



# NEW AGE OVERSEAS ENGLISH 新世纪海外英语

主 编：陈清贵 鄢家利 李伟彬

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# Preface

## **What is this book about?**

As the economic and financial globalization and the expansion of world trade have brought about substantial benefits to the world, more and more people, especially students, have been motivated to study or work where English is the language of communication. Thus several widely recognized international tests—IELTS, TOFEL, TOEIC, GRE and GMAT, which are designed to assess the language proficiency of candidates, have provided the necessary certificates for those who want to go abroad to further their education or find their ideal jobs.

This course book is to meet the needs of all the potential candidates to gain general knowledge of the five international English tests: IELTS, TOFEL, TOEIC, GRE and GMAT. More specifically speaking, the purpose of this book is to help them prepare for the tests, and most important of all, to help them get higher grades in the tests. Hence the focus of the book mainly lies on the introduction to the five tests, their corresponding language strategies and how to improve the three basic language skills in reading, writing and speaking.

## **How to use this book**

The content of the book covers 17 units: Part 1 (from Unit 1 to Unit 4) deals with IELTS; Part 2 (from Unit 5 to Unit 8) concerns TOFEL; Part 3 (from Unit 9 to Unit 12) focuses on TOEIC; Part 4 covers GRE from Unit 13 to Unit 15, and GMAT in Unit 16 and Unit 17. Every part begins with an introduction to the specific test from a testing perspective, including both general and specific information such as structure, characteristics, administration, hints, evaluation of the whole test and of reading, writing and speaking as well, if there are such parts in the test.

Except the introduction unit, the framework of each unit is arranged as follows: reading task, writing task, speaking task and introduction to world universities.

In the reading task, it concerns firstly the techniques for reading, which aims to enable the students to understand the source and difficulty of the reading materials and related reading skills. After that, a text with similar difficulties to the reading material is presented, following which the new words and phrases and expressions are listed. The post CET-4 new words



and expressions are highlighted and displayed here according to the order in the text, which consists of the spelling and their English meanings in the text. Thirdly, the relevant reading exercises are designed to help the students practise. Some basic skill exercises are given mainly to help students understand the key information chunks and complex, difficult sentences in the text. Lastly, textual reading is offered to help the students comprehend the theme and structure of the text with the help of coherent and cohesive devices.

The reading task is created to help the students understand the specific test and get prepared for it by building up the necessary language skills related to the test. The introduction to every test is devised on a macro to micro basis. The students will first have a general understanding of the test, and then go into the details of every part of the test. The level of difficulty of the texts is equivalent to the readings in real tests. The exercises after the texts are compiled on a micro to macro process, from lexical and syntactic practices to textual practices.

The writing task is made up of the following parts: techniques, word diction, sentence structure, organization and sample and writing practice as well. The part of techniques introduces to the candidates the general features of certain tests and the specific ways of writing. Following this part, a bottom-up way is detailed to help the students learn some typical vocabulary and sentence patterns in order to acquire the skills to write paragraphs. On this basis, how to organize writing is introduced for the purpose of improving students' essay writing abilities. In the end, sample writing and writing task are designed to help students further understand and practise their writing abilities.

The writing task is arranged in a unified and systematic way, of which the difficulty gradually develops step by step. In order to help students lay solid foundation for English academic writing, the compiling of this part strictly follows the principle of gradual improvement, developing in a bottom-up matter. The process of writing is presented not only by samples deliberately written by experienced professional teachers, but also with detailed analysis, which guides the students to find out the point to break through in specific skills.

The speaking task begins with an overview introduction to the speaking in certain exam, the evaluation criteria, the follow-on speaking tasks followed by. The above three parts function as a step-by-step guide for the students. Besides, the authors present and illustrate a fresh and new approach to the access to fluent and matured expressions through topic-oriented vocabulary, phrases and model Q&As, which, from a practitioner's perspective, help with the understanding of topics in daily life and hot issues.

The speaking task features practical and current real needs of talking and commenting daily topics as well as hot issues, which meets students' objectives and thereby improves their capability of communicating in English speaking countries.



Introduction to world universities is intended to provide students with an overview of twelve prestigious universities in the world. These universities include The University of Melbourne, The University of Sheffield, The University of Auckland, Ohio State University, Purdue University, Georgia Institute of Technology, George Washington University, William Marsh Rice University, The University of Waterloo, The University of Ulster, The University of Canterbury and Concordia University. The availability of such broad information as the universities' history, foundation, rankings, faculties, scholarships, enrollments and application requirements may open up students' eyes, leading them to an appropriate evaluation of their situations and opportunities to study abroad at the same time. To some extent, it may serve as guidance to oversea studying programs for the prospective students.

