan & Co.'s high-technology trading floor on Wall Street, John Parker got the itch. "I needed to make a move," he said. "I needed new challenges." Almost on a whim last April, he posted his résumé at Monster. Com, the gigantic job-searching site on the Web. By the next morning, his phone started ringing wildly, and he began averaging 10 responses a day.

2 "I was overwhelmed," he said. By the time the frenzy subsided two months later, Mr. Parker, 36, had agreed to take a cut in salary to become the new director of Web production at Freeride. com, a start-up that offers loyalty points to frequent Web shoppers and stock options to frequent job hoppers.

3 Thousands of similar stories are being played out every day on more than 500 career sites. These include Web-only ventures like Monster. Com and Hotjobs, as well as sites like Careerpath. Com and Classified Ventures, in which newspaper companies are seeking to expand their lucrative classified advertising business into cyberspace.

4 Initially viewed simply as a new tool for both job seekers and corporate recruiters alike, these new services are starting to accomplish something more significant: They seem to be changing the very dynamics of the employment marketplace.

5 Never before have so many new career opportunities freely presented themselves - and never before have so many workers been able to attract such serious attention to their résumés. "I didn't realize this," Mr. Parker added, "but it gives you so many channels that you wouldn't otherwise have."

6 As a result, the sites are encouraging a habit that employers dread: job hopping. "It's really a mixed blessing," said Tina Evangelista, a group manager in Intel Corp.'s human resources department.

7 On the one hand, because Intel must recruit about 7500 experienced managers, sales engineers and technical staff members annually, the new job-posting sites save tons of money. For about \$ 10000 a year, Ms. Evangelista said, Intel can post an unlimited number of want ads on sites with names Career Mosaic, Hotjobs and Headhunter. Com. Compared with paying independent recruiters as much as 25 percent of a new employee's salary, or compared with \$ 25000 for a full-page ad in the

Sunday edition of *The San Jose Mercury News*, she said, that is quite a bargain.

**8** On the other hand, Ms. Evangelista is convinced that this new environment is actually encouraging the practice of frequently switching jobs. "Company loyalty is becoming an oxymoron," Ms. Evangelista said, adding that she saw a potential for the on-line job market to become so hot that it could melt down. "At some point, managers aren't going to look at these résumés anymore," she said. "Why invest in someone who only stays at their job from four to six months? We just have to keep retraining."

**9** And yet, many of those who operate these career sites believe that some corporations are getting their just desserts. "It's corporate America's fault," said Jeffrey Taylor, chief executive of Monster. Com, which typically has more than 70000 job listings at any given time. "The 1980s set the stage when corporations were treating products as more important than people," Mr. Taylor said. "And I think the current backlash among workers will continue."

**10** Whether the Web sites are stoking worker restlessness or responding to it, the online job bazaar does seem to be intensifying what employers see as an already worrisome trend. The U.S. Bureau of Labor Statistics has been reporting a steady decline in median tenure among the nation's workers for years. Among men ages 35 to 44 - a key category because it provides an apples-to-apples look at mid-career employees over the years - the typical time on the current job had shrunk from 7.3 years in 1983 to 5.5 years in 1998. And among some types of information technology professionals, who are very much in demand these days, the generally accepted turnover rate hovers around 50 percent. That means the average worker switches jobs every six months, essentially on a project-to-project basis.

**11** Certainly, the temptations to move are ever present. At Freeride.com, for instance, Mr. Parker has moved into an office that was recently vacated by Seth Price. Mr. Price had worked there, in a business development position, and left after only six months on the job. "Nowadays," Mr. Price said, "if things aren't going so well at work, you just type a few keys. The knowledge that there is always a choice is right in your face."

**12** With his brief Web start-up stint now under his belt, Mr. Price, who is 30 years old and had previously worked as a corporate lawyer and then helped found a company called ezCD. Com before hopping to Freeride, now hopes to head back to the mainstream corporate world and said he was weighing several job offers.

**13** It is not simply stock options dangled by Internet start-ups that are causing all the job movement. Intel, for one has been offering stock options to all employees for more than three years now, Ms. Evangelista said. Even so, she added, the problem of attracting and retaining new recruits becomes tougher and tougher every year. That is why, to combat high turnover, Intel is starting to weed out recruits who fit the profile of today's on-line job-hopper. The telltale signs, according to Ms. Evangelista, include a recent career history chock full of short stints and a résumé that appears on several - if not dozens - of major job sites at once.

**14** Her advice to potential employees is pick your spots. "I think there's a difference between

poking around once in a while at the online listings and throwing your hat into every pool out there," she said. "We've changed how we do it. Instead of recruiting the active job seekers, we are trying to find the casual lookers."

**15** Certainly, Mr. Price was cautious when looking to land a serious management position. Yes, he scanned the Web's job boards to see what was out there and to get a good sense of the market. But instead of posting his résumé on - line, he first sent out quieter feelers to friends and close business contacts. That yielded some interesting leads and word soon spread to the right recruiters for the right companies. "I felt this was a better option for this stage of my career," he said.

**16** For that matter, Mr. Parker also agrees that human recruiters will still play a key role in the age of Internet job listings. In fact, it was a real live headhunter who spotted his on - line résumé and worked to place Mr. Parker in his current job. "Actually," he said, "Freeride itself has no idea how they first found me."

### **Question 29**

*Which one of the following names does not fall into the same category as others do? Write the appropriate letter in box 29 on your answer sheet.*

- A. Monster. Com
- B. Hotjobs
- C. Careerpath. Com
- D. Career Mosaic
- E. Headhunter. Com
- F. Freeride. com

### **Questions 30 ~ 33**

*John Parker, Tina Evangelista, Jeffery Taylor and Seth Price are names mentioned in the passage. The following sentences are summaries of their opinions that are expressed explicitly or implicitly. Match the person with the sentence that is his/her opinion. Please note that there are sentences that are not of anyone's opinion. Write the answers in boxes 30 ~ 33 on your answer sheet.*

- A. Employees don't have the same commitment and dedication to their company as before.
- B. It is amazing how many people visit job - posting sites.
- C. You cannot blame the job - hopping trend on the workers; they are making it even.
- D. If you do not like your job, find another one.
- E. Many people are attracted to jobs that are related to computer technology.
- F. The Internet gives workers new opportunities to have their résumés read with attention.

30. John Parker: \_\_\_\_\_  
31. Tina Evangelista: \_\_\_\_\_  
32. Jeffery Taylor: \_\_\_\_\_  
33. Seth Price: \_\_\_\_\_

### Questions 34 ~ 40

Answer the following questions by writing the name of the person concerned. Write the answers in boxes 34 ~ 40 on your answer sheet.

34. Who is thinking of finding a new job?  
35. Who worked on a job for only a few months and then got a new job?  
36. Who is doing a personnel administration job?  
37. Who is the boss of a job - posting site?  
38. Who got his job through a recruiter?  
39. Who has shown a dislike for frequent job hoppers?  
40. Who got a new job with a lower salary than the previous one?



## Writing Test

### Writing Task 1

You should spend about 20 minutes on this task.

**You traveled by plane last week and your suitcase was lost.**

**You have still heard nothing from the airline company.**

**Write to the airline and explain what happened. Describe your suitcase and tell them what was in it. Find out what they are going to do about it.**

You should write at least 150 words.

You do **Not** need to write your own address.

### Writing Task 2

You should spend about 40 minutes on this task.

You are writing an article for overseas students who intend to study English in Sydney.

**As part of your article, compare and contrast Australian eating habits with those of people in your home country, and advise students on how best to cope with the problem of finding suitable nutrition while studying in Australia.**

You should write at least 250 words.

You may use information in the reading passage but do not copy directly from them.

## IELTS 普通类模拟题二(答案)

### Section 1

#### Questions 1 ~ 5

这是一个系列讲座的通知,讲座的主题是商务伦理(business ethics)。

1. False 听这个系列讲座须单独付费,由此可推断,此讲座不是某个单位课程的一部分。
2. False 讲座主要内容是商业道德。第2段中所举的例子之一是消费者遇有环保的考虑与个人利益冲突时该怎么办。
3. Not Given 文中只说明 MIBE 举办此讲座,讲课教师在 MBS 工作过,但未说明讲课教师目前的工作单位。
4. True 每周二、四的 19 点至 21 点。
5. True MBS 学生的听讲费为 £ 80,但如在 8 月 31 日之前报名可享受八折优惠。20% off: 在标价上削去二成。

#### Questions 6 ~ 10

这是一所男生寄宿学校(boarding school)的广告。

“O” level: 初中课程,高中课程是“A” level。

CSE(Certificate of Secondary Education):(英)中学教育证书。

Full boarders: 食宿均在学校的学生,与“full”相对是只在学校吃饭、不住在学校的学生(day students)。

6. Not Given 文中说是 small classes,但未明确每班人数。
7. True dyslexia: 诵读困难。
8. True rugby: 英式橄榄球。soccer: 足球。hocky: 曲棍球。美式橄榄球: American football。

football 一词在美国英语里指美式橄榄球,在英国英语里指足球,为了不造成混淆,这两种英语均常用 soccer 指足球。

9. False 见文中 a few day boys are accepted。
10. True 文中用了 independent, 未用 private, 这只是为了好听的缘故。实际上 independent 是指独立于公立教育体系的学校,即私立学校。

#### Questions 11 ~ 15

这篇文章讲的是一些如何在家里省水、省电的秘诀。

green: 绿色的,环保的

pocketbook: 钱夹

through-the-door water dispenser: 安在冰箱门外部用来方便取冷水的水龙头。

11. Yes 见文中 faster spin speed...can reduce energy required...。
12. No 见文中 automatic defrost uses more energy。
13. No 见文中...through-the-door water dispenser...increase energy use。
14. No 洗碗机使用大量热水,12加仑当然比8加仑耗能多。
15. Yes 见文中 look for a dishwasher with a heat booster...。

## Section 2

### Questions 16 ~ 21

这是一则广告,介绍一种以无线方式使住宅或办公室可以接很多个并列的电话机的装置(即同一个电话号码的分机),它的信号的发射和接收是通过电源线进行的。换言之,房内的电源线起着天线的作用。

16. False 第3段说,大多数电话线最多只允许有五个并列电话机,但这种装置则可有 unlimited 并列电话机。

17. True 见前文。

18. False 第4段说此种装置可连接传真机、调制解调器和留言机。

19. Not Given 第5段说此装置的售价为厂家的直销价,期限有限,但未说明将持续多长时间。第6段中提到的90天是无条件退全款的期限,不是价格的有效期。

20. True S&H(shipping and handling):运费及服务费用,美国用法。英国用 P&P(packaging and postage)。接收器的价格:第一个为 \$49,其余的为 \$39。如买两个接收器,应付 \$88(49 + 39)。exclusive of...;不含...。

21. False 第5段的最后一句话的大意是无论是买发射器还是买接收器,均可以 \$9.95 的价格购买价值为 \$30 的电话卡。

### Questions 22 ~ 28

这7道题要求用不多于三个词填空,所用的词必须是原文中使用的词,且拼写与原文中完全一样,包括名词的单、复数,动词的各种时态等。

这是一则药品说明书。一些常用词如下:

composition:	组成,构成
contradictions:	禁忌症
directions for use:	服法,用法
dosage:	剂量
expiry date/validity:	有效期
indications:	适应症
properties:	特性
side effects:	副作用
special precautions:	警示
storage:	储存

22. seasonal/allergic 从 Indications 看,此药主要用于过敏引起的一些病症。许多过敏反应与季节有关,因此 seasonal 也是正确答案。

23. during 见 Dosage and Directions for Use。

24. agitation/dry mouth/drowsiness 见 Side Effects。

25. one 见 Dosage and Directions for Use。

26. breast-feeding(母乳哺乳) 用奶瓶喂奶是 bottle feed。Pregnancy and Lactation 说,怀孕后头三个月的妇女及哺乳的妇女不应服用此药。言外之意是怀孕三个月以后的妇女可以服用此药。因此不能用 pregnant。

27. sedatives 见 Drug Interactions。

28. gastric lavage(洗胃) 见 Overdosage。



## Section 3

### Questions 29 ~ 40

由于有了很多网上招聘的网站,人们有了更多的找工作的机会,跳槽的人也越来越多。文章讲述了不同的人对此的不同态度。

29. F 除 F 以外,其他的选项均与网上招聘有关。

30. F 见第 5 段。

31. A 见第 8 段。

32. C 见第 9 段。making it even: 报复,摆平。

33. D 见第 11 段。

34. (Seth) Price 见第 12 段。

35. (Seth) Price 见第 11 段。

36. (Tina) Evangelista 见第 6 段。

37. (Jeffery) Taylor 见第 9 段。

38. (John) Parker 见第 16 段。

39. (Tina) Evangelista 见第 8 段。

40. (John) Parker 见第 1、2 段。

这 12 道题均与人名、网站名有关,这一点用几秒钟的浏览就可看出。在阅读文章时用笔将所有的人名、网站名划出,能很容易地找出大部分题的答案,关键是能否很快地意识到文章中专有名词的重要性。

### Writing Task 1: Model answer

Dear sir,

I was one of the passengers who took the flight from Narita (Tokyo) to Heathrow(London) on 5 August. Unfortunately, my suitcase did not come out after the flight. Although I have explained this Mr. McDonald who was in charge at the luggage Claim Office I have not heard from him as of now.

My suitcase is grey Samsonite whose size is 70 × 95cm. There are 3 steckers on one side and I heart shaped stecker on the other side. My initials "AR" are also written on both sides.

There are a few books and a copy of my thesis in that suitcase, which I need for the conference on 19 August.

So I would deeply appreciate it if you could give me a prompt reply at your most convenient. My flight number, luggage claim number and address are written below.

Flight No: NH205



Luggage Claim No:0036  
Address: 64 Silver Street  
London. NW165 AL  
Yours faithfully.

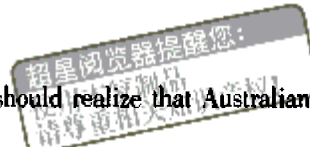
**Writing Task 2: Model answer**

If you are thinking of studying English in Australia, you should realize that Australian eating habits and food can be very different from those in Korea.

Australians don't eat rice at every meal as we do in Korea, and most Australians have never heard of Kimchee. A formal Australian meal can consist of a number of courses starting with soup, going on to a main course and then onto dessert. At each course you usually receive only one plate of food and not the variety of dishes and soups that we get in Korea. Another thing about the food in Australia is that it is not so highly flavoured as in Korea.

Fortunately, finding suitable food to eat in Australia is no problem. Because there are quite a few Korean immigrants in Australia, there are plenty of Korean restaurants in the main cities. The large cities also have supermarkets and shops specializing in Korean and other Asian food.

In fact, a good aspect of living in Australia is that it gives you an opportunity to try food from all over the world at quite cheap prices.



# IELTS 普通类模拟题三

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## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

PRACTICE TEST (Version Three)

### GENERAL READING TEST

#### Instructions

**ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET**

The test is divided as follows:

Section 1	Questions 1 ~ 15
Section 2	Questions 16 ~ 27
Section 3	Questions 28 ~ 40

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question leave it and go on to the next. You can return to it later.

## Section 1

### Questions 1 ~ 15

#### Questions 1 ~ 5

Read the notice below and answer the questions that follow.

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#### Hilo Hattie Shopping Shuttle

Take one of these new trolleys to Hilo Hattie, "The Store of Hawaii," from 8:20 am to 3:20 pm daily, 365 days a year. The free rides are available from selected Waikiki pick-up points, call 537-2926 for details. From Hilo Hattie you can continue on the trolley to Dole Cannery, Aloha Tower Marketplace and Ala Moana Center or return to Waikiki.

Hilo Hattie was recently awarded the Hawaii Visitors and Convention Bureau's "Best Hawaiian Retailer" Kahili Award for 1998. The award symbolizes Hilo Hattie's goal of providing their customers with a unique and fun shopping experience.

As the world's largest manufacturer of Hawaiian wear, Hilo Hattie has sizes and styles for everyone! They also offer the largest selection of Hawaiian souvenirs, gifts, T-shirts and island jewelry, all at low manufacturer direct prices.

Hilo Hattie is open from 7:00 am to 6:00 pm, daily at 700 Nimitz Hwy; and from 9:30 am to 9:00 pm, Mon. - Sat., and 10:00 am to 7:00 pm, Sunday, in Ala Moana Center.

