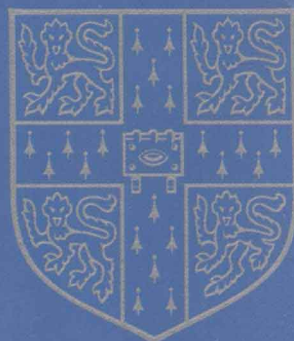


●●● 剑桥雅思高分进阶系列

Vanessa Jakeman (英) 编著
Clare McDowell (英)



CAMBRIDGE

剑桥雅思高分进阶教程

STEP UP TO IELTS

外研社·剑桥
雅思考试培训教程



学生用书
随书附赠自学手册

外语教学与研究出版社
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Introduction

内容简介

本系列教程的读者对象

本系列教程主要为两类读者而编写：一方面，作为短期雅思备考教程，可供具有中级和中高级英语水平的读者使用；另一方面，由于本系列教程涵盖雅思考试的各个部分并且包括全真考试题型，因此也可供具有高级英语水平的读者使用，以便其迅速熟悉雅思考试。

对于自学的读者，强烈建议其寻找一位学习搭档，与搭档一起做口语练习以及其他需要与搭档共同完成的练习（这类练习在本书中均以  标记）。

本系列教程如何帮助读者备考

本系列教程专门针对雅思考试而编写——每项练习均与考试相关且能够帮助读者应对考试的某一个特定方面。建议读者全面而系统地学习本系列教程，以便从其循序渐进的编写结构中获得最大的收益。然而，如果读者想改变学习方式，本系列教程也提供了详尽列明各单元要点的“全书概览”，可供读者选择需要学习的内容。

本书为本系列教程的学生用书，包含以下几方面特色：

- 16个单元覆盖了雅思考试的常见话题，便于读者积累相关词汇和扩展思路。书中出现的实用单词和表达方框也有助于词汇和思路的积累。
- 练习形式均是雅思考试各项测试，即听力、阅读、写作和口语中出现的题型。
- 除学术类测试外，还涵盖培训类阅读和写作测试。
- 本书独有的特色是每个单元的进阶练习，可供读者循序渐进地掌握雅思考试各项测试中各个部分的题型。从难度较低的考试题型练习过渡到更具挑战性的真题水平的练习，有助于逐步培养读者的应试技能。
- 语言检测部分回顾实用的语言点。书中出现的语法方框也着重介绍重要的语言点。
- 阅读部分鼓励读者分析文章并理解所测试的技能，有助于读者更有效地应对考试中的题型。本书出现的所有阅读题型都同时适用于学术类和培训类测试。
- 听力和写作部分旨在培养这两项测试所要求的特定技能。
- 口语部分涵盖口语测试的各个方面以及对考官所提问题的应对思路。
- 书中还有大量关于如何避免因答案不准确而失分的应试窍门。这些窍门还包括关于如何获得高分的建议。
- 各单元最后的模拟测试部分摘自雅思考试全真试题，合并起来可组成一套完整的测试样题。
- 本书提供所有问题的答案，包括各单元最后模拟测试部分的答案以及听力部分的录音文本（答案部分标有下划线）。此外，本书还针对写作练习提供了9分范文，以便向读者示范如何应对写作试题。但是，在此要强调的是，这些范文仅供参考，其他答案也是可以的。
- 本书附赠的自学手册包含更多词汇、语法和写作练习，与学生用书配合使用，效果更佳。