### **On TOEIC in Part 3**

Unlike the other tests which are established mainly for academic purpose, TOEIC tests are adopted to examine candidates' communicative ability in a working environment. Both the texts and test items in this part are easier to be understood but more in number in comparison with those in the other parts. The three texts here are concerned with the manufacturing employment, U.S. retail sales, and Nokia Lumia 900 respectively, all of which are available in the business field. Another big difference from the other parts is the exercise of Extra TOEIC Reading. This extra reading is a close simulation of real TOEIC tests to check candidates' grammatical knowledge and reading comprehension ability such as vocabulary recognition and detail identification. To sum up, this part aims to raise candidates' communicative awareness of learning English and prepare them for future work in an international setting rather than evaluate their academic performance and prepare them for acceptance by universities abroad.

### **Additional comments on GRE and GMAT parts**

The GRE and GMAT, unlike other tests covered in this book, are presented together as one part. This part also distinguishes itself for its lengthy introduction to and explanation of test questions in the GRE and GMAT. The design of this part, including its format and contents, is motivated by a series of considerations. Two of such considerations are elaborated on as follows, due to constraints on space available for this introduction.

**Similarities between the tests.** The GRE and the GMAT bear striking similarities when it comes to their reading comprehension sections, albeit they are admittedly different tests. These similarities are most evident in the abilities that are gauged by the reading sections, including the ability to understand words and sentences, the ability to understand logical relationships between points and concepts, the ability to infer from information presented in the texts, and the ability to evaluate ideas presented in the texts. The abovementioned similarities suggest that it is feasible to treat the GRE and GMAT reading sections together in



## Preface

one part. Since parts in this book are organized around reading texts, it is therefore sensible to present the tests as one part.

**Differences between GRE and GMAT reading sections and those typical exams in China.** Besides their similarities, reading sections in the GRE and the GMAT also strike Chinese test-takers as a “strange” way of language testing. This, however, is not because English reading comprehension is tested in a different format in China, although multiple choice questions in the GRE Analytical Reading are indeed different from those typically found in China. Rather, the estrangement is arguably rooted in the fact that reading abilities assessed by typical English tests in China are different from those gauged in the GRE and the GMAT. For example, in the Graduate English Competence Test (which is the closest Chinese counterpart to GRE in the U.S.), test-takers are often asked to infer the meaning of a given word or phrase in context. However, test-takers are not asked to do so in the GRE or GMAT. Clearly, differences like this reflect different logics underlying GRE or GMAT reading tests and that of the Graduate English Competence Test. Therefore, when it comes to the design of educational materials whose intended audience consist of English learners conditioned to take English tests in China, it is important to raise their awareness about how the underlying logic of the GRE and GMAT is different from those that they are familiar with. Indeed, there are myriads of options for this end. However, when practical considerations like the available space are factored in, it was decided to incorporate lengthy explanations to the unit for the purpose of awareness-raising.



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# PART 1

## Unit 1 Introduction to IELTS Test

### I Introduction to IELTS Test

IELTS, the International English Language Testing System, is a world-wide English test which is designed to assess the language ability of candidates over 16. Since its establishment in 1989, over 1.4 million candidates take the test each year to start their journeys into international education and employment recruitment. IELTS is recognized and accepted as the standard international test system for English language proficiency by more than 6000 institutions, professional bodies, immigration authorities and other government agencies in over 135 countries including Australia, Canada, the UK, New Zealand, the US, the Netherlands, France, Germany, Switzerland, Sweden, Singapore, Malaysia, Japan and South Africa, etc.

#### 1. Structure of IELTS Test

IELTS test consists of two kinds: the Academic test (which is discussed in this part) and the General Training test (which is omitted in this part). The kind of test that candidates take depends on the reason that they are taking it for. Generally speaking, the Academic test is intended for those who want to enroll in universities and other institutions of higher education and for professionals such as medical doctors and nurses who want to study or practise in an English-speaking country. The General Training test is intended for those who plan to undertake non-academic training or to gain work experience, or for immigration purposes.