Answer the following questions using **No More Than Three Words or Numbers** and write the answers in boxes 1 ~ 5 on your answer sheet. One has been done as an example.

Example:

When does the shuttle begin to run every day?

Answer:

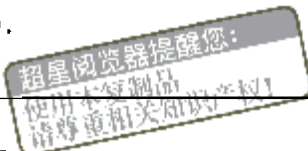
8:20

1. What is the phone number to call in order to find out the shuttle's pick-up points?
2. How many Hilo Hattie shops are listed in the advertisement?

3. What does Hilo Hattie specialise?
4. Where is the shuttle's starting point?
5. What award did Hilo Hattie receive?

### Questions 6 ~ 10

Read the notice below and answer the questions that follow.



#### Volleyball Courses

Please note: There are no registration restrictions for volleyball classes. Due to high demand for volleyball courses, students are encouraged to list a second preference in the event that their first choice is closed. All volleyball courses require a \$ 6.00 lab fee payable to the instructor at the first class session. Please do not include the lab fee with the registration fee.

##### Beginning Coed Volleyball

Study basic volleyball skills in a fun, no – pressure atmosphere. Practice strong fundamental skills: serving, passing, setting, spiking, blocking, and digging. Meet new volleyball friends. No previous playing experience required.

**Course Info:** Sept. 20 – Nov. 22 ● Mon. 7:30 ~ 8:30pm ● 10 Mtgs ● St. Johns.

High School Gym, 46 princess Road ● \$ 72 (Plus \$ 6.00 lab fee.)

Instructor: Clyde L. Ching

##### Intermediate Coed Volleyball

Improve individual and team volleyball skills for fun or competition.

Improve existing skills by practising drills integrated into sessions on honing new skills. Focus on volleyball awareness to further self improvement.

**Course Info:** Sept. 16 – Dec. 2 ● Thur. 5:45 ~ 7:15pm ● 10 Mtgs (no class Nov. 11 and 25) ● Salt Lake District Park, 115 Abraham Road ● \$ 72 (Plus \$ 6.00 lab fee.)

Instructor: Adam Lockwood

Indicate if each of the following statements is true or false according to the information from the notice of volleyball classes. In boxes 6 ~ 10 on your answer sheet, please write **True** if the statement is true; write **False** if it is false. If the notice does not contain relevant information about the statement, please write **Not Given**. An example has been done.

*Example:*

The instructors are retired professional players.

Answer:

**NOT GIVEN**

6. Courses for both levels are held indoors.
7. To attend either course, one needs to pay \$ 78.
8. It's Thursday on November 11 and 25.
9. The intermediate course is for people who have finished the beginning course.
10. Participants pay the lab fee first and then the tuition fee.

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### Questions 11 ~ 15

Read the advertisement below and answer the questions that follow.

## Only S&M Aid Lenders

Let Students Across Australia Save As Much As 8% .

There has been a good deal of confusion about the relative cost of student loans. The fact is, while all Federal Stratford loans have basically the same terms, lenders nation wide who work with S&M Aid offer loans that actually cost less. With credits and interest rate reductions for borrowers who pay on time, S&M Aid makes it possible for students to cut the total amount they repay by as much as 8% .

S&M Aid customers also get the best, most flexible service in the business today. They can choose from a number of repayment options that are tailored to their needs - borrowers can even choose a payment plan based on monthly income. And, experienced customer service representatives are available 24 hours a day, seven days a week to help customers understand the benefits and costs of their repayment options.

In the past 20 years, S&M Aid has helped over 20 million students get the financing they needed to attend college. By purchasing student loans, we provide banks with funds to make more student loans.

To request more information please pick up the phone and give us a call(800 - 891 - 1410) .

If you Borrow...	...through Direct Lending you pay back	...from an Ordinary Bank you pay back	...from a S&M Aid Lender you pay back
\$ 5000	\$ 7359	\$ 7359	\$ 6967
\$ 10000	\$ 14718	\$ 14718	\$ 13852
\$ 50000	\$ 73952	\$ 73952	\$ 67645

These figure represent total repayment amount for Stratford loans disclosed at a 4.72% interest rate with a 10 - year term and assume the borrower pays electronically with S&M Aid's Direct Replay Plan and participates in the Great Returns and Great Rewards Programs.

Decide if the following statements are true or false according to the information in A&M Aid's advertisement. In boxes 11 ~ 15 on you answer sheet, write **True** if the statement is true; if it is false, write **False**. If relevant information is not given in the notice, write **Not Given**. One has been done as an example.

Example :

Federal Stratford specialises in educational loans.

Answer:

TRUE

11. It is better to borrow educational loans from S&M Aid than from a bank.
12. S&M Aid's representatives work on Saturdays and Sundays.
13. S&M Aid offers a lower interest rate than Federal Stratford.
14. The annual interest rate offered by Federal Stratford is 8%.
15. Great Returns is a lending program offered by S&M Aid.

## Section 2

### Questions 16 ~ 27

#### Questions 16 ~ 27

Read the following passage about Tylenol and answer the questions that follow

### **News about Pain Reliever Safety from the Makers of Tylenol**

#### *Serious Medicine : Use Only as Directed*

Recently, there's been some discussion about the safety of over-the-counter pain relievers. To help you make an informed decision about the right pain reliever for you, it's important to have as much information as possible. Over-the-counter medicine is serious medicine, and it's important for you to read and follow the information on the label and stay within the recommended doses.

#### **Tylenol Is Different**

You may be surprised to know just how different pain relievers can be. There are two types: the ingredient in Tylenol, and NSAIDs (non-steroidal anti-inflammatories) such as aspirin, ibuprofen and naproxen sodium. All these pain relievers provide effective pain relief, however, one key difference between Tylenol and NSAIDs has to do with side effects. NSAIDs all work in the same way and tend to cause, to varying degrees, the same side effects. With so many pain relievers to choose from, it's especially important to read their labels and understand their possible side effects. For example, if you or someone in your family is among the tens of people who suffer from asthma or ulcers, if you're aspirin sensitive or taking certain medications, choosing the right pain reliever is even more important. Doctors will tell you Tylenol is your wisest choice.

Of course, your best source of information regarding your choice of pain reliever is your own doctor or pharmacist.

#### **A Word about Alcohol**

You may have seen some reports in the media about the consumption of alcohol and pain relievers. If you regularly consume significant amounts of alcohol, you should talk to your doctor or pharmacist about any medication you're taking and, most definitely, follow the instructions on the label.

That's why the makers of Tylenol agree with a Food and Drug Administration (FDA) Advisory Committee that all pain relievers should carry a warning about the use of these medications and alcohol. In fact, we began adding the following warning on Tylenol packages last year and we urge all manufacturers of pain relievers to do the same: If you generally consume 3 or more alcohol-containing drinks per day, you should consult your physician for advice on when and how you should take Tylenol and other pain relievers.

You can be assured, if you're an occasional moderate drinker, you can use Tylenol with confidence. When you weigh the relative risks of using other pain relievers compared to Tylenol, you can understand why doctors recommend Tylenol more than any other pain reliever, even for those who drink alcohol. Tylenol is their first choice.

#### **Making the Right Choice**

When used as directed, you can be confident knowing Tylenol is the safest type of pain reliever you can buy.

*Indicate if each of the following statements is true or false according to the information from the news above. In boxes 16 ~ 21 on your answer sheet, write **True** if the statement is true; if it is false, write **False**. If the news does not contain relevant information about the statement, please write **Not Given**. An example has been done.*

*Example:*

Tylenol is an over-the-counter medicine.

*Answer:*

*True*

16. Aspirin and naproxen sodium are of the same type of pain relievers.
17. Naproxen sodium is an over-the-counter medicine.
18. Aspirin is better than ibuprofen for people suffering from asthma.
19. Some people are sensitive to aspirin and therefore should take Tylenol when in need.
20. The FDA Advisory Committee recommends Tylenol to moderate drinkers.
21. Heavy drinkers need pain relievers more than moderate drinkers.

## Questions 22 ~ 27

Below is a list of words or phrases taken from the passage that follows. Read the passage and fill in the blanks with appropriate letters and write your answers in boxes 22 ~ 27 on your answer sheet. The first one has been done as an example.

- |                               |                          |
|-------------------------------|--------------------------|
| A. Locked                     | G. described below       |
| B. adjust                     | H. in loose clothing     |
| C. up and about               | I. international travels |
| D. irritation                 | J. time zone             |
| E. regulates body temperature | K. need medication       |
| F. meal and sleep             | L. long distance         |

## Jet Lag

If you are feeling worn out after arrival and cannot seem to remember whether you ... (example) ... the hotel room door or not, or where you placed your documents or why you are feeling lethargic when everyone else is ... (22) ..., take heart. Join the thousands of travellers who face this inconvenience in their travels around the world. The symptoms described above refer to the after effects of air travel, commonly known as "jet lag".

Jet lag refers to the readjustments made by our body to changes in light, temperature and climate. Our body has two biological clocks: one controls the wake/sleep cycle and the other ... (23) ... When these mechanisms are disrupted through the crossing of multiple time zones, our bodies react with fatigue, disorientation, broken sleep patterns and we become irrational or unreasonable.

### Prevention

Here are some suggestions to overcome some of the effects of jet lag. Before departure, adjust your ... (24) ... times to the new time zone. Get plenty of exercise days before departure. Get a good rest the night before. If you are on a long haul and can go either direction, go westward as it causes less jet lag.

During the flight drink plenty of water to combat dehydration. Dress comfortably ... (25) ... and slippers. Get up and walk often. Do small twisting/stretching exercises in your seat to reduce swelling of legs and feet. At stopovers, get out to walk or take a shower to get the muscles and circulation going again.

On arrival, expose yourself to the morning or afternoon light to help your body systems ... (26) ... Limit your first day's activities. Relax. Adapt your meal times and activities to those of your destination as soon as possible.

### Treatment

Ask your doctor for a short-acting benzodiazepine if you ... (27) ... Over-the-counter antihistamines tend to work very well. Acupressure is said to work if done while travelling. Homeopathic treatments are also available. There is a lack of definitive clinical studies on melatonin so one should use it selectively and not over long periods.



Bon voyage!

Example : A 22. \_\_\_\_ 23. \_\_\_\_ 24. \_\_\_\_ 25. \_\_\_\_ 26. \_\_\_\_ 27. \_\_\_\_

## Section 3

### Questions 28 ~ 40

Read the passage below and answer the questions that follow.

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### Tour Industry Rediscovered the Diversity of Wild Areas

- 1 In the opinion of some, including Scott McNiven, an American aid worker who has visited every national park in Uganda during his spare weekends over the past two years, "Uganda is the best place to come for first-time visitors to Africa."
- 2 Both the government and the travel industry have been quick to redesign and relaunch their tourism marketing after the murder in March of eight foreigners by Rwandan Hutu Interahamwe guerrillas in Bwindi National Park.
- 3 Bwindi had been touted as Uganda's unique attraction, even though access was and is strictly limited - only 10 visitors per day are allowed to track the mountain gorillas in the park's impenetrable forest.
- 4 "The problem is that when we opened up tourism in this country, we used the gorillas as the bait in our strategy," says Ignatius Nakishero of the Uganda Tourist Board. "We have learned our lesson, and are busy promoting our other products: bird-watching, nature-walking, sport fishing and cultural tourism. Things have started gradually and are slowly picking up. People are making inquiries and, as long as nothing drastic happens, everything will be back to normal by mid-2000."
- 5 Tourism in Uganda is, in any case, about much more than gorilla tracking. The points in Uganda's favor, says Mr. McNiven, are the accessibility of game for viewing, the country's unusual diversity, the constant improvements in the country's travel facilities and the relative safety for travelers.  
**Alone with lions and leopards**
- 6 "The parks are not so crowded as those in Kenya and Tanzania, where you can have 20 minibuses chasing one zebra," says Mr. McNiven. "Here, you can sit almost alone watching lions and leopards for more than an hour without interruption." He adds that there is an atmosphere of general safety and welcome throughout the country and a very low incidence of theft, especially compared with neighboring countries that attract hundreds of thousands of tourists every year.
- 7 Of the major game-viewing areas, Queen Elizabeth National Park has had no security problems

in recent years. It contains a huge diversity of ecosystems, including lakes, forests and volcanic craters, with easy viewing of lions, elephants, chimpanzees and monkeys as well as hundreds of different bird species. The park is certain to become better known in the years ahead, especially since its 48 – room travel lodge at Mweya has been completely refurbished at a cost of \$ 9 million by the Madhvani Group, with the aim of rivaling the best lodges in Kenya.

**8** “We hope that Mweya will be the focal point for tourism in Uganda,” says the Madhvani project director, Farhan Nakhooda.

**9** Murchison Falls National Park is also recovering popularity as its game population continues to recover rapidly from damage inflicted by dictator Idi Amin’s soldiers in the 1970s. Recent visitors are especially enthusiastic about the availability of well – managed boat trips along the Nile near Murchison Falls. The craft allows viewing not only of the falls, where the Nile waters are forced through a gorge at places only 20 feet (six meters) wide, but also of the wide range of animals visible along the riverbanks. A high standard of accommodation is available at the new Sarova Para Lodge.

#### **From the city to the wild**

**10** Around Kampala, too, more attention is being paid to weekend sports, game – viewing and cultural tourism within driving distance of the capital, which is itself only a few miles from the shores of Lake Victoria. Sailing, motorboating, fishing and island visits are all rapidly growing activities.

**11** The hotel developer Sudhir Ruparelia is investing substantially in the Speke Marina, an out – of – town waterside resort. Beside the waters of the Nile, only two hour’ drive away, is the Jinja Nile Resort, owned by Kenya – based Mada Hotels.

**12** The Bwindi incident has made security in Uganda an even greater priority than before. The national park authorities have embarked on rigorous paramilitary training of selected rangers, and the Ugandan army has increased its presence in the western corridor of parks, including Queen Elizabeth, Kibale, Ruwenzori, Semliki and Murchison Falls.

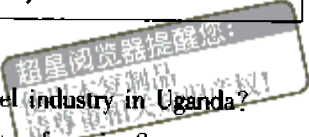
**13** “Security inside Uganda has improved in recent months,” confirms a British diplomat, whose mission now updates its travel advice every two weeks, giving very specific local information.

**14** The Foreign and Commonwealth Office’s Web site for travel advice is <http://www.fco.gov.uk/travel/countryadvice.asp>.

#### **Questions 28 ~ 32**

*The following is a list of names that are mentioned in the reading passage. Choose appropriate letters to answer questions and write the answers in boxes 28 ~ 32 on your answer sheet.*

A. Elizabeth	I. Mweya
B. Idi Amin	J. Rangers
C. Kenya	K. Rwandan Hutu Interahamwe guerrillas
D. Kibale	L. Sarova Paraa Lodge
E. Lake Victoria	M. Speke Marina
F. Madam Hotels	N. Sudhir Ruparelia
G. Mountain Gorillas	O. The Madhvani Group
H. Murchison Falls	P. The Ugandan army



28. Which **two** in the above list brought damages to the travel industry in Uganda?
29. Which **two** in the above list have contributed to the safety of tourists?
30. Which **three** in the above list provide tourist facilities in Uganda?
31. Which **three** in the above list are names of Ugandan national parks?
32. Which **two** in the above list are names of tourist resorts?

**Questions 33 ~ 40**

Do the following statements agree with the view of the writer of the passage? In boxes 33 ~ 40 on your answer sheet, write

- Yes** if the statement agrees with the view of the writer;
- No** if the statement does not agree with the view of the writer;
- Not Given** if there is no information about this in the passage.

<p><i>Example:</i> Tour industry in Uganda is prospering.</p>	<p>Answer: <b>YES</b></p>
---	-------------------------------

33. Scott McNiven likes Uganda.
34. The killing of eight foreigners was a political move of some guerrillas.
35. Uganda is safer than countries around it.
36. Ignatius Nakishero believes more activities should be offered to tourists.
37. The major activity for tourists was, for some time, tracing gorillas.
38. Murchison Falls has had no major security problems.
39. There is no sign of recovery of tourism from the damage caused by the Bwindi incident.
40. Britain is doing more to help the Ugandan travel industry than America does.