注意：

报名时，你要确定应该参加学术类测试还是培训类测试。两项测试不能同时参加，且目的性也不同。详情请参见《雅思考试手册》(IELTS Handbook)。

Overview of IELTS Test

雅思考试概览

测试项目	测试结构	测试技能
听力		
30 分钟 + 10 分钟 的誊写答案时间	四部分, 40 道题 (每部分 10 道题)	听取: 话题 / 情景 / 细节 / 特定信息 / 观点 / 大意
学术类阅读		
1 小时	三部分, 每部分包含一篇 900 词的文章 40 道题	理解: 话题 / 情景 / 细节 / 特定信息 / 观点 / 大意和支持性观点 / 全篇观点 / 概要
培训类阅读		
1 小时	Section 1——摘录的小段 Section 2——两篇文章 Section 3——一篇长文章 40 道题	理解: 话题 / 情景 / 细节 / 特定信息 / 观点 / 大意和支持性观点 / 全篇观点 / 概要
学术类写作		
1 小时	Task 1: 描述图表	描述趋势 作比较 描述过程 / 图表 划分段落、组织文章 语言准确度和范围 词汇准确度和范围
	Task 2: 写议论文	表明观点 支持观点 连贯性 划分段落、组织文章 语言准确度和范围 词汇准确度和范围
培训类写作		
1 小时	Task 1: 写一封信	对起因 / 语气 / 文体作出恰当的回应 划分段落、组织文章 语言准确度和范围 词汇准确度和范围
	Task 2: 写议论文	同学术类写作 Task 2
口语		
11—14 分钟	Part 1: 口试面谈 4—5 分钟 Part 2: 个人发言 3—4 分钟 Part 3: 双向讨论 4—5 分钟	回答问题 / 谈论自己的情况 作简短的发言 / 作描述 / 作解释 / 作陈述 表达并支持观点 / 相同意见 / 反对意见 / 推测 语法 / 词汇 / 发音

雅思分数等级
9 分——精通 能将英语运用自如, 用词恰当、准确, 口语流利, 沟通无障碍。
8 分——优秀 能将英语运用自如, 只是偶尔出现非习惯性的不准确、不恰当的表达。在不熟悉的情况下可能出现误解, 能较好地掌握复杂的说理论辩。
7 分——良好 有能力运用英语, 尽管偶尔会出现不准确、不恰当的表达或出现理解偏差。大致能运用复杂的英语并理解翔实的推理。
6 分——熟练 大致能有效地运用英语, 尽管有时会出现不准确、不恰当的表达或出现理解偏差。能使用并理解相当复杂的英语, 特别是在自己熟悉的领域。
5 分——能力一般 对英语的掌握不全面, 虽然在大多数情况下可表述大意, 但很可能会犯许多错误。在自己熟悉的领域内可进行基本的交流。
4 分——能力有限 仅在熟悉的领域有基本的语言能力。理解与表达屡屡发生问题, 无法使用复杂的英语。
3 分——能力极其有限 仅可在非常熟悉的情况下表达和理解大致意思。交流经常中断。
2 分——基本没有能力 不能进行真正的交流。仅能在熟悉的领域或为了满足最直接的需要, 使用不连贯的单词或短句表达最基本的信息。在理解口语和书面英语方面均存在重大障碍。
1 分——没有能力 除可能会说几个互不关联的单词外, 基本无法使用英语。
0 分——没参加考试 没有可供评价的信息。

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全书概览

	Topic	Listening	Reading	Writing
UNIT 1	Take a break	Working out the topic Short-answer questions	Introduction to skimming and scanning	Introduction and tone of letters Salutations and endings of letters Opening and closing letters
UNIT 2	What's on the menu?	Working out the situation Short-answer questions	Skimming and scanning short extracts <i>Step up to</i> IELTS Short-answer questions and multiple matching	
UNIT 3	On the road	Understanding description <i>Step up to</i> IELTS Section 1 Form filling	Getting the gist <i>Step up to</i> IELTS Summary completion	Describing a process or diagram Organising the information into paragraphs
UNIT 4	All at sea		Skimming for main ideas <i>Step up to</i> IELTS Sentence completion	Analysing charts Describing diagrams and pictures Writing a paragraph
UNIT 5	Come rain or shine	Understanding opinions and reasons Note completion		Describing tables Using comparatives to describe trends and highlight details <i>Step up to</i> IELTS General Training Task 1
UNIT 6	Value for money	Identifying trends Multiple-choice graphs	Following a sequence of events <i>Step up to</i> IELTS Flow chart / note completion	Trends and verb tenses Describing a bar chart using the correct tense / verb form <i>Step up to</i> IELTS Academic Task 1 Describing a bar chart
UNIT 7	Ignorance is bliss		<i>Step up to</i> IELTS Paragraph headings	Forming ideas Brainstorming opposing ideas Writing paragraphs
UNIT 8	Fit as a fiddle	Listening for specific information <i>Step up to</i> IELTS Section 2		Describing the data using noun phrases
UNIT 9	The driving force		Recognising the structure of a passage <i>Step up to</i> IELTS True / False / Not Given Summary with box	Comparing data Describing bar charts Highlighting significant features
UNIT 10	The silver screen	Reading ahead Listening and note taking	Dealing with longer passages <i>Step up to</i> IELTS Picking from a list True / False / Not Given Global multiple choice	
UNIT 11	The written word		Identifying main and supporting ideas in paragraphs Multiple-choice questions	Paragraph building
UNIT 12	Down to Earth	<i>Step up to</i> IELTS Section 3 Short-answer questions Selecting words from a list Multiple choice Matching		Balancing your views
UNIT 13	Safe as houses	<i>Step up to</i> IELTS Section 4 Note completion Picture multiple-choice questions		Analysing the question <i>Step up to</i> IELTS Academic and General Training Writing Task 2
UNIT 14	On the face of it	Recognising feelings and identifying views	Dealing with research-based texts Summary completion <i>Step up to</i> IELTS Matching people to statements	
UNIT 15	As far as I can see		Following the writer's argument <i>Step up to</i> IELTS Locating information in paragraphs	Referring back Checking an answer
UNIT 16	Mother tongue		Understanding the writer's views <i>Step up to</i> IELTS Yes / No / Not Given	Task 2: For and against Organising your answer Writing a complete answer