Structure of IELTS Test is like this:

	Listening	Reading	Writing	Speaking
Academic Module	4 sections; 40 questions; 30 minutes	3 sections; 40 questions; 3 long texts; 1 hour	2 tasks; 1 hour	3 sections; 11-14 minutes
General Training Module	4 sections; 40 questions; 30 minutes	3 sections; 40 questions; 3 long texts; 1 hour	2 tasks; 1 hour	3 sections; 11-14 minutes

## 2. Characteristics of IELTS Test

The following features are incorporated in IELTS test:

- ▶ A variety of accents and writing styles are presented in text materials in order to minimize linguistic bias.
- ▶ IELTS test tries to reflect real life situations to test whether candidates would survive in social and academic environments of English-speaking countries.
- ▶ It covers four language skills: listening, reading, writing and speaking. The listening and speaking tests are exactly the same for the Academic and General Training types but the reading and writing tests are different.
- ▶ The first three tests—listening, reading, writing are generally taken in one day while the speaking test may be taken at the period of seven days before or after taking other three tests. These tests are designed to cover full range of ability from band scale score 0 to 9, i.e. from non user to expert user.
- ▶ IELTS test consists of real-life situations involving daily English as well as academic English, especially IELTS speaking test puts the candidate and the examiner in a real-life communication situation and so provides an accurate assessment of the candidate's genuine English ability.
- ▶ The speaking test—a key module of IELTS is conducted in the form of a one-to-one interview with an examiner. The examiner assesses the candidate in the process of their communication. The speaking session is also recorded for monitoring as well as re-marking in case of an appeal against the banding given.
- ▶ A computerized version of IELTS listening, reading and writing modules (CBIELTS) is available at selected centres. But all centres will continue to offer paper-based IELTS



and candidates will be given the choice of the medium in which they wish to take the test.

- ▶ Band scores are used for each language skill (listening, reading, writing, and speaking). The band scale ranges from 0 to 9.
- ▶ No minimum score is required to pass the test. An IELTS result or test report form is issued to all candidates with a score from 1 to 9 and each institution sets a different threshold. Institutions are advised not to consider valid a report older than two years, unless candidates prove that they have worked to maintain their levels.

### 3. Administration of IELTS Test

IELTS is jointly administered by the following organizations: the University of Cambridge ESOL (English for Speakers of Other Languages) Examinations (Cambridge ESOL), British Council and IELTS Australia.

IELTS tests are administered at centers throughout the world—IELTS has more than 800 test centers and locations in more than 130 countries. Centers supervise the local administration of the test and ensure the provision of qualified and trained examiners.

In China, the British Council, IDP and IELTS Australia work together to run the China IELTS Network, which is responsible for the administration of the IELTS test and provides examination services to over 300,000 candidates in the mainland of China.

IELTS test centers run regular test administrations according to the local needs and the results are available within two weeks. Candidates receive only one copy of their results but additional copies may be sent by the test center directly to receiving institutions at the request of the candidates.

### 4. Format of IELTS Test

#### IELTS Test Format

The total test time is 2 hours 45 minutes.

There are altogether four modules—listening, reading, writing and speaking in IELTS test.

The first three modules (listening, reading and writing) must be completed in one day. The speaking module may be taken, at the discretion of the test centre, in the period of seven days before or after the other modules.



## Listening

The total test time is 40 minutes.

In IELTS listening test, candidates listen to a tape which is played only once and answer a series of questions. The test is in four sections with 10 questions in each (i.e., a total of 40 questions) and lasts for about 30 minutes with an extra 10 minutes at the end for transferring answers to the answer sheet.

IELTS listening test consists of a number of recorded texts, the difficulty of which increases as the test progresses.

The texts include a mixture of monologues and conversations and feature a variety of English accents and dialects.

A variety of question types are used as follows:

- ▶ multiple choice;
- ▶ short answer;
- ▶ sentence completion;
- ▶ notes/diagram/flow chart completion.

## Reading

This part will be stated in detail in Part II—Introduction to IELTS Reading.

## Writing

The total test time is 60 minutes.

There are two tasks in IELTS writing test. For the first task, candidates are required to write a report of at least 150 words based on the material found in a table, a line graph, a bar chart, a diagram or a picture or a combination of these input forms, demonstrating their ability to describe and explain data.

For the second task, candidates are required to write a short essay of at least 250 words in response to an opinion or a problem, demonstrating their ability to discuss issues, construct an argument and use the appropriate tone.

## Speaking

The total test time is 11-14 minutes.

IELTS speaking test is a face-to-face interview between one examiner and one candidate to assess the candidate's ability to respond to questions or to speak at length on a familiar topic and the ability to interact with the examiner.