## Writing Test

### Writing Task 1

You should spend about 20 minutes on this task .

Write a letter to a friend in your home country describing some of the differences in culture and behavior that you have that you have experienced in Australia. Mention such things as greetings, dress, food, and topics of polite conversation.

You should write at least 150 words .

You may use your own knowledge as well as information from the reading passage, but do not copy directly from the reading passage.

### Writing Task 2

You should write at least 250 words.

Millions of people every year move to English - speaking countries such as Australia, Britain or America, in order to study at school, college or university.

Why do so many people want to study in English?

Why is English such an important international language?

Give reasons for your answers.

You should spend about 40 minutes on this task .

## IELTS 普通类模拟题三(答案)

### Section 1

#### Questions 1 ~ 5

从广告中可看出, Hilo Hattie 是一家服装厂, 专营夏威夷服装, 拥有几家零售店(700 Nimitz Hwy 和 Ala Moana Center), 并在城里有免费购物班车(free shopping shuttle)。

1. 537 - 2926
2. Two
3. Hawaiian wear
4. Waikiki 见第 1 段最后一句。

## 5. Best Hawaiian Retailer

### Questions 6 ~ 10

Coed: 男女混合编班, 来自 co-education(男女同校)。

一些排球术语: Serve: 发球; pass: 传球; set: 二传; spike: 扣球; block: 拦网; dig: 救球。

6. False 中级班的地点是 Salt Lake District Park, 显然不在室内。
7. True 72 元的学费, 6 元的 lab fee。
8. True 见中级班的时间安排。共十次课(mtgs: meetings), 每周四上课, 9 月 16 日到 12 月 2 日, 共 78 天, 跨 12 周, 11 月 11 日和 25 日不上课, 因此这两天一定是星期四。
9. False 初级班明确说不要 previous experience, 中级班未明确这一点。但从 students are encouraged to ... (第 1 段第 2 句话) 可看出此题为 false。
10. False 文章虽未明确说明, 但 lab fee 是要在上第一节课时交给教练。第 1 段第 2 句的 in the event that their first choice is closed 指出有名额限制, 因此肯定是先报名, 后上课。

### Questions 11 ~ 15

S&M Aid 是一个提供教育贷款的机构, 利息比其他有同样功能的机构低。

11. True
12. True 见第 2 段的 seven days a week。
13. True 见第 1 段的第 2、3 句话中的数字。
14. Not Given 第 1 段末尾处提到 8%, 这是 S&M Aid 所能达到的最大减幅, 不是利率。
15. True 见表下的说明。

## Section 2

### Questions 16 ~ 21

这是一种非处方药的介绍, 药名为 Tylenol, 译名为泰诺。

over-the-counter medicine: 柜台上可买到的药, 即非处方药, 简称 OTC 药。处方药是 prescribed medicine。

FDA: (美国) 食品与药品管理局

16. True 第 2 段说止痛类药分两类, 一类是泰诺所含的成分, 另一类是 NSAID, 题中的两种止痛药均属第二类。
17. True 此文主要谈泰诺的特点以及其他各种 OTC 类止痛药。
18. Not Given 第 2 段最后两句话的主要内容是: 对于许多患哮喘的病人, 对于阿斯匹林过敏的人, 对于在服用其他某些药物的人, 选择正确的止痛片至关重要。对于这几类病人, 大夫一般会推荐泰诺。
19. True 见上一题的解释。
20. Not Given 从文中可看出, FDA 的一个顾问委员会认为所有的止痛药均应带有警示说明, 但文中没有说明该委员会是否推荐某类止痛药。
21. Not Given 文中虽有一部分专门谈饮酒者应如何使用止痛药, 但并未说哪类人更需服用止痛药。

### Questions 22 ~ 27

这是一篇关于由时差所导致的身体不适及如何克服不适的文章,由于已将填空用的选择列出,做题时应主要考虑两个因素:1)语法;2)内容。

22. C    up and about: (病人)已起并走动。take heart: 鼓起勇气,振作起来。

此空应与前面的 is 构成系表结构,能起此作用的惟一选择就是 C。

23. E    此空所需的词应与句中的 controls 相呼应,因此,应找一个结尾加 s 的动词,E 是惟一的选择。

24. F    此空所需的词应起修饰 times 的作用,即定语。定语一般由形容词、名词、代词、数词组成。从前面的动词看,应与作息、起居时间有关,因此选 F。

25. H    从动词 dress 和后面的名词 slippers 来看,所选的词组应有介词 in。另外,comfortably 亦与 loose clothing 呼应。因此选 H。

26. B    从前面的 help your body systems 来看,此处需要一个原形动词,因此选 B。

27. K    此空应为条件从句 if you 的谓语。另外,前面的 benzodiazepine 应为某种药,亦与 K 中的 medication 呼应。

### Section 3

#### Questions 28 ~ 40

这是一篇关于乌干达的旅游业正在逐步发展的文章。

28 ~ 32 题属于 who does/did what 类型。因已知 what,要从文中找出 who,所以比较难。做题时先从文中找到 what,然后根据上下文找出 who。

28. B, K    见第 2 段和第 9 段第 1 句话。

29. J, P    见第 12 段

30. F, N, O.    见第 11 段和第 7 段最后一句话。

31. A, D, H    见第 7 段第 1 行,第 12 段最后 1 行,第 9 段第 1 行。

32. I, L    tourist resorts: (有吃、住、玩的)旅游胜地。lodge: 旅游胜地的旅馆。见第 7 段最后一句和第 9 段最后一句。

33. Yes    见第 1 段。

34. Not Given    第 2 段说有数名游客被杀,但未说明原因。

35. Yes    见第 6 段。

36. Yes    见第 4 段。

37. Yes    见第 4 段。

38. No    见第 9 段第 1 句。

39. No    见第 2、4 段。

40. Not Given

#### Writing Task 1: Model answer

Dear Vivienne,

How is life back in Taiwan? Australia is quite interesting but very different from Taiwan. People are much more informal here. They usually call each other by just their first names.

And everybody dresses so casually! Everyone wears Jeans, sometimes even to work.

Australian food takes some time getting used to. Beef and lamb are very popular and Australian seem surprised that we eat rice at every meal. I much prefer rice to potatoes, though.

Oh, and another thing. When I asked my landlady how much her house cost, she told me not to be rude. Apparently it is also bad manners to ask someone how much they earn. Though people don't seem to mind asking me how much I weigh. I think that's a bit rude.

Well, I had better get back to work.

All the best,

XiaoDong



### Writing Task 2: Model answer

I am not surprise when I read in the newspapers that many people, move to English speaking countries. I am an engineer in a process control since ten years and I understand the necessity of English language. For example, when I read technical English specifications, when I meet Japanese industrials to build together some electronic materials or when I go on holidays in Italy where the best way(for me )to communicate is to speak English. Therefore, today, it's necessary to learn English and the best way is to study in English as soon as possible when we are at school but also when we have a job. It's so important to communicate with foreigners, because of work. For example: to sell foods in USA, to build electronic cards with the Japanese, to obtain a certification with FDA (American organization )in order to sell some pharmaceutical products. In fact, it's important for everybody: the workers, the visitors, the scientists, etc...

There is the main reason why so many people go to English speaking countries ( the best way to learn)and why English is such an important international language( the communication between many the people over the world).

# IELTS 普通类模拟题四

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

PRACTICE TEST (Version Four)

### GENERAL READING TEST

#### Instructions

**ALL ANSWERS MUST BE WRITTEN ON THE ANSWER SHEET**

The test is divided as follows:

Section 1	Questions 1 ~ 14
Section 2	Questions 15 ~ 25
Section 3	Questions 26 ~ 40

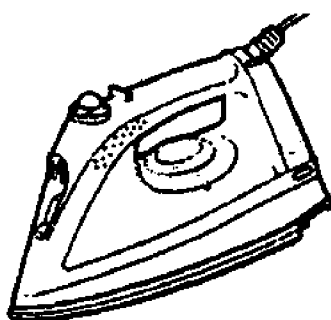
Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question leave it and go on to the next. You can return to it later.



## Section 1

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### Your Moulex Iron



#### **A** Filling the reservoir

Your iron is designed to function using tap water. However, it will last longer if you use distilled water.

- Always unplug the iron before filling the reservoir.
- Always empty the reservoir after use.

#### **B** Temperature and steam control

Your Moulex iron has two buttons which control the intensity of heat produced by the iron. You can, therefore, adjust the temperature of the iron and the amount of steam being given off depending upon the type of fabric being ironed.

- Turn the steam control to the desired intensity.
- Turn the thermostat control to the desired temperature.

*Important: If your iron produces droplets of water instead of giving off steam, your temperature control is set too low.*

#### **C** Spray button

This button activates a jet of cold water which allows you to iron out any unintentional creases. Press the button for one second.

#### **D** Pressing button

This button activates a super shot of steam which momentarily gives you an additional 40g of steam, when needed.

*Important: Do not use this more than five successive times.*

## E Suits etc.

It is possible to use this iron in a vertical position so that you can remove creases from clothes on coathangers or from curtains. Turning the thermostat control and the steam button to maximum, hold the iron in a vertical position close to the fabric but without touching it. Hold down the pressing button for a maximum of one second. The steam produced is not always visible but is still able to remove creases.

*Important: Hold the iron at a sufficient distance from silk and wool to avoid all risk of scorching. Do not attempt to remove creases from an item of clothing that is being worn, always use a coathanger.*

## F Auto - clean

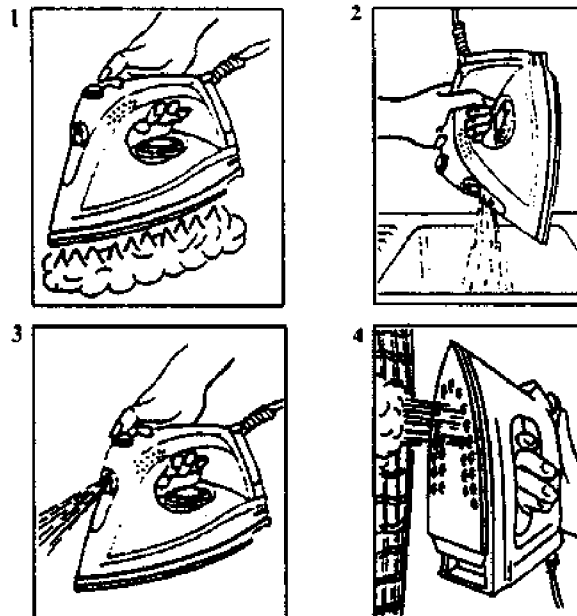
In order that your iron does not become furred up, Moulex have integrated an auto - clean system and we advise you to use it very regularly (1 ~ 2 times per month).

- Turn the steam control to the off position.
- Fill the reservoir and turn the thermostat control to maximum.
- As soon as the indicator light goes out, unplug the iron and, holding it over the sink, turn the steam control to auto - clean. Any calcium deposits will be washed out by the steam. Continue the procedure until the reservoir is empty.

## Questions 1 ~ 14

### Questions 1 ~ 4

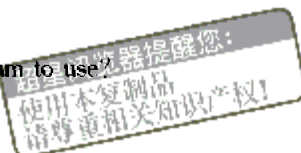
Match the pictures below to the appropriate section in the instructions. Write the correct letter A ~ F in boxes 1 ~ 4 on your answer sheet.



### Questions 5 ~ 8

Answer the following questions on the Moulex iron using **No More Than Three Words**. Write your answers in boxes 5 ~ 8 on your answer sheet.

5. What sort of water are you advised to use?
6. What factor makes you decide on the quantity of steam to use?
7. What should you do if your iron starts to drip water?
8. What could damage your iron if you do not clean it?



Now, read the information below and answer **Questions 9 - 14**.

## Classic Tours – Coach Break Information

### Luggage

We ask you to keep luggage down to one medium – sized suitcase per person, but a small holdall can also be taken on board the coach.

### Seat Allocation

Requests for particular seats can be made on most coach breaks when booking, but since allocations are made on a first come first served basis, early booking is advisable. When bookings are made with us you will be offered the best seats that are available on the coach at that time.

### Travel Documents

When you have paid your deposit we will send to you all the necessary documents and labels, so that you receive them in good time before the coach break departure date certain documents, for example air or boat tickets, may have to be retained and your driver or courier will then issue them to you at the relevant point.

### Special Diets

If you require a special diet you must inform us at the time of booking with a copy of the diet. This will be notified to the hotel or hotels on your coach break, but on certain coach breaks the hotels used are tourist class and whilst offering value for money within the price range, they may not have the full facilities to cope with special diets. Any extra costs incurred must be paid to the hotel by yourself before departure from the hotel.

### Accommodation

Many of our coach breaks now include, within the price, accommodation with private facilities, and this will be indicated on the coach break page. Other coach breaks have a limited number of rooms with private facilities which, subject to availability, can be reserved and guaranteed at the time of booking – the supplementary charge shown in the price panel will be added to your account.

On any coach break there are only a limited number of single rooms. When a single room is available it may be subject to a supplementary charge and this will be shown on the brochure page.

### Entertainment

Some of our hotels arrange additional entertainment which could include music, dancing, film

shows, etc. The nature and frequency of the entertainment presented is at the discretion of the hotel and therefore not guaranteed and could be withdrawn if there is a lack of demand or insufficient numbers in the hotel.

### Questions 9 - 14

Choose the appropriate letters A - D and write them in boxes 9 - 14 on your answer sheet.

9. If you want to sit at the front of the coach
- A. ask when you get on the coach.
  - B. arrive early on the departure date.
  - C. book your seat well in advance.
  - D. avoid traveling at peak times.
10. Your air tickets
- A. will be sent to your departure point.
  - B. must be collected before leaving.
  - C. will be enclosed with other documents.
  - D. may be held by your coach driver.
11. If you need a special diet you should
- A. inform the hotel when you arrive.
  - B. pay extra with the booking.
  - C. tell the coach company.
  - D. book tourist class.
12. It may be necessary to pay extra for
- A. a bathroom.
  - B. boat tickets.
  - C. additional luggage.
  - D. entertainment.
13. Entertainment is available
- A. at all hotels.
  - B. if there is the demand.
  - C. upon request.
  - D. for an additional cost.
14. With every booking Classic Tours guarantee you will be able to
- A. request high quality meals.
  - B. take hand luggage on the coach.
  - C. use your own personal bathroom.
  - D. see a film if you want to.



## Section 2

### Questions 15 ~ 25

#### Questions 15 ~ 19

Read the directions for a medicine below and answer the questions that follow.

#### **Elomide™**

(Lodoxamide 0.1%)

Sterile Ophthalmic Solution

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使用本复制品  
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#### **Indications And Usage:**

Elomide Ophthalmic Solution (EOS) is indicated in the treatment of the ocular signs and symptoms associated with certain allergic ocular disorders.

#### **Warnings: For Topical Use Only – Not For Injection.**

Do not touch dropper tip to any surface as this may contaminate the solution.

#### **Precautions:**

As with all preparation containing benzalkonium chloride, users of soft (hydrophilic) contact lenses should refrain from wearing lenses while under treatment with EOS. The recommended frequency of administration should not be exceeded. EOS is unlikely to affect a patient's ability to drive or to use machinery.

#### **Adverse Reactions:**

EOS has been generally well tolerated. In controlled clinical studies, the most common side effect reported was mild and transient discomfort upon instillation (8.7% of patients) expressed as burning, stinging, itching or tearing.

#### **Overdosage:**

There have been no reports of EOS overdose following topical ocular application. In the event of a topical overdose, flush from the eye with running water.

#### **Dosage And Administration:**

The dose for adults and children two years of age or older is one or two drops in each eye, four times a day at regular intervals.

Patients should be advised that the effect of therapy with EOS is dependent upon its administration at regular intervals, as directed.

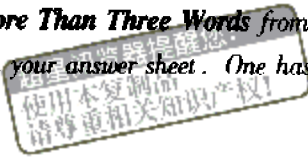
The safety and effectiveness of EOS in children younger than 2 years of age have not been established.

**Storage:**

Store upright at room temperature (150°C ~ 270°C). Keep out of the reach of children. Do not use after the expiration date. The content and bottle should be discarded one month after opening the container for the first time.

**Elcon Pharmaceuticals, Switzerland**

Fill in the blanks in the following statements using **No More Than Three Words** from the above directions for Elomide and write your answers in boxes 15 ~ 19 on your answer sheet. One has been done as an example.