Speaking	Language/Grammar	IELTS Test practice
Introducing yourself Talking about your hobbies and interests <i>Step up to</i> IELTS Speaking Part 1	<i>go</i> and <i>play</i> Adverbs and expressions of frequency <i>-ing</i> and <i>-ed</i> adjectives <i>really, so, very</i>	READING General Training Section 1 Short-answer questions Matching information to paragraphs
Expressing likes and dislikes Using facial expression, intonation and word stress Giving a full answer	<i>too + for/to</i> <i>so/such ... that</i> Past continuous for change of plans	READING Academic Section 1 Sentence completion Multiple-choice questions Short-answer questions
	Use of the passive	LISTENING Section 1 Table and note completion
Expressing preferences	Comparative and superlative adjectives <i>while, whereas, on the other hand</i>	WRITING Academic Task 1 Describing a diagram
Expressing feeling – word and syllable stress Agreeing and disagreeing	Joining different ideas	WRITING General Training Task 1
	Tenses for Writing Task 1	WRITING Academic Task 1 Describing a graph and pie chart
Pronunciation check: <i>-ed</i> endings Talking for one minute	Narration and past tenses <i>used to + infinitive</i>	READING General Training Section 2 Sentence completion Paragraph headings
<i>Step up to</i> IELTS Speaking Part 2	<i>will/would</i> (conditionals 1 and 2) <i>can/could</i> Noun phrases	READING Academic Section 2 Paragraph headings Summary Short-answer questions
Expanding your answer – giving reasons Part 1 review	Linkers <i>so, because, because of, as, since</i> Superlative forms Linkers <i>also, as well, too, however, similarly</i>	LISTENING Section 2 Note and table completion
Expressing and justifying views Part 2 review	Tense revision Simple past, present perfect and present perfect continuous <i>as long as / provided that</i>	WRITING General Training Task 2 (<i>This is also a suitable practice for Academic Writing.</i>)
<i>Step up to</i> IELTS Speaking Part 3	Adverb formation and use	SPEAKING Test
Discussing abstract topics Pronunciation check: / pr / and / v /	<i>stop + -ing</i> <i>stop/prevent someone from + -ing</i>	LISTENING Section 3 Listing Table completion Short-answer questions
Comparing and contrasting Supporting a view Pronunciation check: contractions		WRITING Academic Task 2 (<i>This is also a suitable practice for General Training Writing.</i>)
Expressing feelings and opinions	<i>should / ought to</i>	SPEAKING Test
Talking about the future Predicting and speculating Pronunciation check: word stress	<i>this/these + noun</i> <i>such (a/an) + noun</i>	LISTENING Section 4 Labelling a diagram Note and diagram completion
Language quiz Expressing certainty or doubt Indirect statements	Indirect statements with <i>if</i> and <i>whether</i>	READING Academic Section 3 Yes / No / Not Given Classification Multiple choice

Take a break

轻松一刻

Part 1: Introductions

At the start of the Speaking test, the examiner will ask you some questions about yourself. First, you will have to give your name and tell the examiner where you come from. Then you will have to talk about your home town or what you do.