The speaking test is recorded. It consists of three parts:



- Part 1** This part begins with some general introductory questions. Then it is followed by some questions on personal information similar to the type of questions one would ask when meeting someone for the first time. Finally the examiner asks a series of questions of 2 topics of general interest. (4-5 minutes)
- Part 2** This part is a monologue (1 person speaking) by the candidate. The examiner will give the candidate a card with a subject and a few guiding questions on it. The candidate must talk for 1 to 2 minutes on this subject. The examiner decides on the exact length. The candidate has one minute to prepare for his talk and is provided with some paper and a pencil in order to make some brief notes. After the candidate's talk, the examiner will ask one or two brief questions to finish off the section. (3-4 minutes)
- Part 3** In this part, the examiner will ask some more questions generally related to the subject in Part 2. These questions will be more demanding and require some critical analysis on the part of the candidate. (4-5 minutes)

## 5. Result of IELTS Test

The marking of IELTS test is carried out at the test centre by trained examiners whose work is closely monitored. This ensures that IELTS test results are available without any administrative delay.

Results are available within two weeks of the test and test report forms are sent by the test centers to the candidates and to the sponsor(s)/receiving institution(s). Test centers are not permitted to give results out over the phone, nor by fax or e-mail.

### IELTS Test Scores

IELTS provides a profile of a candidate's ability to use English. Candidates receive scores on a band scale from 0 to 9. The individual module scores are then averaged and rounded to produce an overall band score which is reported in whole and half bands while writing and speaking band scores are reported in whole bands only.

### IELTS Test Bands

IELTS result consists of a score in each of the four skills (listening, reading, writing, speaking) which is then averaged to give the overall band score or final mark. Performance is rated in each skill on a scale of 0 to 9. Each band score indicates the candidate's different competence in English.



The overall bands are described as follows:

**9 (Expert user)**

Has fully operational command of English: appropriate, accurate and fluent with complete understanding.

**8 (Very good user)**

Has fully operational command of English with only occasional unsystematic inaccuracies and inappropriacies and can handle complex detailed argumentation well. But misunderstandings may occur in unfamiliar situations.

**7 (Good user)**

Has operational command of English, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

**6 (Competent user)**

Has generally effective command of English despite inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

**5 (Modest user)**

Has partial command of the language, dealing with overall meaning in most situations, though is likely to make many mistakes. Can handle basic communication in own field.

**4 (Limited user)**

Has basic competence which is limited to familiar situations. Has frequent problems in understanding and expressing. Is not able to use complex language.

**3 (Extremely limited user)**

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns occur in communication.

**2 (Intermittent user)**

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

**1 (Non user)**

Essentially has no ability to use the language beyond possibly a few isolated words.

**0 (Did not attempt the test)**

No assembling information provided.



## IELTS pass mark

There is no fixed pass mark in IELTS. The institution a candidate wants to enter will decide whether his/her score is appropriate for the demands of the course of study or training he/she wants to undertake. However, as a general rule, scores below Band 5 in any one skill are considered too low for academic study.

## 6. Registration of IELTS

Every year thousands of people around the world take part in the IELTS. Candidates should register for their exams a long time in advance and prevent themselves having to travel to a distant location to obtain the test date most convenient for them.

Before selecting a test date, candidates must remember that the exam is a challenging one and ensure that they have sufficient time to prepare adequately. If they are applying to a university or institute of higher learning, they should bear in mind the deadlines and also make sure they leave enough time for their scores to arrive and be reported to them.

To register for IELTS tests, candidates should do the following:

- 1) Go to the official IELTS website at <http://www.ielts.org>.
- 2) At the top of the page, where it says “Search for an IELTS Test Centre”, scroll down the menu and click on the desired country.
- 3) Select the desired city.
- 4) Select the desired exam centre.

Click on “more information” to find out details about their IELTS exam centre. Contact the center by phone or e-mail to find out exactly what they need to do to register for an exam at their location.

## 7. Hints of IELTS Test

Candidates should do the following to pass IELTS test.

- ▶ Become familiar with the test as early as possible. The skills being tested in the IELTS take a period of time to build up.
- ▶ Use study time efficiently. Study when feeling fresh and keep to the timetable planned. Set goals and ensure to have adequate breaks. In the IELTS test, each of the four band modules, listening, reading, writing and speaking carries the same weight.
- ▶ Be aware of the exact procedure for the test. Be very clear on the order of each section,