Example:

The drug is made in \_\_\_\_\_.

Answer:

Switzerland

- 15. EOS is for \_\_\_\_\_ only.
- 16. EOS should not be used more than \_\_\_\_\_ a day.
- 17. EOS does not produce more serious \_\_\_\_\_ than itching or tearing.
- 18. In case of overdose, eyes should be washed with \_\_\_\_\_.
- 19. It is important that EOS is used at \_\_\_\_\_.

**Questions 20 ~ 25**

Read the notice below and answer the questions that follow.

**English Courses for International Students**

Foreign students, short-term visitors from abroad, and Sydney's international residents can benefit from diverse study options for language, cultural, and professional enrichment through the International Programs of Outreach College.

The **New Intensive Courses in English (N. I. C. E.)** program accommodates a wide variety of interests and time schedules. Courses emphasize spoken communication in English. Options for full-time or part-time study are available.

**Intensive Spoken English (I. S. E)** prepares students for successful communication in Australian University courses and in the local or international business world. Classes include grammar, listening, oral production, and Canadian culture, with a choice of an academic or business focus in the advanced level.

*10 - week courses. 20 hours per week, morning classes.*

**English For Conversational Purposes (E. C. P.)** prepares students for successfully using practical English in everyday life and social and recreational settings. Classes focus on improving both conversational accuracy and fluency.

*10 - week courses. 20 hours per week, afternoon classes.*

1999 - 2000 I.S.E.&E.C.P. Term Dates:

Term 113: October 8 - December 17, 1999

Term 114: January 7 - March 17, 2000

Term 115: April 7 - June 16, 2000

**Winter and Summer N. I. C. E.** are four - week courses in English conversation and Australian culture. They offer an alternative to students who have only a short time to study English.

*4 - week courses. 20 hours per week.*

**2000 Winter Term:** January 31 - February 25

**2000 Summer Term:** July 24 - August 18

**N. I. C. E. AT NIGHT** offers residents and visiting non - native speakers opportunities to perfect their English skills in the evening. Classes focus on language needs of individuals who wish to improve their language skills in order to communicate more effectively at work, in school, or in the community. To register for these courses, complete the attached Registration Form.

**Special English Programs (S. E. P.)** are designed for groups (foreign students from educational institutions or business personnel) who want to learn English while experiencing Canadian culture. Programs can be designed to meet the unique needs of each group and may be combined with International Seminars to include content area study in addition to English.

**International Seminars Program** provides groups of foreign students and professionals exposure to current Australian perspectives and practices in their area of study or profession. Highly qualified professors and community professionals speak on topics requested by the sponsoring organization, with translation or in the participants' native language.

For more information on these classes, contact ;:

International Programs of Outreach College

University of Eastern Canada

2500 Dole Street, Krauss Hall 004

Toronto, Canada

Tel: (296)956 - 7753 Fax: (296)956 - 3421

E - mail: nice-info@outreach.uea.edu.ca

Website: www.nice.uea.edu.ca

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Indicate if each of the following statements is true or false according to the notice. In boxes 20 ~ 25 on your answer sheet, write **True** if the statement is true; write **False** if it is false. If the notice does not contain relevant information about the statement, please write **Not Given**. An example has been done.

Example:

Outreach College is part of University of Southern Australia

Answer:

**TRUE**

20. None of the courses include a writing component.
21. A student who needs to improve academic reading should study E.C.P.
22. A higher level of English is needed to study E.C.P. than to study S.E.P.
23. To study for a degree, one should complete S.E.P.
24. I.S.E. courses are more expensive than E.C.P. courses.
25. An I.S.E. course has more hours than an E.C.P. course.

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### Section 3

#### Questions 26 ~ 40

##### Questions 26 ~ 35

The passage "Why Go to Canada" has eleven paragraphs A ~ K. Choose the most suitable headings for paragraphs B ~ K from the list of headings below. Write the appropriate numbers (i ~ xiii) in boxes 26 ~ 35 on your answer sheet.

**NB:** There are more headings than paragraphs so you will not use all of them. You may use any of the headings more than once.

#### List of Headings

- (i) Boosting chances of success
- (ii) Anticipating problems
- (iii) Two types of immigrants
- (iv) Immigrants' contribution to Canada
- (v) Lessons to be learned from extreme cases
- (vi) Hire professionals to apply on your behalf
- (vii) Improving chances if not qualified



- (M) Apply for immigration directly to the government
- (X) A land of attraction
- (X) Avoiding costly mistakes
- (X) Either way, you make a choice
- (X) Highlighting qualifications
- (X) Assessing chances of success

招皇浏览器提醒您:

Example :  
Paragraph A

Answer:

ix

- 26. Paragraph B \_\_\_\_\_
- 27. Paragraph C \_\_\_\_\_
- 28. Paragraph D \_\_\_\_\_
- 29. Paragraph E \_\_\_\_\_
- 30. Paragraph F \_\_\_\_\_
- 31. Paragraph G \_\_\_\_\_
- 32. Paragraph H \_\_\_\_\_
- 33. Paragraph I \_\_\_\_\_
- 34. Paragraph J \_\_\_\_\_
- 35. Paragraph K \_\_\_\_\_

## Why Go to Canada

**A** Huge, scenic and sparsely populated, Canada was rated by the United Nation Human Development Index as the best country to live in. The land of new hopes and opportunities attracts people worldwide – visitors, migrants and overseas students – and offers its permanent residents the sweetest benefit package who in turn contribute significantly to its economic growth, and bring customs and traditions, rituals and culture to the forefront of current government.

**B** Very few people really understand or know anything about the process of immigration application. First of all a potential immigrant needs to know something about the rules and regulation. The Canadian Government has designed a point system to assess potential independent immigrants. Emphasis is placed on education, practical training, experience and the likelihood of successful settlement in Canada. This means that people with a bachelor degree of some kind and advanced technical or other skills that are in demand in Canada are more likely to be accepted. The Government also adds weight to an application if the individual is fluent in Canada's official languages, English and French. Therefore someone with a

good command of either English or French will have a better chance. Another way to immigrate to Canada is via the immigrant investor program. This provides an opportunity for experienced business persons to immigrate to Canada after making a substantial investment in a provincial government – administered venture capital fund.

**C** If you think you fulfill all the criteria you can easily apply for immigration by yourself. The Canadian Government clearly states: "Any one can apply without the help of a third party". As often happens in these situations, unscrupulous agents can take advantage of people who think that the only way they can immigrate is by paying huge amounts of money. People who want to become immigrants should carefully investigate the reputation and qualifications of third parties who offer their services for a fee. So why bother to use an immigration agent if application is easy?

**D** Actually there are many good reasons why so many intending migrants use such services. What the least competent and reliable professionals do is simply fill out the forms and send them to the Canadian Embassy with the required fees and documents! Some individuals (who can be referred to as "unscrupulous agents") may fail to send in the correct documents, delay the clients' application delivery, talk an unqualified candidate into buying their services despite the high possibility that the visa application will be refused or even suggest their clients supply fraudulent documents that are often discovered by the Canadian Embassy. Conversely, a highly qualified and reliable professional service justifies its costs for the comprehensive services it provides. A professional and reliable immigration firm should provide these five services for its clients:

**E** 1. An intending immigrant must first be well aware of his chances of success. A substantial amount of necessary payment and the potential impact on an applicant's life (i.e. thinking they will be accepted) can be avoided. A highly experienced immigration professional is capable of assessing a client's chances of success with an extremely high degree of certainty. In the case of a most unfavorable application, he discourages the client's application.

**F** 2. Depending on an effective interpretation of the selection rules as well as accumulated experiences, an experienced immigration professional highlights the applicant's qualities and helps persuade visa officials that the applicant is worthy of selection and meets all the selection criteria. If a person doesn't seem qualified, the adviser tries to find out other alternatives that may exist to make him a successful applicant. Such instances where qualified persons were discouraged from making applications are numerous. For example, a computer programmer whose professional skills are highly sought after in the Canadian labor market may be considered unqualified by the variance of their job description to the specifications in the National Occupational Description published by the Canadian Government. An experienced immigration professional avoids areas of potential misunderstanding and best ensures that all the documents submitted and answers given at an interview will support a successful application.

**G** 3. The presentation or package of the application often makes a decisive impression on the visa officer. An experienced immigration professional identifies what type of information can be supplied that is most likely to favorably impress the visa officer considering the application.

**H** 4. In the case of a person who simply does not qualify, an immigration professional indicates the reasons that may lead to their visa application refusal and tries to find out ways to improve their circumstances so they become qualified.

**I** 5. Sometimes even highly qualified candidates finally end up in dismay for want of knowledge on migration affairs or misinterpretation of Canadian migration rules. In many cases, due to unnecessary concealing of certain facts that often lead to discovery, a supposedly successful application will be rejected and the applicant's personal credibility in future applications is ruined. A migration professional explains and convinces the visa officers that a person is highly qualified despite some minor factors that may be unfavorable to his application.

**J** 6. A seasoned immigration professional helps identify potential problems and provides advice in advance. An immigration professional is expected to be familiar with immigration law, s/he advises the applicant whether or not to submit certain complimentary documents, what evidence needs to be acquired to help support the candidate, and what should be avoided that may cause a negative impact on the application.

**K** Additionally, in the case of a refused application, a reliable immigration consulting firm should effectively defend its applicants from uneven interpretation, misapplication or even breaches of regulations. So, if you are interested in immigrating, you could try to apply on your own, or if you want to save yourself all the stress and confusion of applying, you could go for one of the reliable, professional immigration firms.

### **Questions 36 ~ 40**

*Complete the following summary of the reading passage. Choose **No More Than Three Words** from the passage for each answer.*

Many people from various countries are now thinking of emigrating to Canada. They can apply to the immigration authorities of the Canadian Government which has adopted ... (36) ... to evaluate immigration applicants. The criteria for evaluation include education, training, skill and language, which means that people with a higher education background and having a skill that is needed in Canada plus good ... (37) ... have good chances to emigrate.

There are two ways to apply for immigration. The first is to apply without the help of ... (38) ... , which means the applicants contact the Canadian Embassy directly. Alternatively, applicants can hire professionals to apply on their behalf. This usually means to pay a substantial amount of money to immigration firms which in turn contact the Canadian Government and work through the application process. Though the former way costs much less, applicants may have difficulties or ... (39) ... because the whole process can be complicated. Professional immigration firms, on the other hand, have the experience in dealing with legal matters that are part of the application process. The most important thing is to find the right firm, since there are ... (40) ... firms that are not competent to represent applicants and will lead

to applicants' loss of money and opportunity.

## Writing Test

### Writing Task 1

You should spend no more than 20 minutes on this task .

You borrowed some books from your school or college library. Unfortunately you have to go away to visit a sick relative and cannot return the books in time.

Write a letter to the library. Explain what has happened and tell them what you want to do about it.

You should write at least 150 words.

You do not need to write your address.

### Writing Task 2

You should spend no more than 40 minutes.

As part of a class assignment you have to write about the following topic.

Some governments say how many children a family can have in their country. They may control the number of children someone has through taxes.

It is sometimes necessary and right for a government to control the population in this way. Do you agree or disagree?

Give reasons for your answer.

You should write at least 250 words.

## IELTS 普通类模拟题四(答案)

### Section 1

#### Questions 1 ~ 14

1. D

2. A

3. C

4. E

5. distilled(water)

6. the(type of) fabric

7. turn up/increase temperature

8. calcium deposits/furring up

9. C Requests for particular seats can be made on most coach breaks when booking...

10. D ...air or boat tickets may have to be retained and your driver or courier will then issue them to you at the relevant point.

11. C If you require a special diet you must inform us at the time of booking

12. A Other coach breaks have a limited number of rooms with private facilities...the supplementary charge shown in the price panel will be added to your account.

13. B The...entertainment...could be withdrawn if there is a lack of demand...

14. B ...a small holdall can also be taken on board the coach

## Section 2

### Questions 15 ~ 19

这是一种滴眼药的说明。

15. topical(局部的)use

16. 4 times

17. side effect/adverse reactions

18. running water

19. regular intervals

### Questions 20 ~ 25

这是某学校为留学生开设的语言课程的介绍。

20. Not Given N.I.C.E.课程注意口语(emphasize spoken communication),但未必排斥其他,如阅读。S.E.P.课程可根据学生需要专门安排,但全文中均未说包括有写作内容。

21. False E.C.P.是口语课程。

22. Not Given 文章对这两类课程的难度或起点未做说明。

23. False 文中所有课程均不与学位课程挂钩。

24. Not Given 文中未提及任何一门课程的费用。

25. False 这两类课程的学时相同,均为200学时(10周×20学时)。

## Section 3

### Questions 26 ~ 40

这是一篇某移民中介公司的宣传文章。

第26至34题为 match the headings。见前文关于这类题的说明。

26. iii 27. viii 28. vi 29. xiii 30. xii 31. i 32. vii 33. x 34. ii  
35. xi 36. a point system 37. English or French 38. a third party 39. confusion  
40. unscrupulous

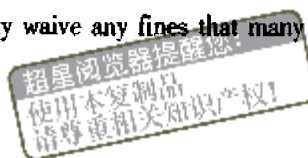
### Writing Task 1: Model answer

Dear Sir or Madam,

I am writing this letter to explain why I have been unable to return the three books I have out on three - day loan, which are now overdue. After taking the books on 16th March, had an urgent phone call from my elderly aunt's neighbour to say that my aunt had had a fall and had been taken into hospital. I am her only surviving relative in this country, so I felt I had to go and see her immediately. I traveled down to Surrey the following morning, thinking I would stay for only two or three days. Unfortunately, my aunt's condition has only improved very slowly, so I have had to stay here longer than expected. However, the hospital says that if all goes well, she should be able to go home in two or three days time, in which case I will be back at the beginning of next week.

Bearing in mind the circumstances, I trust you will kindly waive any fines that may have accumulated.

Yours sincerely,



### Writing Task 2: Model answer

It is certainly very understandable that some governments should start looking at ways of limiting their populations to a sustainable figure. In the past, populations were partly regulated by frequent war and widespread disease, but in recent years the effects of those factors have been diminished. Countries can be faced with a population that is growing much faster than the nation's food resources or employment opportunities and whose members can be condemned to poverty by the need to feed extra mouths. They identify population control as a means to raising living standards.

But how should it be achieved? Clearly, this whole area is a very delicate personal and cultural issue. Many people feel that this is not a matter for the state. They feel this is one area of life where they have the right to make decisions for themselves. For that reason, it would seem that the best approach would be to work by persuasion rather than compulsion. This could be done by a process of education that points out the way a smaller family can mean an improved quality of life for the family members, as well as less strain on the country's perhaps very limited, resources.

This is the preferred way. Of course, if this does not succeed within a reasonable time scale, it may be necessary to consider other measures, such as tax incentives or child - benefit payments for small families only. These are midway between persuasion and compulsion.

So, yes, it is sometimes necessary, but governments should try very hard to persuade first. They should also remember that this is a very delicate area indeed, and that social engineering can create as many problems as it solves.

# IELTS 普通类模拟题五

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

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PRACTICE TEST (Version Five)

### GENERAL READING TEST

#### Instructions

#### **WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET**

The test is divided as follows:

Section 1	Questions 1 ~ 12
Section 2	Questions 13 ~ 26
Section 3	Questions 27 ~ 42

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

## Section 1

### Questions 1 ~ 12

#### Questions 1 ~ 7

Look at the notice on the following page about "Rules for the St. James Students Residence" and answer the following questions. In boxes 1 ~ 6 on your answer sheet write

<b>True</b>	if the statement is true
<b>False</b>	if the statement is false
<b>Not Given</b>	if the information is not given in the passage

*Example:*

The Housing Office will not allow cooking items because it is worried about possible fires

Answer:

*True*

1. Cooking cannot be done anywhere in the dormitory.
2. If you damage something from the kitchen, you will be liable.
3. No visitors are allowed to stay overnight in the dormitory.
4. There is more than one shared kitchen in the dormitory.
5. If you want to change rooms with another person in the dormitory, the Student Housing Office must approve of the arrangement before you can go ahead with it.
6. If you want to bring in illegal substances, you must register it first.
7. No microwaves may be operated in the shared kitchen.