- 1 Find out where your partner comes from and why they are learning English. Also, find out if they have any hobbies. Report your findings like this:

QUESTION STARTERS

Where do you ... ?

Why are you ... ?

What hobbies do you ... ?

Roberto's Italian. He enjoys fishing and basketball.



Ping comes from Beijing in China. She's learning English because she wants to go to London to study engineering.

Talking about your hobbies and interests

After you have introduced yourself, the examiner will ask you some general questions about yourself. These may include questions about your hobbies and interests.



- 2 Look at the pictures a–h and name the activities.



- 3 Decide which verb, *go* or *play*, goes with which activity. Can you explain why? Talk about how often you do each activity.
Example: I usually **go** skiing in winter. I often **play** soccer with friends.

- 4 Why can't you use *go* or *play* with activities i–n below? Name the activities.



Useful words to express frequency

ADVERBS

never	often
rarely	usually
occasionally	frequently
sometimes	regularly

EXPRESSIONS

every day/week/month
once a week/month/year
now and again
from time to time

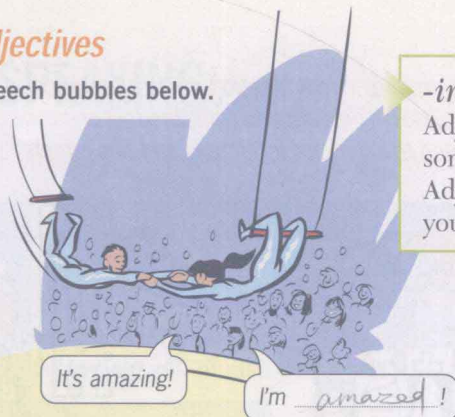


- 5 Say how often you do activities a–n and if you enjoy them or not.
Example: I use the computer every evening. I really love it.

-ing and -ed adjectives

1 Complete the speech bubbles below.

a

**-ing and -ed adjectives**Adjectives ending in *-ing* are often used to describe something, e.g. This TV programme is *boring*.Adjectives ending in *-ed* are often used to say how you feel, e.g. I'm *bored*.

b

2 Complete the table of *-ing* and *-ed* adjectives opposite.

Then use some of the words to complete the speech bubbles below.

a

Professor Johnson is an *interesting* lecturer.

b



c

I'm *fascinated* by dinosaurs.

	exhausted
boring	
	relaxed
satisfying	
	interested
	irritated
fascinating	
revolting	

d

I need a break.
I'm *exhausted*.

e



f

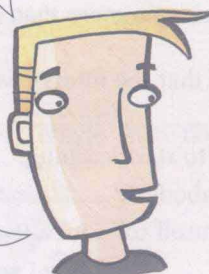
It's *satisfying* when you manage to find all the answers.

g

Right now I'm watching TV. It's *relaxing*.**Using really, so and very**You can add emphasis to your *-ed* and *-ing* adjectives by adding *really*, *so* or *very*.Example: I was *really* bored. The film was *so* uninteresting.You cannot use *very* with adjectives that already have an absolute meaning such as *fascinating* or *revolting*.

Do you enjoy reading?

Yes, I do. I find it very relaxing.



Not much. I find them really boring.

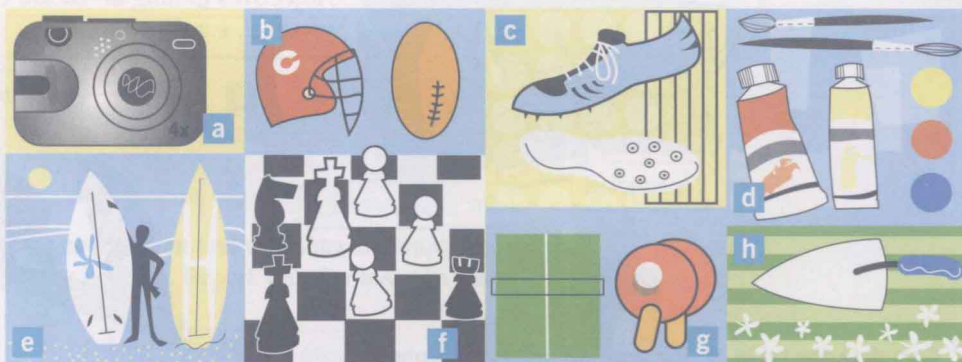
Example:

Do you like playing computer games?

