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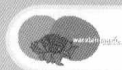
阅读与写作

IELTSMART



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澳 大 利 亚
雅思教官考经·考真卷

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留学雅思

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Dr. Huizhong Shen, is a widely experienced English practitioner and teacher educator. On graduation from Fudan University, he taught College

English at Fudan for five years. Currently, Dr. Shen is the Director of the Sydney-Fudan Master of Education in TESOL program, and lectures on the MEd TESOL program at the University of Sydney. He has written numerous curriculum books and articles on language education, including the Language Market CD-Rom, nominated for a national award in Australia.



Honorary Professor John Cleverley, a graduate in English and Education from the University of Sydney. Professor Cleverley was Head of School and Pro-

Dean in its Faculty of Education, and is the author of many books, articles and reports on modern educational theory and practice. He has written extensively on Chinese education, including, *The Schooling of China, Tradition and Modernity in Chinese Education*. His work is informed by first hand knowledge of Western and Chinese language settings and contemporary life.

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口语与听力

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PREFACE

Welcome to **IELTSmart**. Over 1250 questions and audio materials are dedicated to the successful preparation of students for English language testing. Authentic English language test material covers essentials from survival techniques through to the complex understandings required for university life. Specially written materials are applied in the styles of a range of text types, including newspaper, advertisement, notice, magazine, radio, and lecture. In addition there is a set of Speaking and Listening Audio Cassettes/CDs. The practice materials account for the 2005 revisions.

The publication of **IELTSmart** in China focuses on the needs of local learners and best international practice. Its two lead authors are Dr. Huizhong Shen, and Honorary Professor John Cleverley. Dr. Shen is a widely experienced English practitioner and teacher educator. On graduation from Fudan University, he taught College English at Fudan for five years. Currently, Dr. Shen is the Director of the Sydney-Fudan Master of Education in TESOL program, and lectures on the MED TESOL program at the University of Sydney. He has written numerous curriculum books and articles on language education, including the Language Market CD-Rom, nominated for a national award in Australia.

The second lead author is Honorary Professor John Cleverley, a graduate in English and Education from the University of Sydney. Professor Cleverley was Head of School and Pro-Dean in its Faculty of Education, and is the author of many books, articles and reports on modern educational theory and practice. He has written extensively on Chinese education, including, The Schooling of China, Tradition and Modernity in

Chinese Education. His work is informed by first hand knowledge of Western and Chinese language settings and contemporary life.

The authors wish to acknowledge Ms. Kaye Richards, with her English language teaching background, who has been part of the team. Ms. Richards has taught English in schools in Australia, New Zealand and Indonesia. Further, she has worked for 20 years in the Australian educational publishing industry, where her company's educational books have achieved global awards for excellence.

Ms. Xiaoyun Wu is another member of the **IELTSmart** team. A graduate from the Department of Foreign Language and Literature, Fudan University, Ms. Wu's academic credentials include a Master's degree in TESOL from the University of Sydney. She has taught English and Chinese in China and in Australia for over 20 years. She has extensive experience in language materials' development, including IELTS practice materials.

The authors wish to thank the Associate Senior Editor, Mr. Liao Yi, and the team from Haitian Publishing House for their enthusiastic support of this project: and Professor Deng Ziqin, for his efforts in ensuring publication of **IELTSmart** in China. We are indebted to them.

We believe that through the use of good quality texts and materials, and by utilising modern language learning techniques, students of English will do full justice to their talents in the test situations they will face.

Huizhong Shen John Cleverley

Welcome to IELTSmart

The practice materials incorporate the 2005 updates.

These authentic and well-sequenced topics are designed to prepare students for the demands of English language testing. They focus on the needs of Chinese learners.

Recent years have brought major advances in research and professional practice in language learning and a demand for new texts that translate these insights into sound practice. IELTSmart contains over 1250 new test questions and suggested responses, including cassette tapes and/or CD recordings. They cover language skills for both academic and general testing.

IELTS aside, there are other English language test programs, which assess skills in English language performance like TOEFL or CULT. This text material provides assistance to those practising for such tests.

While content makes use of common knowledge and data and, at times, institutional names, the settings are devised wholly for educational purposes and may include non factual information. Nothing published here is intended to reflect adversely on any individual or institution.

We believe that through practice, success in IELTS type and related English language tests is achievable. The extensive program available here is specifically designed to develop key competencies in English. As you progress through them, you will gain confidence in your abilities and do full justice to yourself, the ultimate aim of good learning.

Understanding the structure of IELTS

The International English Language Testing System, known as IELTS, is an English language proficiency test which contains a variety of these experiences and question types, designed to simulate language tasks in real-life situations.