#### **Rules for the St. James Students Residence**

1. No illegal substances such as drugs or firearms may be brought into the dormitories. Please respect our need for the safety and security of all students.
2. Cooking can only be done in the shared kitchens on each floor. No portable stoves, toasters, or microwaves may be operated in the dormitory rooms. Such items are a potential fire hazard.



3. Single rooms or shared dormitories are for the living enjoyment of registered tenants only. No unregistered arrangements for living in these quarters, without the expressed authorization of the Student Housing Office will be permitted.

4. Students must extend courtesy to their neighbours and ensure that an environment conducive to study is maintained. Thus, no loud noise is permitted during the evenings and weekends.

5. Students who wish to change location with another dormitory student must first register with the Student Housing Office. This is done to ensure that those living in a dwelling are accountable for the dwelling in which they are registered. Any damage done to a dwelling is the liability of the registered occupant, whether he or she was living there at the time or not.

If you have any questions please notify the Student Housing Office at 658 - 9832 from 9:00 am - 6:00 pm from Monday to Friday.

### Questions 8 ~ 12

Look at the instructions for "If you have a flat tyre" on the following page. Match each of the following sentences with possible objects A - L mentioned in the instructions and in the box below. Write the appropriate letters A - L in boxes 8 - 12 on your answer sheet.

Example:

The object used to take the hubcap off

Answer:

J

8. The object that can lower a car after a spare tyre is put on it.
9. The object that should be used to tighten the wheel nuts before the car lowered.
10. The only object you should use to take the wheel nuts off before the car raised.
11. The object you immediately turn off before putting on the parking brake.
12. The object where you would normally find the tools you need to change tyre.

#### \* Possible Endings

- |                |                         |
|----------------|-------------------------|
| A. Wheel Brace | D. Car jack             |
| B. Hand        | E. Flat tyre            |
| C. Engine      | F. Wheel nuts/ Car boot |

- |               |                       |
|---------------|-----------------------|
| G. Spare tyre | J. Hubcap lever       |
| H. Hubcap     | K. Parking brake      |
| I. Car boot   | L. Emergency flashers |

If you have a flat tyre:

First, make sure you are completely off the road, away from the traffic.

Second, stop your engine and turn on the emergency flashers.

Third, put on the parking brake firmly.

Fourth, get everyone out of the car, on the side away from the traffic.

Now follow these instructions:

- Get the tools (car jack, hubcap lever and wheel brace) and the spare tyre out of the car boot.
- Block the wheel opposite the flat tyre, to keep the car from rolling when it is jacked up.
- Remove the hubcap with the hubcap lever.
- Loosen all the wheel nuts with the wheel brace.
- Place the jack under the car in the correct position.
- Raise the car just high enough to put on the spare tyre.
- Remove the wheel nuts and take off the punctured tyre. Put on the new tyre.
- Put the wheel nuts back on and tighten them by hand.
- Lower the car completely and take away the jack. Tighten the wheel nuts with the wheel brace.
- Put the hubcap back on.

## Section 2

### Questions 13 ~ 26

#### Questions 13 ~ 19

Look at the following notice regarding societies and groups at St James. In boxes 13 ~ 19 on your answer sheet write

- |                  |  |
|------------------|--|
| <b>True</b>      | if the statement is true                       |
| <b>False</b>     | if the statement is false                      |
| <b>Not Given</b> | if the information is not given in the passage |

Example:

Union leaders are appointed by the students

Answer:

False

13. Full – time students should register to be members of the University Union.
14. The people who run the University Union do not study at the same time as they work.
15. As with the University Union, all students are automatic members of the Graduate Society.
16. The representative of the international students studies as well as works.
17. The wives of Wives International Group are able to receive free language instruction.
18. All students must be members of the Union.
19. “National and Cultural” clubs may be started by students.

## University of St James, Societies and Groups



### **University Union**

The job of the University Union is to represent the interests of the Students – both to the University and to the outside world – and provide students with cultural, sporting and welfare facilities. When you arrive at the University, you will be given a Student Guide, explaining in detail what the Union has to offer.

All full – time registered students are automatically members of the University Union, which is affiliated to the National Union of Students (although under Section 22(2)(c) of the Education Act 1994, a student has the right not to be a member of the Union if he or she so wishes). The Union is run by students (Sabbatical Officers) elected in cross – campus ballots, who work full – time, taking a year off from their university courses.

International students are represented by an Overseas Students Officer, a part – time Union post.

### **The Graduate Association**

All postgraduate students at the University of St James are automatically members of the Graduate Association. It plays an important role in representing the interests of all postgraduate students, and also acts as a social club. The Graduate Association elects annually international officers, representing the interests of students from Europe and from outside Europe.

### **Societies and Groups**

“National and Cultural” Societies.

There are some 18 societies affiliated to the Union with memberships of nationals from those countries and other international and UK students interested in finding out more about their culture and language. The current list of “National and Cultural” societies as of January 2000 can be obtained at the Union office. The presidents of all these societies can be contacted through their pigeonholes in the Union. If there is no society for your nationality, why not start one?

### **Wives International Group**

This group was formed to foster contact amongst the wives of overseas students. Coffee mornings are held every Wednesday morning in the Senior Common Room, Clifton Hill House, where children can play with the many toys provided, and their mothers can enjoy a cup of tea or coffee and chat. Language tuition can also be arranged by qualified teachers at a reduced rate for wives who do not have much knowledge of the English language.

### Questions 20 ~ 26

Look at the information below on "Accommodation at Trentford University". Using **No More Than Three Words** from the passage, answer the following questions on the answer sheet in boxes 20 ~ 26.

The Same Answer May Be Used Twice If Necessary.

Example:

A cheaper alternative to guesthouses are \_\_\_\_\_

Answer:

Youth hostel

20. After a student lives at a University hall of residence for a year he or she often then move to \_\_\_\_\_.
21. Students are required to sign a contract which means they must stay at the accommodation for \_\_\_\_\_.
22. It is important to get your application for accommodation in before \_\_\_\_\_.
23. The unit you should always consult in case you are worried that you don't understand the wording in a contract is \_\_\_\_\_.
24. If you are a self-catering student and you leave before the contract date you will be charged a fifth of the rent as \_\_\_\_\_.
25. The only postgraduate and undergraduate overseas students guaranteed first year accommodation are \_\_\_\_\_.
26. If you are unlucky enough even to miss out on temporary accommodation then you can stay at a \_\_\_\_\_.

## Accommodation at Trentford University

Undergraduate students live in University halls of residence during their first year at the University; some live in university student houses. In their second and subsequent years, most live in privately rented accommodation, although it is possible for some second- and third-year students to live in halls of residence or student houses. The application process for places in halls and student houses for the following year takes place during the spring term. The University Accommodation Office does its best to offer university accommodation to all those who apply by the closing date, but it is unfortunately not usually possible to accommodate everyone who applies.

Postgraduate students live in university student houses or in private sector accommodation. University accommodation is guaranteed, subject to certain conditions, to all new undergraduate students and to new postgraduate students paying fees at the overseas rate. It is necessary for the Accommodation Office to have received your application form by the stipulated closing date in order to qualify for the guarantee - read the Accommodation booklets carefully for the conditions. It is essential that you complete and return an accommodation form if the Accommodation Office is to be able to plan for your arrival.

University accommodation is provided for one academic year only, with no guarantee of accommodation for the second and subsequent years. Therefore, financial plans must include the possibility of mov-

ing into the privately rented sector at a higher cost.

Before renting any accommodation you will have to sign a contract committing you to that accommodation for the period stated. Read the conditions carefully before signing. If you do not understand any part of the contract, ask the staff at the Accommodation Office: they will be happy to explain it to you. If you leave university accommodation before the end of your contract a severance fee will be charged, (one - fifth of the year's rent in self - catered accommodation, one - eighth in catered accommodation) unless there are extenuating circumstances.

If it is not possible for you to move into permanent accommodation as soon as you arrive in Trentford, you will need to arrange temporary accommodation for the first few days. The University will have a limited number of rooms available in a Hall of Residence from, approximately, mid - September until the Friday before the start of term. If all University temporary accommodation is taken, you may need to stay in a guesthouse or the Trentford Youth Hostel. Guesthouses cost from about 25 pounds per night for bed and breakfast. The Youth Hostel costs 15 pounds per night.

A list of hotel and guesthouses and details of charges can be obtained from the University Accommodation Office.

Suitcases can safely be left in the International Students Advisory Service's office until your permanent accommodation has been arranged.

## Section 3

### Questions 27 ~ 42

*Questions 27 ~ 42 apply to the reading passage "Studying in the UK"*

#### **Studying in the UK - Why is Britain now home to over a quarter of a million international students**

**a** Students come to study in the UK from all over the world, from over 180 countries - the European Union, Australia and New Zealand, the USA, Asia, Africa, the Middle East, Far East, South America ... Some British universities have students from 100 countries. There are currently more than 270000 international students in the UK. Of that number, about 75 per cent are education courses, with 130500 (almost equal numbers of men and women, studying full - time undergraduate courses).

**b** Why do they come to UK universities? First, because they gain a high - quality qualification that is recognised worldwide. Thousands of international students have used their UK qualifications to get a good job. Second, if English is not their mother tongue, they will probably be completely fluent by the time they graduate! One other reason for studying in Britain is the ease of the UK application system. Instead of applying to several different universities or colleges, taking their admissions tests and paying their application fees, students can do it all on one form. They may choose up to six courses by sending the

form to the Universities and Colleges Admissions Service (UCAS) whose staff deals with the applications for them. If the students' schools, college or nearest British Council offices have access to the system, they can even complete the form electronically through the Internet.

**C** It's a big decision to study a long way from home. But students can be sure of plenty of support in the UK. Universities and colleges look after their students. There are personal tutors, counsellors, study skills counsellors and financial advisers to help with any problems. There are also chaplains or representatives of major religions. In addition, there are medical services, and if a course lasts for more than six months, students are entitled to free medical care under the National Health Service. All students may use these services. However, many institutions also have international student advisers. Students can contact them with any questions before you come; they will probably arrange a transport service from major airports for arriving students and will organise welcoming events. International students can also go to see them at any time during their courses. For students with families, child-care facilities are often provided at reasonable cost. It's not compulsory to use any of these services. If a student is independent and has no problems, they won't come knocking on his or her door! But it can be comforting to know that they are there.

**d** Campuses are safe places to live, as in general are most UK towns. As with anywhere else, there are areas in some cities best avoided after dark but you will be advised on this. Universities and colleges make sure student residences are secure, and at most places transport is provided at night for women students.

**e** Students will be able to take part in a range of social and sporting activities. There are team and individual sports at all levels; and clubs and societies to cover any interest from drama to politics, water sports to backgammon, debating to voluntary social work. The students unions arrange discos and gigs, and are always well advertised at the beginning of the academic year. Joining one or two societies is a great way to meet other students from Britain and other countries.

**f** There are thousands of courses to choose from. Some students choose a vocational one. Agriculture and related subjects, engineering, law and business studies are popular with international students. Others choose an academic subject such as history or politics. The choice is virtually unlimited. And what do international students do at the end of their courses? Some stay on to do postgraduate work. (20 per cent of students on UK postgraduate courses are from overseas.) The majority return home, armed with their UK qualifications. If a student's English is not yet quite good enough to enroll in a degree course, he or she might like to spend some time first on an English language course. There are plenty to choose from - some held in universities and colleges, some in private language schools. The British Council can offer advice on choosing the right one. Some students may need some additional academic qualifications. In such cases a student can consider taking a foundation of access course, run by many of Britain's higher education institutions.

**g** Fees may look high at first, but when one takes the following points into account, costs at UK universities and colleges compare well with costs in other English-speaking countries. Most UK courses

are at least one year shorter than those in other countries. Included in the course fee are: All tuition (except books and equipment); normally, free use of computing facilities, e-mail and Internet; language tuition if one wants to learn another language (and English - language support if needed); use of free or cheap sports facilities; and a student would not be paying simply to attend lectures. Much teaching will be done in small groups. In addition, teaching staff is willing to provide extra help if a student needs it and the student can go to see them outside timetabled course hours.

**h** In conclusion, there are several key benefits to studying in the UK. Firstly, standards in UK higher institutions are generally higher than others, and a student will gain an internationally recognised qualification. Secondly, a student will meet students from all over the world, and get a head start in building international connections. Thirdly, most universities and colleges provide accommodation for first-year international students and a variety of other services that are not provided to international students in many other English-speaking countries. Finally, the application system is simple, saving the cumbersome processes required by many other countries.

### Questions 27 ~ 35

The following statements are made by a student in the UK. Find the paragraph in which the following statements would be supported. You are advised to spend 10 minutes. The first one is done for you as an example. **More Than One Paragraph May Be Used as an answer.**

Example:

I'll tell you once again why you would be wise to study in the UK

Answer:

1

27. "Expensive? Well maybe it seems that way, but you have to consider the full range of benefits when comparing the costs of UK institutions to those of other universities."

28. "No, it is not complicated at all. In fact, UK universities save you a lot of unnecessary work when applying."

29. "You shouldn't be surprised that there are so many overseas students in the UK! There are good reasons why that many go there."

30. "Worried about not having an international environment? That is no concern in Britain."

31. "Can you do anything there besides study? Don't worry there are plenty of opportunities to do other things."

32. "Don't worry! Finding a suitable course for yourself will be the least of your worries!"

33. "At a British university you can always get help and advice when you need it, unlike a lot of places that just leave you alone."

34. "Well that's the good thing about the UK. They can help you get yourself prepared if you think your English is not yet good enough or you still think you're not academically ready."

35. "Oh don't worry about that! You just need to be careful about a few places. UK colleges and

universities do a good job of protecting you."

### Questions 36 ~ 42

Look at the following statements. In boxes 36 ~ 42 on your answer sheet write

- T if the answer is **True**  
F if the answer is **False**  
NG if the answer is **Not Given** in the passage

Example:

One benefit of studying in the UK is that most courses are shorter.

Answer:

1

36. Students must choose 6 courses at a British university.
37. There are 270000 international students studying at universities in Britain.
38. Most international students return home after they're finished.
39. Child-care facilities are provided free, unlike in many other countries.
40. The crime rate in Britain is lower than in other countries.
41. Students can go to see teachers during course hours.
42. Students unions arrange social events.

## Writing Test

### Writing Task 1

You should spend about 20 minutes on this task.

Many places in the China have lotteries in which a person may win a million dollars or more. What would be the advantages of winning a million dollars? Would there be disadvantages? Write a 250 - words essay explaining the advantages and disadvantages.

You should write at least 150 words.

### Writing Task 2

You should spend about 40 minutes on this task.

Everyone complains about taxes, yet think about what would happen if there were no longer an income tax. In a 250 - word essay, discuss the positive effects of an income tax, the negative effects, or both.



You should write at least 250 words.

## IELTS 普通类模拟题五(答案)

### Section 1

#### Questions 1 ~ 12

- |  |              |
|--|--------------|
| 1. False (in the shared kitchens you can cook)                           | 7. Not given |
| 2. Not given   | 8. D         |
| 3. Not given (does not state whether visitors can stay if they register) | 9. B         |
| 4. True (there is one or more on each floor)                             | 10. A        |
| 5. True  | 11. C        |
| 6. False (clearly states you cannot)                                     | 12. I        |

### Section 2

#### Questions 13 ~ 26

- |   |                                      |
|---|--------------------------------------|
| 13. False (they are already registered automatically) | 20. privately (rented) accommodation |
| 14. True (it is a full - time position)               | 21. (the) period stated              |
| 15. False (only graduate students)                    | 22. the closing date                 |
| 16. Not given   | 23. Accommodation office             |
| 17. False (they must pay)                             | 24. severance fee                    |
| 18. False (you can withdraw)                          | 25. new students                     |
| 19. True  | 26. guesthouse                       |

### Section 3

#### Questions 27 ~ 42

- |       |   |
|-------|---|
| 27. g | 35. d                                   |
| 28. b | 36. NG                                  |
| 29. b | 37. F (not all are university students) |
| 30. a | 38. T                                   |
| 31. e | 39. F                                   |
| 32. f | 40. NG                                  |
| 33. c | 41. F (after class)                     |
| 34. g | 42. T                                   |

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### Writing Task 1

Every week millions of people buy lottery tickets, hoping their small investment will make them rich. They often believe that if they won a million dollars, their troubles would be over. If they actually got the money, would their dreams come true?