Working out the topic

In Section 1 of the Listening test, you will hear two people exchanging information on an everyday subject. The first thing you need to know when you do any listening exercise is what the talk or conversation is about. This is called the 'topic'. You will need to listen out for details and basic facts.

- 1 Which hobbies do these pictures show?



- 2 Make a list of the sports, games and hobbies that people in your class do or enjoy watching and the items or equipment that you use for these.
- 3 Look at the list a-j in exercise 4 below and write down all the words you know associated with each hobby or pastime. (Don't write on the table.)
- 4 Listen to seven short conversations. Decide what sport or hobby the speakers are talking about and write the number of each conversation in the appropriate box. There are more sports and hobbies listed here than you will need.

	conversation	clues	adjectives
a	Stamp collecting		
b	Running	6	26 miles. marathon
c	Chess	2	Strategy of mind
d	Tennis	1	court, opponent, match, sets exhausted
e	Football		
f	Water polo	3	goalkeeper swimmer tough, exhausting
g	Gardening	5	see + things grow
h	Fishing	4	catch by the river, doing nothing boring
i	Surfing		
j	Reading	7	novel book exciting

- 5 Listen to the conversations again. In the column labelled **clues**, write the words that helped you to do the task.
- 6 Now listen again and make a note of all the **adjectives** which describe how the speakers themselves **feel** about the activities OR how they **describe** these activities.
- 7 Listen to a man on a radio programme talking about his hobby.

Answer the questions below using **no more than three words and/or a number** for each answer.

- a Name one ordinary hobby that the interviewer mentions. collecting model cars
- b What is the man's hobby? flying a
- c What is the minimum age to start learning? 12
- d What does he most enjoy about it? excitement
- e What does he compare himself to? being a bird

Step
up to

IELTS SPEAKING PART 1

After you have introduced yourself in Part 1, the examiner will ask you some short questions about yourself based on different topics, for example, sport. Follow these steps to help you prepare for this.

Step 1



Ask and answer the following questions about sport. Practise using some of the words from the question to help you phrase your answer.

- What's your favourite sport?
- When did you first become interested in it?
- How often do you participate in this sport?
- What equipment do you need for this sport?
- Where do you do this sport?

Example: My favourite sport is tennis/football/swimming.

I first became interested in it when I was at school / last year.

I go/play every Sunday / once a week.

You don't need much equipment, just a racket / ball / pair of goggles.

As you listen, note any mistakes that your partner makes.

Give them some feedback and then swap over. Record yourselves, if you can.



Test tip

使用和问题一致的时态往往有助于答题。

Step 2

In Speaking Part 1 you may be asked negative questions, for example **What don't you enjoy?** Be prepared to give a negative answer. You can also try to vary your answers by including information about things you **don't** do.



Think of a sport that you don't enjoy. Answer this question: **What don't you like about it?**

Think of three negative answers to this question: **What don't you do in your spare time?**

Example: I don't usually watch TV in my spare time.

I don't get up before 10 o'clock on my day off.

GRAMMAR

do not / don't + verb

I *don't* go to work on Saturday.

I *don't* like going on holiday on my own.

Step 3

When the examiner has finished asking questions about the first topic, he or she will move on to another general topic. Listen carefully so that you recognise the change in topic.

Now, let's move on to talk about holidays ...

OR

Let's talk about shopping ...



Here are some more questions to work on. Make sure you give a full answer. You may begin your answer with the words **Yes** or **No** but you must say something **more** so that you show the examiner what you can say.

- Is there anything you don't like doing on holiday?
- Do you prefer to spend your holidays alone or with others? Why?
- What is your favourite holiday activity?
- How do you feel about going shopping?
- Do you like buying clothes or goods on the Internet? Why? / Why not?
- What don't you like about shopping?



Test tip

第一部分的话题一般是有关个人信息而且是考生所熟悉的。这一部分不会讨论抽象的话题。

Step 4



Listen to the recording of a model Part 1 of the Speaking test.