The score that a student achieves in IELTS is designed to give the student, and the institution to which he or she has applied, a reliable idea of the student's ability in the use of English. Candidates planning university study will normally take the IELTS Academic mode. Candidates wishing to enrol in vocational training, or secondary school, or use the score for immigration purposes, will normally take the General Training mode.

Academic and General Training modes differ from each other only in the Reading and Writing modules. The Listening and Speaking modules are the same. Students must sit all four modules. On the day of the test, three of the modules, Listening, Reading, Writing, will be taken with no break. However, the Speaking test may or may not be on the same day. If it is not on the same day, it will be within seven days before or after.

Listening module takes approximately 30 minutes. There are 4 sections and 40 questions.

Academic Reading module, or General Training Reading module takes 60 minutes. There are 3 sections, of about 20 minutes each and 40 questions.

Academic Writing module, or General Training Writing module takes 60 minutes. There are 2 tasks: Task 1 is of at least 150 words and takes about 20 minutes. Task 2, of at least 250 words, takes about 40 minutes

Speaking module takes 11-14 minutes. There are 3 parts: Part I takes 4-5 minutes, Part 2 takes 2-3 minutes, and Part 3, 4-5 minutes.

Each module is marked on a scale from 1 to 9. These bands are determined according to highly detailed marking guidelines, which are not made public. Bands correspond roughly to the following categories: 1 essentially a non-user of English, 2 few English language skills, 3 very limited user, 4 limited user, 5 modest user, 6 competent user, 7 effective user, 8 very good user, and 9, expert user of English.

The test results form will show the mark for each module, and will contribute to an average (overall) band score. Listening and Reading are reported in whole and half bands, and Writing and Speaking only in whole bands.

Test result (Example)

Listening	Band	6.5		
Reading	Band	6.5		
Writing	Band	7.0		
Speaking	Band	6.0	Overall Band	6.5

There is no pass or fail mark in IELTS. The marks or bands that a candidate receives, and the descriptive statement with them, illustrate his or her ability to use and understand English.

Over a period of time the IELTS format may change, so candidates should check the latest requirements and their own situation well ahead of the designated test time. The latest data on IELTS testing is accessible through its website. Students intending to go overseas may also check with the relevant embassy and designated institution.

CONTENTS

PRACTICE READING AND WRITING ACADEMIC

PREFACE

WELCOME TO IELTSmart

PRACTICE READING ACADEMIC

PRACTICE READING

UNDERSTANDING READING TEST MATERIALS

FREQUENTLY ASKED QUESTIONS -- READING

PRACTICE READING - TESTS

PRACTICE READING - TEST 1	5
PRACTICE READING - TEST 2	20
PRACTICE READING - TEST 3	35
PRACTICE READING - TEST 4	51
PRACTICE READING - TEST 5	66
PRACTICE READING - TEST 6	81
PRACTICE READING - TEST 7	96
PRACTICE READING - TEST 8	111
PRACTICE READING - TEST 9	126
PRACTICE READING - TEST 10	141

PRACTICE READING - ANSWERS TESTS 1-10

PRACTICE READING - GLOSSARY

PRACTICE WRITING ACADEMIC

PRACTICE WRITING

UNDERSTANDING WRITING TEST MATERIALS

FREQUENTLY ASKED QUESTIONS - WRITING

PRACTICE WRITING - TESTS

PRACTICE WRITING - Template	183
PRACTICE WRITING - TEST 1	187
PRACTICE WRITING - TEST 2	191
PRACTICE WRITING - TEST 3	195
PRACTICE WRITING - TEST 4	200
PRACTICE WRITING - TEST 5	204
PRACTICE WRITING - TEST 6	208
PRACTICE WRITING - TEST 7	212
PRACTICE WRITING - TEST 8	216
PRACTICE WRITING - TEST 9	221
PRACTICE WRITING - TEST 10	225
PRACTICE WRITING - TEST 11	229
PRACTICE WRITING - TEST 12	233
PRACTICE WRITING - TEST 13	237
PRACTICE WRITING - TEST 14	241
PRACTICE WRITING - TEST 15	245
PRACTICE WRITING - TEST 16	249
PRACTICE WRITING - TEST 17	253
PRACTICE WRITING - TEST 18	256
PRACTICE WRITING - TEST 19	260
PRACTICE WRITING - TEST 20	264

PRACTICE WRITING - SUGGESTED RESPONSES

PRACTICE WRITING - Suggested Responses TEST 1	268
PRACTICE WRITING - Suggested Responses TEST 2	271
PRACTICE WRITING - Suggested Responses TEST 3	274
PRACTICE WRITING - Suggested Responses TEST 4	277
PRACTICE WRITING - Suggested Responses TEST 5	280
PRACTICE WRITING - Suggested Responses TEST 6	283
PRACTICE WRITING - Suggested Responses TEST 7	286
PRACTICE WRITING - Suggested Responses TEST 8	289
PRACTICE WRITING - Suggested Responses TEST 9	292