Whether people live "happily ever after" when they win the lottery probably depends on what their dreams are. Money can buy some things but not others.

Cash buys houses, cars, and college educations; it pays for medical treatment and clears up overdue bills. Money also purchases travel and new experiences. A million dollars could allow someone to quit a tough, boring job and try for something better. It could provide a feeling of security.

On the other hand, winning so much money could actually cause some problems. A person who quit working might eventually become bored or lose some self-respect. Family members might squabble over what should be purchased. Long-lost friends, relatives, and even complete strangers are likely to want a handout. The winner must then decide whom to help and whom to offend.

Despite all these drawbacks, I would rather win the money than not. The difficulties of having to manage a million dollars are troubles I would like to have.

### Writing Task 2

It hurts to look at a paycheck and see how much of it was taken out for income tax. That money could have paid some important bills. It is easy to dream of doing away with the income tax and keeping all that money for ourselves.

If there were no income tax, however, the government would have a lot less to spend. The money we send to Washington seems to fall into a black hole and disappear. Actually, though, many people depend on it. The money pays the salaries of government employees, who provide services from drug control to highway building. It supports our military defense. Also, much of the money is returned to people in the form of student loans, veterans' benefits, and payments to farmers, for example. The government has been working to cut its budget lately. With every cut, someone complains loudly.

So if the income tax were eliminated, other taxes would have to make up for it. Paying those other taxes would also hurt. Sales taxes fall most heavily on poor people. Taxes on manufacturers only result in higher prices to consumers.

Income taxes are not fun to pay. But doing without them would be worse. In my opinion, income taxes should be made as fair as possible. Then we each must "bite the bullet" and do our share.

# IELTS 普通类模拟题六

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## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

PRACTICE TEST (Version Six)

### GENERAL READING TEST

#### Instructions

**WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET**

The test is divided as follows:

Section 1	Questions 1 ~ 11
Section 2	Questions 12 ~ 24
Section 3	Questions 25 ~ 40

Start at the beginning of the test and work through it. You should answer all the questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

## Section 1

### Questions 1 ~ 11

#### Questions 1 ~ 6

Look at the following instructions on Nature's Gate Sunblock lotion bottle. In boxes 1 ~ 6 on your answer sheet write



<b>True</b>	if the statement is true
<b>False</b>	if the statement is false
<b>Not Given</b>	if the information is not given in the passage

1. The lotion will reduce the chance of premature aging of the skin.
2. It's 30 times more powerful as a protector than your own skin can provide.
3. Apply 30 minutes after going into the sun.
4. Reapply heavily after swimming and perspiring.
5. Use less if you are getting a rash.
6. Cannot reduce aging of the skin but may stop it from happening before it should.

#### Nature's Gate Sunblock Lotion

An ideal family lotion for the great outdoors. A non - greasy moisturizing lotion combining Citronella and Cedar Wood oils. These natural oils have long been recognized as effective in outdoor products.

Nature's Gate Sunblock Lotion SPF 30 provides 30 times your natural sunburn protection. The liberal and regular use of this product may help reduce the chance of premature aging of the skin.

Nature's Gate guarantees that you will enjoy the feeling and effect of this product or you can refund your money.

#### Directions:

1. Keep in a cool dry place, unexposed.
2. Apply liberally 30 minutes before going into the sun.

3. Re - apply after swimming or perspiring heavily.
4. Apply to exposed skin areas every two to three hours.

**Caution!**

- For external use only.
- Discontinue use if signs of irritation or rash appear.
- Avoid contact with the eyes.

With extracts of Wild Pansy and Coffee

Cruelty free      Ph Balanced Biodegradable      Waterproof



**Questions 7 ~ 9**

Read the information on the next page and circle the correct answer on questions 7 ~ 9.

*Example :*

When a country name appears on the table

- A. One should check the IDD prefix.
- B. One can find the NDD prefix.
- C. One can find the city code.
- D. The name of the country must be confirmed

7. The IDD Prefix...

- A. follows the Country Code.
- B. is the access code used to call a person within that country.
- C. may never be used with the NDD.
- D. may or may not be used with IDD.

8. The NDD Prefix...

- A. applies to calls from one country to another.
- B. is before the country code.
- C. is always used from one city to another.
- D. cannot be used for international calls.

9. The city code...

- A. may be used only with calls within the country.
- B. is used instead of the country code for calls within a country.
- C. is followed by the NDD.
- D. is always a one - digit number.

**Country Codes, IDD( International Direct Dialing) prefixes,  
and NDD( National Direct Dialing) prefixes.**

**Country Code**

The country code should be used when dialing *to* that particular country from another country. In some cases, you will also need to dial a *city or area code*. When a country name appears in the table, there will be additional information regarding city or area codes.

**IDD Prefix( International Direct Dialing)**

The IDD prefix is the access code needed to dial a call from the country listed to another country. This is followed by the country code for the country you are calling(see above).

**NDD Prefix( National Direct Dialing)**

The NDD prefix is the access code used to make a call within that country from one city to another(when calling another city in the same vicinity, this may not be necessary). The NDD is followed by the city/area code for the place you are calling(city/area codes, where applicable, can be viewed by following the link from the country name on the table below). Phone numbers are often written in this format: + 44 - (0) 1224 - XXXX - XXXX. This expresses the numbers used for both international and national long - distance calls. In the example, + 44 indicates the country code, while(0) indicates the NDD. When dialing from outside the country, the NDD *would not* be used after dialing the country code; when dialing from within that country, the NDD would be used, but the country code would not.

**Questions 10 ~ 11**

*Read the information on this page, and circle the correct answers to questions 10 ~ 11.*

10. You can find the members regularly meeting.

- A. at JCR Devonshire House.
- B. the SU office.
- C. online.
- D. at Freshers Squash.

11. The above posting is

- A. an advertisement for events and objects related to a club.
- B. information relevant to anyone with some interest in the club.
- C. information for members of the Expedition Club only.
- D. a notice of upcoming events for new members.

- We sincerely hope you had a great holiday and look forward to your stories over the summer
- Signing up meeting – Tues 10 + hsep + (week 2) in JCR, Devonshire House
- This term's trips are now listed, but full details won't be up for a few days. check the S. U. Bulletin Board for regular postings
- Come and find us at the Freshers Squash each week (Wed 7p. m.)
- Special meeting for club monitors at the S. U. Office
- Regular outdoor newsfeeds now online. Includes details about regular meetings.
- We congratulate Mary and Jake Ashton on their marriage over the summer. Jake, as you may know is a long serving member of the Expedition Society and we now hope he still has the energy to join us on those long journeys!
- Dave James is selling a goretex jacket. Email him for more info...

## Section 2

### Questions 12 ~ 24

#### Questions 12 ~ 18

Look at the following information on student services and decide whether ISA (International Student Adviser), ALO (Australian Aid Liaison Officer), both ISA and ALO, or neither performs the following functions. Answer the questions below in boxes 12 ~ 18 on your answer sheet.

ISA = I                  Both = B

ALO = A                Neither = N

*Example:*

Help to show you how to apply for financial assistance if you require it

*Answer:*

A

12. Picks you up at the airport.
13. Helps you to get to know the University and its facilities.
14. Helps you to find a place to live.
15. Gives the kind of financial advise students need regarding shopping.
16. Helps to find you a tutor if you need one.
17. Might help you to get in touch with organizations in the local community that can provide assistance with your child's education.
18. Might arrange parties or get – togethers.

## **Student Support at Smithwicks University Australia**

### **International Student Advisers**

International Student Advisers are available at Smithwicks International Offices on each campus and they manage all the support services for international students on that campus. The ISAs are part of a team of highly skilled people who are committed to helping all international students achieve the greatest rewards from studying at Smithwicks. When you are on campus at Smithwicks you can speak to one of the ISAs about any matter that you would like. They will assist you directly or refer you to expert help where appropriate.

The ISAs arrange special support programs including:

Enrolment and Orientation Program

Follow Up Programs

Community Links Programs

Returning Home Programs

Peer Support Program Training

Airport Reception

Pre - Departure Seminar Resources

### **AusAID Liaison Officer (ALO)**

The ALO manages the scholarships of AusAID sponsored students. The ALO works with the International Student Advisers (ISAs) to ensure students are given every opportunity to be successful in their studies. Students are made aware of their entitlements and responsibilities from when they arrive.

The work of the ALO and support services offered include:

Airport reception

Assistance with accommodation

Development of macro skills in academic and computing fields

Regular follow up and dialogue with all students to deal with emerging issues Group meetings with students to discuss scholarship policy and university administration

Liaison on behalf of students with Faculties and Divisions in the University

Arranging academic assistance if required

Managing living allowance payments

Arranging health insurance for students and their families

Advising about assistance from external agencies, schooling for children

Community contact opportunities, etc.

Liaising with AusAID about scholarship issues

Arranging social functions



Smithwicks University is proud of the many AusAID scholarship graduates who have returned home to over 28 countries after having successfully completed their studies.

### **Questions 19 ~ 24**

Look at the information on the following page that informs visitors about Coventry University. Using **No More Than Three Words** from the passage, answer the questions in boxes 19 ~ 24 on your answer sheet.

*Example:*

If I can't get to Coventry by car, how can I get there?

*Answer:*

*Rail or air*

19. If you can't park at a University car park, where can you park?
20. What kind of college did it first start out as?
21. After it amalgamated, what was it called?
22. In which part of Coventry is the University located?
23. How many campuses are there?
24. How large is the campus?

## **Coventry University**

### **How to Find Us**

Coventry University covers 33 acres right in the heart of Coventry City center, with Coventry University Performing Arts just a few miles away. The campus is easily reached by road, rail, or air.

### **Car Parking**

Car parking spaces are very limited at the University itself. Ask the member of staff you are visiting whether it is possible to reserve a visitor's car parking space for you in one of the University car parks. If not, there are a number of public car parks located close to the University.

### **Emergency**

In an emergency you can call the University Reception on 024 76 838774 during office hours. The main University switchboard number is 024 76 631313(24 hours).

### **Where is Coventry University?**

Coventry University's modern, purpose - built campus covers 33 acres of ground in the center of Coventry. Improvements are constantly being carried out to ensure that the working environment is as pleasant and as welcoming as possible.

The campus' location at the hub of the City means you can enjoy the benefits of being close to shops, banks, the main bus station and the railway station. Because the University is contained on one campus, you will not have to waste time traveling between lectures, and you will soon start to recognise the same faces every day. It also means cafes, refectories and the Students' Union are all on hand when

you want a break, to meet friends or finish for the day. Before long, you will not only feel part of the University but part of the City, too.

But do not just take our word for it – you are welcome to come and take a Look around, either on one of the open days or on an informal visit at any time to get a glimpse of campus life.

### History

Coventry University has a long tradition as a provider of education. It can trace its roots as far back as Coventry College of Design in 1843. It was in 1970 that Coventry College of Art amalgamated with Lanchester College of Technology and Rugby College of Engineering Technology. The resulting institution was called Lanchester Polytechnic: 'Lanchester' after the Midlands automotive industry pioneer, Dr Frederick Lanchester, and 'Polytechnic' meaning 'skilled in many sciences and arts'.

In 1987, the name was changed to Coventry Polytechnic. In 1992, we adopted the title Coventry University. However, the Lanchester name has been preserved in the title of our art gallery, the Lanchester Gallery, as well as in the Lanchester Library and our Lanchester Restaurant.

## Section 3

### Questions 25 ~ 40

#### Questions 25 ~ 30

*In Edinburgh, each place has something important to see. Where does the following information apply? Note – There are 6 statements, so not all places below can be used, and one cannot be used twice. You are advised to spend 15 minutes on this section.*

- RB** If it is the case at Royal Botanic Gardens
- PB** If true at Portobello Beach
- AS** If true at Arthur's Seat
- PS** If true at Princes Gardens
- SH** If true at Short – Hole Course in the Meadows
- K** If true at Klownz
- CH** If true at Calton Hill
- WL** If true at Water of Leith
- CP** If true at the Commonwealth Pool

*Example:*

A place that opens an hour later on Wednesday.

Answer:

CP

25. A volcano that you can climb to get a good view of Edinburgh.

26. If you follow it, you will get past a garden and an art gallery but it is not a garden.

27. A scenic climb that you start from at Princes Street.
28. You might need to take a bus to this place since it is a fairly long distance from the city center (over 5 km).
29. A place that has a gallery and an academy in the middle of it.
30. A place you can go to if you want to look more beautiful.



### **Royal Botanic Gardens**

"An oasis packed with a range of unusual trees, shrubs and flowers, as well as a great hothouse," says Jamie Byng. These 72 acres of horticultural heaven are home to more than 2 000 species of plants, tropical glasshouses, a bijoux art gallery(Inverleith House), and a well-appointed tearoom with Outside tables offering superb views of the city. If the festival has started to make use of the Botanic (last year saw several glitzy film premieres, plus Dannii Minogue giving her infamous Lady Macbeth), the gardens remain a haven in the city. "Still the best part of Edinburgh to chill out in," Kevin Williamson says.

**Where:** Inverleith Row, 3km from Princes Street(0131 - 552 7171). **When:** Daily 10:00am ~ 4:00pm, open to 8:00pm during May - Aug.

### **Princes Street Gardens**

Earlier in the 20th century, this area was the infamous Nor Loch, an open sewer replenished each day by slops thrown down from the slum dwellings of the Old Town above it. Now, however, it's the green heart of Edinburgh, positioned where the river would normally be, and divided into East and West by the Mound - home to the National Gallery and the Royal Scottish Academy. "Louts with lager, senior citizens on benches, Italian teens with daft wee backpacks - all our life is here," says Pete Irvine. "It's the place I go to for a bit of peace and quiet," says Mark Cousins. "And I love the old-fashioned merry-go-round in the children's area."

**Where:** Parallel to Princes Street. The most popular entrance is by Waverley Bridge, near the Scott Memorial. **When:** Dawn to dusk.

### **Arthur's Seat**

This is a place where the legendary British king is said to have rested his backside, this volcano, extinct for 350 million years, towers over the city. The easiest way up should take an averagely fit person no more than 40 minutes. The summit offers great views south towards the Borders and north towards Fife. "It's an awesome place to watch the sunrise or sunset," says Jamie Byng. On the way down, thirsty walkers should visit the wonderful Sheep Heid pub in Duddingston village, once frequented by both Mary Queen of Scots and Bonnie Prince Charlie(though not at the same time). The name comes from a ram's head given to the publican by King James VI of Scotland - that's James I of England.

**Where:** West of city centre. Best approach is through Holyrood Park, at the foot of the Royal Mile. **When:** Any time, elements permitting.

### **Klownz**

The Edinburgh Festival can be an endurance test: small, hot, dark rooms, sleep deprivation, and

(frequently)lack of food – there’s not that much difference, it seems, between a festival goer and a hostage. Which is why Kelly Cooper – Barr recommends a day at Klownz in Stockbridge. “This place is pampering heaven. Basically, there is everything you could want – a multitude of beauty treatments, a great hairdressers, San Tropez tan while you relax, right down to the freshly – squeezed orange juice. They will fulfill any request. Spoiling yourself is certainly the order of the day here.”

**Where:** INW Circus Place, EH3 6ST(0131 – 2264565). **When:** Mon, Tues, Fri 9:00am ~ 6:00pm, Wed & 9:00am ~ 8:00pm, Sat 9:00am ~ 4:00pm. Closed Sundays.

### Calton Hill

For those too lazy to climb Arthur’s Seat, Calton Hill fills the breach. It’s this place that gave Edinburgh its nickname of the Athens of the North, thanks to the temple that is William Playfair’s National Monument(dedicated to the dead of the Napoleonic Wars), and his City Observatory (based on the Temple of the Winds in Athens). There’s a small visitors’ center – the Edinburgh Experience – but the main attraction is the view. Kevin Williamson says: “Stand tall and proud on top of the hill, looking northwards over Leith, God’s own country, with The Proclaimers jangling away on your Walkman. There is no more moving panorama anywhere in the world. And what’s more, you can be back on Princes Street within five minutes or sitting in one of the bars on Broughton Street.

