

<<剑桥雅思考试全真试题解析.2>>

图书基本信息

书名：<<剑桥雅思考试全真试题解析.2>>

13位ISBN编号：9787560026824

10位ISBN编号：7560026826

出版时间：2002-4

出版时间：外语教学与研究出版社

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页数：167

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## 前言

IELTS (雅思)——国际英语水平测试——是由英国剑桥大学考试委员会 (The University of Cambridge Local Examinations Syndicate—UCLES)、澳大利亚教育国际开发署 (IDP Education Australia) 及英国文化委员会 (The British Council) 联合开发的一种英语语言能力考试。

目的是为准备进入以英语为主导教学语言的大学和学院进修的学生或以英语为母语的国家的 (目前指英联邦国家) 移民人士测试英语水平而设。

英国、澳大利亚、新西兰、加拿大、北美以及许多国家的众多院校均采用并认可这一语言测试系统。加拿大、澳大利亚、新西兰等国家的移民局均将这种考试成绩作为技术移民及其他类移民中衡量英语语言能力的唯一标准。

从1980年开始, 雅思考试在全世界迅速发展, 目前已经在105个国家设立了224个考点。中国大陆的北京、上海、成都、重庆、福州、广州、杭州、济南、南京、沈阳、深圳、天津、武汉、西安、厦门和大连等地都设有考点, 每年都有数以万计的人员参加此项考试。

IELTS考试包括两类: 培训类 (General Training) 目前较多适用于移民 学术类 (Academic) 目前较多适用于留学 雅思考试全程时间2小时55分钟 (包括听力的10分钟填写答题纸)。

一、听力部分 (General Training和Academic试卷一致) 通常考生会听到4段语音 (独白部分及2人或多人对话部分)。

共给38—42小题作答, 考生将只听到 (一次) 语音, 不会重复 (边听边作答) 此部分。

所以考生作答时, 千万别等待语音结束才作答 (不要回头作答), 考生可把答案先写在试卷上, 30分钟会话结束后, 利用额外10分钟, 再誊写在答题纸上。

四段语音前两段中, 内容以一般生活及社会状态、人际关系等不同情况模拟为主, 后两段则针对具教育性、学术性、世界性的主题探讨, 以对答 (叙述) 为主, 但因其非常具有实际性、常识性, 考生不必钻牛角尖。

在会话进行中, 边听边记录所听到的重点答案, 记在问卷上 (非答案卷), 以免忘记或漏掉答案。

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### 内容概要

本书所收集的国际英语测试系统（雅思）训练资料由剑桥大学考试委员会提供，专门用于出版。本书向读者提供了一次绝佳的机会：通过对这些可靠资料的演练，读者可以熟悉雅思考试，锻炼应试技巧。

《剑桥雅思考试全真试题解析》饮食四套完整的学术类雅思全真试题，另外还附有针对培训类雅思考生的阅读和写作全真试题。

本书向读者介绍了雅思考试的不同题型，并对剑桥大学考试委员会所采用的评分系统进行了解释说明。

书后附有试题答案和听力录音文本，非常适合学生部分或全部地使用本书资料用于自学。

本书磁带包含听力部分的录音资料，这些资料在时间安排上与考试完全一致。

书籍目录

前言 Introduction Test 1 Test 2 Test 3 Test 4 General Training: Reading and writing Test A General Training: Reading and writing Test B Tapescripts Answer keys Model and Sample Answers for writing Tasks Sample Answer Sheet

## 章节摘录

Two followers of Clark Hull, Howard and Tracey Kendler, devised a test for children that was explicitly based on Clark Hull's principles. The children were given the task of learning to operate a machine so as to get a toy. In order to succeed they had to go through a two-stage sequence. The children were trained on each stage separately. The stages consisted merely of pressing the correct one of two buttons to get a marble; and of inserting the marble into a small hole to release the toy. The Kendlers found that the children could learn the separate bits readily enough. Given the task of getting a marble by pressing the button they could get the marble; given the task of getting a toy when a marble was handed to them, they could use the marble. (All they had to do was put it in a hole.) But they did not for the most part 'integrate'. To use the Kendlers' terminology. They did not press the button to get the marble and then proceed without further help to use the marble to get the toy. So the Kendlers concluded that they were incapable of deductive reasoning. The mystery at first appears to deepen when we learn, from another psychologist, Michael Cole, and his colleagues, that adults in an African culture apparently cannot do the Kendlers' task either. But it lessens. On the other hand, when we learnt that a task was devised which was strictly analogous to the Kendlers' one but much easier for the African males to handle. Instead of the button-pressing machine, Cole used a locked box and two differently coloured matchboxes, one of which contained a key that would open the box. Notice that there are still two behaviour segments—'open the right matchbox to get the key' and 'use the key to open the box'—so the task seems formally to be the same. But psychologically it is quite different. Now the subject is dealing not with a strange machine but with familiar meaningful objects; and it is clear to him what he is meant to do.

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