Introduction to skimming and scanning

Whether you are an Academic or a General Training candidate, you need to be able to **skim** and **scan** well in order to do the IELTS Reading test in one hour.

You can **scan** a text to get an idea of the topic or to locate a particular section. You do this by noticing the heading, pictures and the general layout. For example, you scan a newspaper to find an article you want. Once you have found it, you can **skim** the article to get an idea of what it is about.

1 Look at the pictures below and decide whether you would skim or scan in these situations.



Test tip

在听力测试中，这些技能也十分有用。因为在听的过程中考生必须迅速定位题目中的信息。

2 Take 30 seconds to skim each of these three texts and quickly answer the questions.

- What is the purpose of the text?
- Who would read it?
- What are the key words or features that help you decide?

MISSION TO SATURN

We are going to hear a great deal about Saturn and its rings and satellites when the spacecraft Cassini starts to orbit in July 2004. So why not prepare yourself with this excellent book on the history of the Solar System's second largest planet?

SALE

2 pairs for the price of one
\$4.99
Offer this week only

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MODERN + CONTEMPORARY
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Tues 3 and Wed 4 December
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25 King Street, Sydney

BRADSHAW'S Auctioneers

3 Take 30 seconds to scan the texts above to find the following information.

- the name of a spacecraft
- the launch date of the spacecraft
- the price of the socks
- the day when you can see the works of art

General Training Writing Task 1: Introduction and tone

In General Training Writing Task 1 you will have to write a letter in response to a given task.

The way you begin the first paragraph and the style you use will depend on:

- the overall purpose of the letter
- the tone of the message you want to get across
- your relationship to the person receiving the letter.



Test tip

一定要记住写信的原因和对象。如果使用的语气不对，考试时就会丢分。

- 1 Look at these opening sentences. Can you tell whether the writer knows the person receiving the letter? What is the purpose of these letters?

	Know the reader?	Purpose of the letter
a Thanks so much for your letter and the lovely photos of the wedding, which are absolutely marvellous.	✓	To express thanks to a friend
b I am a first-year student in the Faculty of Science. I am writing to ask permission to transfer from Biochemistry to Biology ...		
c I'm writing to thank you for your hospitality on Saturday. It was very kind of you to give us dinner even though we arrived unexpectedly.		
d I am a resident at Flat 4, 43 Westbridge Road, Newport. I would like to report that a green Toyota van has been abandoned outside our block of flats ...		
e Following our telephone conversation, this is to confirm that, unfortunately, I will be unable to attend the meeting on 3rd March.		
f On 15th March, I purchased a new car through your Perth showroom. Since then I have experienced a series of difficulties which I wish to outline ...		

- 2 Which salutations and endings would you use with paragraphs a–f in exercise 1?

salutation	usage	sign off with
Dear Sir, Dear Sirs,	Use only when you are writing a formal or official letter and you do not know the person you are writing to, or their name.	Yours faithfully,
Dear Mr Smith, Dear Ms Park, Dear Dr Yong,	Use the title with the family name when you are writing a formal letter to someone you know or whose name you have been given. Use this salutation for people you don't know very well or where you need to show respect.	Kind regards, Yours sincerely,
Dear Rosemary, Dear Yoko,	Use given names only with people you know quite well. In business this is sometimes acceptable, but if in doubt, use the family name. Always use given names when writing an informal letter to a friend or relative.	Kind regards, Best wishes, Lots of love,

Opening and closing letters

- 3 Match the opening sentences a–e with the closing sentences i–v below.

Underline the key words that helped you to do this.

Opening sentences

- It was lovely to hear from you after all these years.
- I was really sorry to hear about Aunt Mary's accident.
- I am a student at your college and I am writing to ask a favour.
- Thank you for your letter regarding the position of office assistant.
- This is just to thank you for your marvellous hospitality last week.

Closing sentences

- Give my regards to your mother and best wishes for her speedy recovery.
- I hope you are able to help me and I look forward to hearing from you soon.
- I hope one day to be able to return the warm welcome.
- We look forward to seeing you at the interview.
- Please stay in touch.

- 4 Match up the closing sentences in exercise 3 with the reasons for writing a letter.