**Where:** Entrance on Princes street by Waterloo Place.

### Portobello Beach

Jokingly referred to as Edinburgh’s Riviera, the former artists’ colony is now a bit tatty round the edges. But as the only bit of sea and sand within walking distance of the city, it’s a welcome haven when the sun comes out. “The romantic in you can’t help liking the penny arcades and the miniature fair-ground,” Mark Cousins says. “It’s got a Brighton Rock quality, a bit of faded, end – of – the – pier charisma.” Leave room for beer, fish and chips, and ice cream. “Luca’s ice cream shop in Musselburgh high street is probably the best on Scotland’s east coast,” says Sarah Smith.

**Where:** 8km from city center via London Road. **When:** Preferably when it’s sunny.

### Short – Hole Course in the Meadows

It may look like a raggedy throw – and – putt course, but don’t say that to the regulars: the 36 – hole golf course on Bruntsfield Links is more than 100 years old. The mounds have been there for more than three centuries, ever since Edinburgh needed a mass – burial ground for plague victims. A round of golf is free(scorecards, with rules, are attached to a piece of string on the greenkeeper’s hut), but you will need your own clubs. There are no bunkers, but obstacles include sunbathers, dogs, cyclists and small children. If golf’s not your game there’s a funfair too, and during the festival this is where big circus acts tend to perform. It’s generally safe but, as those who have read Trainspotting will know, the area’s best avoided on your own after dark.

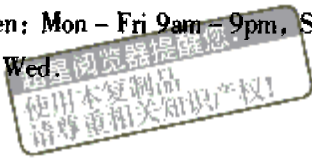
**Where:** The Meadows. **When:** Dawn to dusk, when no one is sitting on the holes.



### The Commonwealth Pool

This Olympic - sized pool, which was commissioned for the 1970 Commonwealth Games, has kept very busy over the last 30 years, and has undoubtedly seen better days. However, the recent addition of flumes has given it a new lease of life. Central enough for office workers to nip out to in their lunch breaks - or for stressed - out festival - goers to cool their heels. "Standing on the top board, you forget all the stresses and strains of city life. I think it's a life - saver," says Sarah Smith.

**Where:** Dalkeith Road, EH16 5BB(0131 - 677 7211). **When:** Mon - Fri 9am - 9pm, Sat & Sun 10am - 4pm. Early bird slots 6am - 9pm Mon - Sat. Opens 10am Wed.



### Water Of Leith

The river runs 21 miles from its source in the Pentland Hills to discharge into the Forth of Firth at Leith. A walk along here takes you past the Botanical Gardens, the neo - classical St Bernard's Well, through the leafy gorge that contains Dean Village, and westwards towards Belford Road - home of the National Gallery of Modern Art and the recently - opened Dean Gallery. "Walking there from Leith up the Dean River is a great way to spend an hour or so," says Jamie Byng. "Make sure you stop off for pastries in Patisserie Florentine," says Sarah Smith.

**Where:** The waterway can be entered from various points. Call the Tourist Board on 0131 - 473 3800 for information.

### Questions 31 - 35

Complete the table below by writing **No More Than Three Words** in boxes 31 - 35 on your answer sheet.

Place	Location	Times	Special Attraction
Example Klownz	Circus Place	Closed Sundays	Place to make you beautiful
...(31)...	Near Princes Street	Anytime	Wide and beautiful view and not too difficult to climb
...(32)...	Near Princes Street	...(33)...	Peace and Quiet and an old fashioned merry - ground
...(34)...	...(35)...	Dawn to Dusk	An old fashioned style of a modern game can be played

### Questions 36 - 40

Do the statements below agree with the information given in the text "Best Getaways at Edinburgh"? In boxes 36 - 40 on your answer sheet write.

- True** if the statement is true  
**False** if the statement is false

**Not Given** if the information is not given in the passage

36. Princes Gardens is on Princes street.
37. The Meadows Golf Course may not be entirely safe at night.
38. Arthur's Seat is 350 million years old.
39. The Commonwealth Pool is not in very good condition.
40. The Commonwealth pool was used for the Olympics.

## Writing Test

### Writing Task 1

You should spend about 20 minutes on this task.



Television is still a relatively new invention, yet it has had profound effects on China and on Chinese's lives. Write about 250 words discussing the effects of television. You can write about the good effects, the bad effects, or both.

You should write at least 150 words.

### Writing Task 2

You should spend about 40 minutes on this task.

Most people have dreams of one day becoming rich. But does the average person have the ability to make a lot of money? Think about this question. Then write about 250 words describing your thoughts.

You should write at least 250 words.

## IELTS 普通类模拟题六(答案)

### Section 1

#### Questions 1 ~ 11

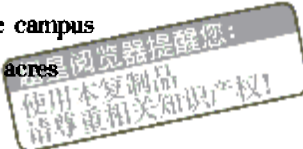
- |   |   |
|---|---|
| 1. False(it only states it may)           | 7. C  |
| 2. True                                   | 8. D(it is not always used if in the same vicinity) |
| 3. False(before)                          | 9. B  |
| 4. False("heavily" applies to perspiring) | 10. D(ICR is not regular)                           |
| 5. F(discontinue using it )               | 11. B(it is not just an ad. nor is it just a        |
| 6. True                                   |   |

notice)

## Section 2

### Questions 12 ~ 24

- |                                      |                            |
|--------------------------------------|----------------------------|
| 12. Both                             | 19. Public car park        |
| 13. I                                | 20. College of design      |
| 14. A                                | 21. Lanchester Polytechnic |
| 15. Neither                          | 22. City hub(centre)       |
| 16. A(arranging academic assistance) | 23. one campus             |
| 17. A                                | 24. 33 acres               |
| 18. A(social functions)              |                            |



## Section 3

### Questions 25 ~ 40

- |                           |  |
|---------------------------|--|
| 25. AS                    | 34. Short - Hole Course                                  |
| 26. WL                    | 35. The Meadows  |
| 27. CH                    | 36. F(parallel to princes street)                        |
| 28. PB                    | 37. T  |
| 29. PS                    | 38. F(extinct for that time)                             |
| 30. K                     | 39. T  |
| 31. Calton Hill           | 40. F (Olympic size but not used for Commonwealth Games) |
| 32. Princes Street Garden |  |
| 33. Dawn to dusk          |  |

## Writing Task 1

Television has changed both the way we spend our time and what we know about the world. Some of the changes brought by television have improved our way of life, but others have made it worse.

People today on the average spend several hours a day watching television. In times past, they would sit on their front steps and visit on nice evenings. This neighborly visiting built close friendships, but it seldom takes place any longer. Even though families may all watch TV together, they may not communicate much. Some women have called themselves "sports widows" because their husbands spend every spare minute watching televised football, baseball, and other sports.

On the other hand, people have learned more about the world because of television. People in small towns know more about the city, and people in cities have learned about the country. Politicians, celebrities, wars, and disasters appear in the living room. Programs take viewers to the bottom of the sea, the tops of mountains, and even outer space.

Some people think television leads to violence, immorality, and greed for possessions. I am not sure whether this is true. However, good or bad, TV is here to stay. It is up to each of us to make the most of its opportunities and avoid its problems.

## Writing Task 2

When lack of money prevents us from having something we want very much, it is tempting to dream of being rich. It is hard to keep in mind that Americans are already wealthy compared with people in many other parts of the world. Our modern conveniences would have been the envy of kings in times past. Just the same, most people would like a larger. Whether most people are capable of making a lot of money is another question.

People in average circumstances can often get ahead through education, hard work, and careful money management. But getting ahead is not the same as actually becoming rich.

Only a small percentage of Americans could be called truly wealthy. Some people joined this group from ordinary beginnings. Usually they have done it by carefully riding some major development in the economy on its way up. In the past, great fortunes have been made in oil, steel, and railroads. Recently, some people have made millions in computers and real estate.

Usually, though, it takes money to make money. Big investors often start rich and then get richer.

Most of us cannot strike oil or start the next new technical breakthrough. Most people are not born into wealthy families, either. In America it certainly is possible to become more prosperous. But unless someone wins the lottery, real wealth is not very likely to come along.



# IELTS 普通类模拟题七

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

PRACTICE TEST (Version Seven)

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### GENERAL READING TEST

#### Instructions

#### WRITE YOUR ANSWERS ON THE ANSWER SHEET

The test is in three sections, as follows:

Section 1	Questions 1 ~ 14
Section 2	Questions 15 ~ 29
Section 3	Questions 30 ~ 41

Start at the beginning of the test and work through it. You should try to answer all the questions.

However, keep to the suggested time for each section. If you are having trouble with a question, leave it and move on to the next. You can return to it later if you have time.

Read the instructions for each part of the test carefully.

## Section 1

You are advised to spend 20 minutes on Questions 1 - 14.

### Questions 1 - 5

Read the following hotel notice and answer the question that follow.

**Queen's Hotel, Southsea, Tel: (Portsmouth) 0705 - 62314960**

ACCOMMODATION	ROOM CHARGE ONLY		
	1st & 2nd Floors	3rd Floor	4th Floor
<b>Sea View Bedrooms</b>			
Single with Bath or Shower	£ 25	£ 23	£ 21
Single with Bath or Shower and Toilet	£ 27	£ 25	—
Twin or Double with Bath or Shower	£ 36	—	—
Twin or Double with Bath or Shower and Toilet	£ 39	£ 36	—
<b>Rear View Bedrooms</b>			
Single with Bath or Shower	£ 18	—	—
Single with Bath or Shower and Toilet	£ 20	—	—
Twin or Double with Bath or Shower	—	£ 28	—
Twin or Double with Bath or Shower and Toilet	£ 33	£ 30	—
<b>Private Suites</b>			
One Single with Private Bath and Toilet, Sitting Room and Balcony	£ 80	—	—
One Twin or One Double with Private Bath and Toilet, Sitting Room and Balcony	£ 100	—	—

Double or Twin - bedded Rooms let as Singles - Single Rate plus £ 5.

Twin or Double Suite let for Single Occupancy - £ 90.

### Please vacate room by 12 noon on day of departure

Indicate if each of the following statements is true or false according to the information from the listed rates of the hotel. In boxes 1 ~ 5 on your answer sheet, please write **True** if the statement is true; write **False** if it is false. If the notice does not contain relevant information about the statement, please write **Not Given**. An example has been done.

Example :

Rooms on the 4th floor are the least expensive.

Answer :

TRUE

1. A room with twin beds costs the same as one with a double bed.
2. The cost doubles if the guest wants to have a room with a better view.
3. Rooms on the top floor have a better view than rooms on the lower floors.
4. All suites are form two persons.
5. There's a reduction if one person has a suite or a room for two to himself.

### Questions 6 ~ 9

Read the notice below and answer the questions that follow.

#### Photography: Digital Imaging with Photoshop

Designed around the needs of photographers and artists who work with visual images, this hands - on workshop introduces participants to the fundamental image editing and manipulation tools available in Adobe Photoshop. Areas covered include scanning, rite size and resolution, color balancing and grey scale adjustments of contrast and density, manipulation of images for creative effect or to remove unwanted elements, and combining words and images. The electronic imaging chain, from input (scanning) to output (printing), is discussed. Participants leave with a working knowledge of many of the tools and capabilities of Adobe Photoshop. Prerequisite: Basic familiarity with the Macintosh environment. No prior experience with Photoshop necessary.

**Section A:** Oct. 15 - 16, Fri./Sat., 9:00am - 4:00pm - 2 Mtgs.

Room 101, Computer Center, Salford Community College, \$ 200.

Instructor: David Ulrich

**Section B:** Nov. 15 - 16, Mon./Tues., 9:00am - 4:00pm - 2 Mtgs.

Room 101, Computer Center, Salford Community College, \$ 200.

Instructor: Dan Doerner

Decide if the following statements are true of false according to the information in the notice for the workshop. In boxes 6 - 9 on your answer sheet, write *True* if the statement is true. If it is false, write *False*. If relevant information is not given in the notice, write *Not Given*. One has been done as an example.

Example :

Knowledge of Macintosh environment is needed for attending the workshop.

Answer :

TRUE

6. The classes concentrate on the use of computers to retouch photographs.
7. Participants in each class meet four times.
8. More people are likely to be attracted to Section A because it meets on Friday and Saturday.
9. The classes are for people who have used Photoshop before.

**Question 10 ~ 14**

Read the advertisement below and answer the questions that follow.



**BTB Bus Company**

The BTB Bus Company serves all parts of the city, and also provides an extensive service to nearby towns and villages.

**BTB City Buses** are usually orange, and operate from 06:30 to 23:30. There are four kinds of tickets you can use:

**Tourist Ranger** is the ideal ticket for tourists and visitors to the city. The tickets are valid for 2, 3, or 5 days, and can be used on all city buses. They cost £4, £5.50 and £7.50.

**Monthly Season** - Going to work by bus? This is the one for you! For only £26.50 you have the freedom of the city for a whole calendar month.

**Bus Card** - lasts for one day. For £2.50 you can travel anywhere on the bus system for one day - but you must clip your card in the machine every time you board a bus.

**Single Journey** - 50p, valid for just one journey. Clip the ticket when you get on the bus. Books of ten tickets also available.

These tickets are only valid on BTB City Buses. They are available from post offices, tobacconists and BTB offices. **TICKETS CANNOT BE PURCHASED ON THE BUSES.**

**BTB Country Buses** (which are usually blue) serve the towns of Canby, Rashville and Crill as well as numerous villages in the area. Services run from 07:00 to 21:30.

**Tickets** are bought on the bus. The minimum fare is 75p, increasing with distance. Buses depart from the main railway station and Goshley Square.

A **Map** of the routes for both City and Country buses can be obtained (price 20p) from the BTB offices at the main railway station or 27 Part Square. Timetables for both services can be found at the bust stops.

Answer the following questions using **No More Than Three Words** from the advertisement of BTB Bus Company and write your answers in boxes 10 ~ 14 on your answer sheet. One has been done as an example.

Example :

How much is a single journey ticket for riding a city bus?

Answer:

50p

10. If you are staying in the city for 2 days and want to see the city as much as possible, which ticket is the best for you?
11. What is the best ticket to buy if you want to show your visiting friend around on a Saturday?
12. Where should one go in order to buy tickets for the orange **BTB** buses?
13. Where are the tickets for the blue **BTB** buses sold?
14. Where should one probably go if he wants to catch a bus to **Rashville**?



## Section 2

You are advised to spend 20 minutes on **Questions 15 ~ 29**.

### Questions 15 ~ 21

Look at the article *Clubs for Students*. Which club would you contact for each of the requirements below? Write the appropriate letter A ~ G in boxes 15 ~ 21 on your answer sheet. You may use each letter more than once. The first one has been done for you as an example.

Example :

You wish to go swimming at 7:00am every morning.

Answer:

G

15. You would like to take Spanish classes.
16. You want to join a club that has international branches.
17. You would like an opportunity to speak in public.
18. You would like to take part in amateur theatrical productions.
19. You want to visit some famous sites with a group of other students.
20. You are interested in finding out about part - time work.
21. You want to meet some English people who have started their careers.

## Clubs For Students

There are a variety of Clubs which provide social and cultural activities for those wishing to meet others with similar interests from the same or from different national backgrounds.

**A**

Commonwealth Trust

Organised discussion meetings, learned talks, cultural events, excursions to places of interest and

invitations to major British diary events. Open to overseas visitors and students.

## **B** Charles Peguy Centre

French youth centre providing advice, support and information to young Europeans aged between 18 ~ 30. Facilities include an information and advice service regarding education, work placement and general welfare rights. Moreover the centre holds a database of jobs, accommodation and au pair placements, specifically in London. Members may use a fax machine, a copier and computers for CVs.

Hours: Monday: 14:00 ~ 17:00

Tuesday - Friday: 10:00 ~ 17:00

Membership: £ 235 per year, plus £ 5 per month.

## **C** Kensington Committee of Friendship for Overseas Students

KCOF is the society for young people from all countries. Each month there are some 40 parties, discos, visits to theatres, concerts, walks and other gatherings where you will be able to meet lots of people. A new programme is sent each month directly to members ( £ 5 to join in October, less later in the year). Events are free or at low, often reduced, prices.

Office open 10:30 ~ 17:30 weekdays only.