PRACTICE WRITING - Suggested Responses TEST 10	295
PRACTICE WRITING - Suggested Responses TEST 11	298
PRACTICE WRITING - Suggested Responses TEST 12	301
PRACTICE WRITING - Suggested Responses TEST 13	304
PRACTICE WRITING - Suggested Responses TEST 14	307
PRACTICE WRITING - Suggested Responses TEST 15	310
PRACTICE WRITING - Suggested Responses TEST 16	313
PRACTICE WRITING - Suggested Responses TEST 17	316
PRACTICE WRITING - Suggested Responses TEST 18	319
PRACTICE WRITING - Suggested Responses TEST 19	322
PRACTICE WRITING - Suggested Responses TEST 20	325

Understanding reading test materials

The Academic and/or General Reading test takes one hour based on 40 questions in three sections. Section 1 covers questions 1-14; Section 2, questions 15-27; and Section 3, 28-40. The total length of the reading material is around 2000-2750 words.

Reading texts are written for non-specialist audience and on topics of general interest. All texts deal with issues, which are interesting and informative. Within tests you may find texts that contains a logical argument and others that contain non-verbal materials such as diagrams, graphs and illustrations. You will find in IELTSmart a bilingual glossary, which is provided to help you study the texts and broaden your vocabulary.

A variety of test types are utilised in Reading - Academic and General. This includes multiple choice, short answer, sentence completion, diagrams, table completion, graphs, yes/no, true/ false/ not given, and matching activity, etc.

The tests also present a range of reading formats such as advertisements, notices, booklets, newspapers, magazines and books.

Make sure you do not answer in more than three words, if three words or less is required. If you are asked for a one-word answer, give a one-word answer. In some cases more than one answer may be correct. (This will be indicated in Answer Key) Make sure too that you spell the words correctly in your answer. Either British or American spelling is acceptable.

Note: practice question types and reading formats cannot represent every possibility, and students are advised to be flexible in their thinking and alert in the exam situation.

Frequently asked questions - reading

- Q. What are the skills or strategies I should learn which can ensure that I do well?
- A. There is a procedure you could follow to read effectively.
- (1) You must read the instructions carefully and understand exactly what is required and answer the question in the correct form, e.g. You should not write four words or

numbers if the instruction is 'give no more than three words/numbers'.

- (2) Before reading the text, read through the questions quickly to have a sense of what items need attention during reading.
- (3) Skim through the text to get an understanding of the meaning, and notice titles, headings, numbers, diagrams, and parts that may contain important information, e.g. the first and last paragraph of the text, or the first sentence of each paragraph.
- (4) You can also scan the text when seeking specific information, e.g. if the question asks for a specific answer like 'the name of a company,' or 'a specific time'. Focus on key words in the question and find them, or synonyms.
- (5) Check your answers after you have completed each section. Check that you have followed the instructions and go over any answer that you were unsure when first attempted.

Q. What should I do if I come across an unfamiliar word in the reading?

A. Check quickly if this new word is asked for in the questions. If it is, you may use one of the following strategies to work out the meaning.

- (1) Work out the meaning by looking at the words or phrases that go immediately before or after the unfamiliar word. Contextual clues are often very useful.
- (2) Read the line after the unfamiliar word to see if there is a definition of the word. A good writer often defines or explains a word if he or she thinks it is uncommon. Don't forget to check if there's a glossary entry.
- (3) Study the lexical or grammatical features of the unfamiliar word to determine if it is a noun, verb, adjective, adverb, in the sentence. Break the word down to find the root, affix and prefix to work out the meaning. A look at punctuation marks can help.
- (4) Sometimes a connective word e.g. alternatively, similarly, as a result, etc., will help you get a general understanding of the sentence, and then you can work out the meaning that way.

Q. I have tried all the strategies and still can't work out the meaning of the unfamiliar word. What shall I do?

A. Sometimes you can determine the answer of a multiple-choice question by the process of eliminating familiar words. Remember, guess as a last resort - never leave a question unattempted.

Q. I always seem to run out of time before I've finished the test. How can I manage my time better?

A. This is a usual problem at the beginning stage. As your practice skills develop, you will find that you will be able to complete the items in the set time. As you complete each practice test, you can note down the time taken for each section. Then you can see which kind of test questions is taking up most of your time. Then do more practice specifically on these items.

Q. When should I use True or False or Not Given? I sometimes get confused between False and Not Given.

A. True is used where the content of a passage informs us that the statement in the question is correct. False is used where the content of the passage informs us that the statement in the question is incorrect. Not Given is used where the content of the passage does not inform us whether the statement in the question is not true or false, or where no information on the statement in the question is provided.