## **D** Royal Overseas League

Open 365 days per year, this is a club with facilities in London and Edinburgh with restaurants, bars and accommodation. There are branches around the world and 57 reciprocal clubs world - wide. Quarterly magazine, literary lectures, annual music and art competitions, and summer and winter programme of events for members. Membership fees: overseas students aged 17 ~ 24 £ 47 per year + initial joining fee £ 23.50; others £ 70 per year + initial joining fee £ 35 (half price after July). Further information from the Membership Secretary.

## **E** YMCA London Central

Facilities include: photography, art, drama, pottery, language courses, badminton, squash, exercise to music, circuit training, sports clinic, fitness testing and other activities.

Hours: weekdays 07:00 ~ 22:30, weekends 10:00 ~ 21:00. Membership fees: aged 16 ~ 17 £ 25 per year plus attendance charge of £ 1.30 per visit; aged 18 ~ 19 £ 213 per year; aged 20 ~ 25 £ 366 per year.

## **F** London Inter - Varsity Club (IVC)

IVC is an activities and social club with a varied range of events, from cycling and drama to wind-surfing and yoga. Most members are young English professionals, but overseas visitors are welcome. The club arranges restaurant meals, dancing and parties, weekends away around Britain, plus a weekly club night in a Covent Garden bar. There are usually over 25 different events every week run by IVC members for IVC members. To find out more, telephone the club or write (Freepost) to the office.

## **G** Central Club

Provides accommodation and club facilities. No membership fee. Coffee shop open for all meals,

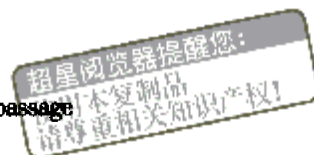


swimming pool (open 06:00), multi-gym, hairdressing salon.

### Questions 22 ~ 29

Read the article on International Students House and look at the statements below. In boxes 22 ~ 29 on your answer sheet write.

<b>True</b>	if the statement is true
<b>False</b>	if the statement is false
<b>Not Given</b>	if the information is not given in the passage



The first one has been done for you as an example.

*Example:*

The club is for overseas students only.

Answer:

*False*

22. The club has long term dormitory accommodation.
23. Membership must be renewed monthly.
24. The club provides subsidised restaurant meals.
25. The club is open to non-members on Tuesday evenings.
26. STA Travel help finance the Students Adviser.
27. The services of the Students Adviser are free to all club member.
28. You must make an appointment to see the Students Adviser.
29. There will be a surcharge for accommodation over the Christmas period.

## International Students House

International Students House is a unique club and accommodation centre for British and overseas students in London. It is located in the heart of London's West End and is close to all public transport facilities.

### Accommodation

- \* comfortable accommodation for up to 450 people in single, twin, 3/4 bedded and multibedded rooms
- \* 44 self-contained flats for married students and families
- \* long and short stays welcomed

### Membership

Club membership is open to all full-time students, professional trainees, student nurses and au pairs. Membership costs are kept to an absolute minimum to enable the widest possible access. You can join for as little as one month and for up to one year at a time.

Membership entitles you to use the various facilities of the House. It has:

- \* restaurants

- \* student bars and coffee shop
- \* study rooms
- \* clubs and societies
- \* aerobics and fitness training
- \* discos, dance, jazz and cinema
- \* travel and excursions and much more!

The best way to check out all we have on offer is to drop in any Tuesday evening between 7.15 p.m. and 8.30 p.m. for Open House in the Club Room. This is an opportunity for you to meet the staff and other club members, enjoy a free cup of coffee and find out all about what's going on. You can take advantage of special membership offers. (Useful tip: bring along 3 passport-size photographs if you wish to take out membership.)

#### **Advice Service**

Thanks to the support of STA Travel and in association with LCOS (the London Conference on Overseas Students) International Students House now provides the service of an London's bona-fide academic institutions. It aims to provide welfare support to help students overcome any personal or practical difficulties they may be experiencing whilst studying in Britain. One of the key features of the Advice Service is that the Adviser can be seen during the evenings until about 8 p.m., Monday to Thursday.

#### **Christmas & New Year**

Unable to get home for Christmas? How about joining in the fun at international Students House! Check out our special programmer of activity taking place over the Christmas period. Even come and stay - the House will be offering reduced accommodation rates for students wishing to spend a few days in London over Christmas. We'll also have an exciting New Year's Eve party so come and join us and ring in the new year in the spirit of internationalism.

## **Section 3**

### **Reading Passage**

*You should spend about 20 minutes on Questions 30 ~ 41 which are based on the Reading Passage below.*

### **Paper Recycling**

**A** Paper is different from other waste produce because it comes from a sustainable resource: trees. Unlike the minerals and oil used to make plastics and metals, trees are replaceable. Paper is also biodegradable, so it does not pose as much threat to the environment when it is discarded. While 45 out of every 100 tonnes of wood fibre used to make paper in Australia comes from waste paper, the rest comes directly from virgin fibre from forests and plantations. By world standards this is a good performance since the world-wide average is 33 per cent C waste paper. Governments have encouraged waste paper collection and



sorting schemes and at the same time, the paper industry has responded by developing new recycling technologies that have paved the way for even greater utilisation of used fibre. As a result, industry's use of recycled fibres is expected to increase at twice the rate of virgin fibre over the coming years.

**B** Already, waste paper constitutes 70% of paper used for packaging and advances in the technology required to remove ink from the paper have allowed a higher recycled content in newsprint and writing paper. To achieve the benefits of recycling, the community must also contribute. We need to accept a change in the quality of paper products; for example stationery may be less white and of a rougher texture. There also needs to be support from the community for waste paper collection programs. Not only do we need to make the paper available to collectors but it also needs to be separated into different types and sorted from contaminants such as staples, paperclips, string and other miscellaneous items.

**C** There are technical limitations to the amount of paper which can be recycled and some paper products cannot be collected for re-use. These include paper in the form of books and permanent records, photographic paper and paper which is badly contaminated. The four most common sources of paper for recycling are factories and retail stores which gather large amounts of packaging material in which goods are delivered, also offices which have unwanted business documents and computer output, paper converters and printers and lastly households which discard newspapers and packaging material. The paper manufacturer pays a price for the paper and may also incur the collection cost.

**D** Once collected, the paper has to be sorted by hand by people trained to recognise various types of paper. This is necessary because some types of paper can only be made from particular kinds of recycled fibre. The sorted paper then has to be repulped or mixed with water and broken down into its individual fibres. This mixture is called stock and may contain a wide variety of contaminating materials, particularly if it is made from mixed waste paper which has had little sorting. Various machinery is used to remove other materials from the stock. After passing through the repulping process, the fibres from printed waste paper are grey in colour because the printing ink has soaked into the individual fibres. This recycled material can only be used in products where the grey colour does not matter, such as cardboard boxes but if the grey colour is not acceptable, the fibres must be de-inked. This involves adding chemicals such as caustic soda or other alkalis, soaps and detergents, water-hardening agents such as calcium chloride, frothing agents and bleaching agents. Before the recycled fibres can be made into paper they must be refined or treated in such a way that they bond together.

**E** Most paper products must contain some virgin fibre as well as recycled fibres and unlike glass, paper cannot be recycled indefinitely. Most paper is down-cycled which means that a product made from recycled paper is of an inferior quality to the original paper. Recycling paper is beneficial in that it saves some of the energy, labour and capital that goes into producing virgin pulp. However, recycling requires the use of fossil fuel, a non-renewable energy source, to collect the waste paper from the community and to process it to produce new paper. And the recycling process still creates emissions which require treatment before they can be disposed of safely. Nevertheless, paper recycling is an important economical and environmental practice but one which must be carried out in a rational and viable manner for it to be use-

ful to both industry and the community.

### Questions 30 ~ 36

Complete the summary below of the first two paragraphs of the Reading Passage. Choose **One Or Two Words** from the Reading Passage for each answer. Write your answers in boxes 30 ~ 36 on your answer sheet.

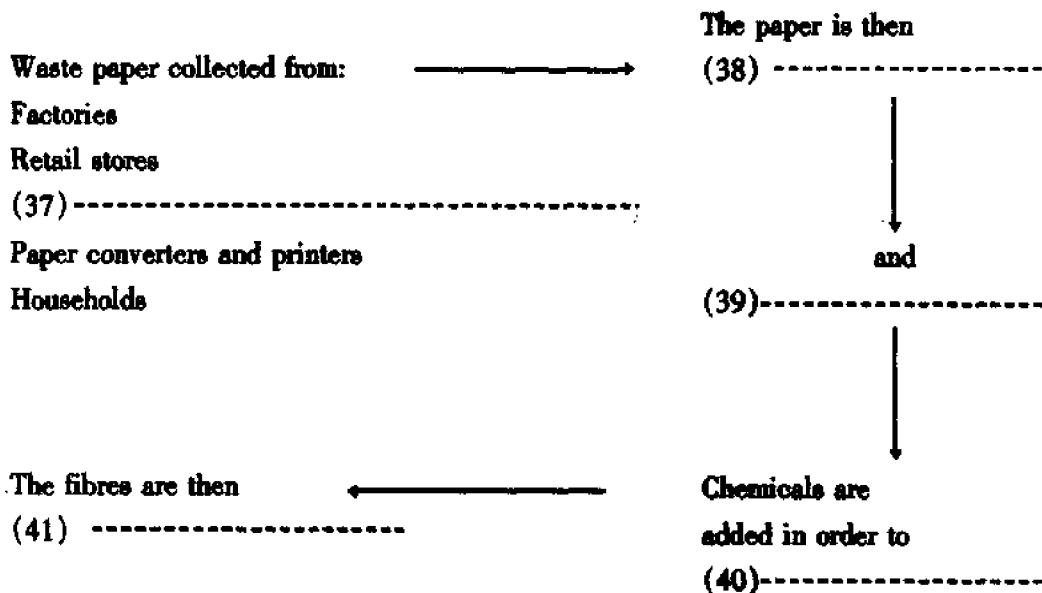
### Summary

Example:

From the point of view of recycling, paper has two advantages over minerals and oil in that firstly it comes from a resource which is ... (30) ... and secondly it is less threatening to our environment when we throw it away because it is ... (31) ... Although Australia's record in the re-use of waste paper is good, it is still necessary to use a combination of recycled fibre and ... (32) ... to make new paper. The paper industry has contributed positively and people have also been encouraged by ... (33) ... to collect their waste on a regular basis. One major difficulty is the removal of ink from used paper but ... (34) ... are being made in this area. However, we need to learn to accept paper which is generally of a lower ... (35) ... than before and to sort our waste paper by removing ... (36) ... before discarding it for collection.

### Questions 37 ~ 41

Look at paragraphs C, D, and E and, using the information in the passage, complete the flow chart below. Write your answers in boxes 37 ~ 41 on your answer sheet. Use **One Or Two Words** for each answer.



## Writing Test

### Writing Task 1

You should spend about 20 minutes on this task.

You have had a bank account for a few years. Recently you received a letter from the bank stating that your account is \$ 240 overdrawn and that you will be charged \$ 70 which will be taken directly from your account. You know that this information is incorrect.

Write a letter to the bank. Explain what has happened and say what you would like them to do about it.

You should write at least 150 words.

You do not need to write your own address. Begin your letter as follows:

*Dear Sir,*

### Writing Task 2

You should spend about 40 minutes on this task.

As part of a class assignment you have to write about the following topic:

We are becoming increasingly dependent on computers. They are used in businesses, hospitals, crime detection and even to fly planes. What things will they be used for in the future? Is this dependence on computers a good thing or should we be more suspicious of their benefits?

You should write at least 250 words.

## IELTS 普通类模拟题七(答案)

### Section 1

#### Questions 1 ~ 5

这是一家旅馆针对不同类型客户的价格表。

single 指 single room。同样, twin 和 double 分别指 twin room 和 double room。见模拟试题二 1 ~ 5 题的说明。

1. True 表中的 twin 和 double 标价相同。

2. False 从常理上讲,海边的旅馆朝海一面的房间的景色好于另一面,这就是题中 a room with a better view 的所指。但从价格上看,这类房间(sea view bedrooms)的价格并未在不朝

海的房间(rear view bedrooms)的价格上翻番。

3. Not Given 文中表明面向海和背向海客房价格不同。但从楼层上看,楼层越高,价格越便宜。因此无法判断顶层的房间是否有更好的景致。

4. False 价格为 £ 80 的套房就是单人套房。

5. True 见表下的两行说明。

### Questions 6 ~ 9

这是一篇电脑培训班的文章,教大家如何用 Photoshop 软件来加工照片。

6. True retouch: 对文章、图片等进行修描、润色。

7. False Mtgs: Meetings。每个班只上两次课。

8. Not Given 此题虽有一定道理,但在文中没有文字上的支持。

9. False 参加者应对苹果系列电脑(Macintosh)有所了解,但并不需要有使用 Photoshop 的经历。

### Questions 10 ~ 14

这是某城市的一个公共汽车公司的运营说明。

10. Tourist Ranger 逗留二至五天的顾客买此票最划算。

11. Bus Card 此票一天有效,哪趟车都能坐,乘坐次数不限。

12. Post office(s)/tobacconists(街上的烟店)/BTB office(s)

公共汽车有两种颜色,市内车为橙色,市郊车为蓝色。市内车的各种车票可在上述三处购买,但不能在车上买。

13. On the bus 市郊车的票在车上买。

14. (main) railway station/Goshley Square Rashville 是市郊的一个镇。

市郊车的起点站有两处:火车站和 Goshley 广场。

## Section 2

### Questions 15 ~ 29

15. E

16. D

17. A

18. E

19. A

20. B

21. F

22. T long and short stays welcomed

23. F You can join the club...for up to one year at a time

24. NG

25. T Gist of last part of Membership section.

26. T Thanks to the support of STA travel...International Students House now provides the services of an International Students Adviser.

27. NG

28. NG

29. F ...the club will be offering reduced accommodation rates for students wishing to spend a few days in London over Christmas.

### Section 3

#### Questions 30 ~ 41

30. sustainable/replaceable Paper...comes from a sustainable resource

31. biodegradable Paper is also biodegradable, so it does not pose as much threat to the environment when it is discarded

32. virgin fibre/pulp ...the rest comes directly from virgin fibre

33. government/the government Governments have encouraged waste paper collection and sorting schemes

34. advances ...advances in the technology required to remove ink

35. quality We need to accept a change in the quality of paper products

36. contaminants ...it also needs to be sorted from contaminants...

37. offices

38. Sorted

39. (re)pulped

40. de - ink/remove ink/make white

41. refined

#### Writing Task 1

Dear Sir,

I am writing in reply to a letter I received from you a few days ago. In your letter you state that I am \$ 240 overdrawn and that you will be charging me \$ 70.

I would like to point out that the reason I am overdrawn is because of a mistake made by your bank. If you look through your records you will see that I wrote several weeks ago explaining the situation. For the last twelve months, I have been paying \$ 300 a month for a car I bought last summer. The monthly payments were taken directly from my bank account. However, two months ago I sold the car and I wrote to you instructing you to stop paying the monthly instalment. I received a letter from you acknowledging my request, but, for some reason, nothing was done about it. Another \$ 300 instalment has been paid this month and this is the reason why I am overdrawn.

I would like you to contact the garage where I bought the car explaining your error. I would also like you to ask them to return the money.

Yours faithfully.

#### Writing Task 2

Computers are a relatively new invention. The first computers were built fifty years ago and it is only in the last thirty or so years that their influence has affected our everyday life. Personal computers were

introduced as recently as the early eighties. In this short time they have made a tremendous impact on our lives. We are now so dependent on computers that it is hard to imagine what things would be like today without them. You have only got to go into a bank when their main computer is broken to appreciate the chaos that would occur if computers were suddenly removed world - wild.

In the future computers will be used to create bigger and even more sophisticated computers. The prospects for this are quite alarming. They will be so complex that no individual could hope to understand how they work. They will bring a lot of benefits but they will also increase the potential for unimaginable chaos. They will, for example, be able to fly planes and they will be able to co-ordinate the movements of several planes in the vicinity of an airport. Providing all the computers are working correctly nothing can go wrong. If one small program fails—disaster.

There is a certain inevitability that technology will progress and become increasingly complex. We should, however, ensure that we are still in a position where we are able to control technology. It will be all too easy to suddenly discover that technology is controlling us. By then it might be too late. I believe that it is very important to be suspicious of the benefits that computers will bring and to make sure that we never become totally dependent on a completely technological world.