REASONS FOR WRITING

- | | |
|-----------------|-------------------------|
| 1 Giving advice | 7 Introducing yourself |
| 2 Apologising | 8 Thanking |
| 3 Explaining | 9 Suggesting |
| 4 Requesting | 10 Expressing a feeling |
| 5 Persuading | 11 Inviting |
| 6 Complaining | |

IELTS Test practice

GENERAL TRAINING READING Section 1

You are advised to spend 20 minutes on Questions 1–13.

First, read the texts below and answer Questions 1–7.

FITNESS FORUM

Open Mon–Sun 6.30 am–9.30 pm

CARDIOVASCULAR FITNESS

Daily aerobics classes

High Energy – Low Impact

8.00 am–9.00 am and 1.00 pm–2.00 pm

STRENGTH & TONE

Walking machines – Weights – Exercise bikes

Booking advisable on weekends

STRETCH & RELAXATION

Yoga (Beginner to Advanced)

Monday and Wednesday evenings

6.30 pm–8.00 pm

BADMINTON COMPETITION

Held every Tuesday evening at 6.30 pm

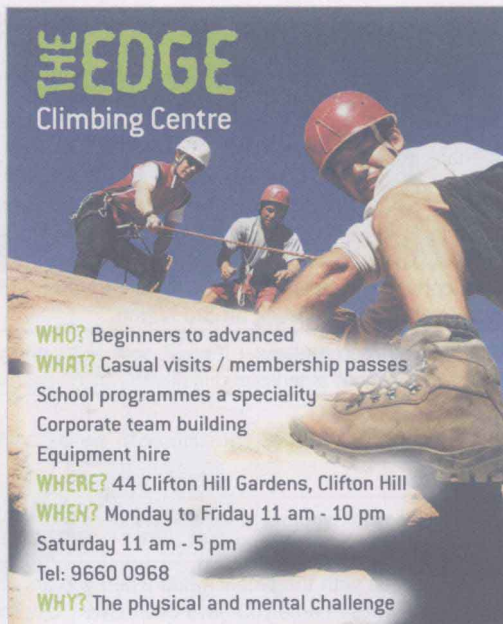
Individual tuition available from

Olympic coaches

For more information visit our website

www.fitfun.com.au

Reduced hours on public holidays. Enquire within



THE EDGE
Climbing Centre

WHO? Beginners to advanced
WHAT? Casual visits / membership passes
School programmes a speciality
Corporate team building
Equipment hire
WHERE? 44 Clifton Hill Gardens, Clifton Hill
WHEN? Monday to Friday 11 am - 10 pm
Saturday 11 am - 5 pm
Tel: 9660 0968
WHY? The physical and mental challenge

Questions 1–7

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.

- 1 Which classes are offered twice a day?
- 2 How often are yoga classes offered?
- 3 Who trains badminton players?
- 4 When is the Fitness Forum not open all day?
- 5 What level of expertise do you need to join the Climbing Centre?
- 6 What does the Climbing Centre specialise in?
- 7 Where can you obtain the ropes and other items for climbing?



Test tip

培训类阅读测试的第一部分由若干短篇组成，第二部分有两篇文章，只有第三部分是一篇长文章。

考试须知

- 第一部分总是包含两篇或多篇文章。
- 文章选自广告、宣传册、报纸、表格以及其他提供社会生存方面实用信息的资源。
- 此处的题型是简答题和配对题，但是在考试时，考生可能会在第一部分遇到各种题型。

应对策略

- 浏览文章，了解大意。同时利用图表辅助理解。寻找能将文章联系起来的共同特征。
- 浏览问题，确定答题所需的信息类型，如日期或时间。
- 查读文章，定位信息。

IELTS Test practice

Questions 8–13

The passage has six paragraphs labelled A–F. Which paragraph contains the following information?

Write the correct letter A–F.

NB You may use any letter more than once.

- 8 the range of options offered by the AIS
- 9 the type of athletes who can attend the AIS
- 10 future guidance for AIS students
- 11 the effect the AIS has had on Australia's sporting achievements
- 12 the world-wide recognition of the AIS
- 13 the reason for establishing the AIS

**Test tip**

考生可能会看到姓名的缩写。当该姓名第一次出现时，缩写会出现在其后的括号中。此后，这些缩写会代替全名单独出现。

The Australian Institute of Sport (AIS)

A The Australian Institute of Sport leads the development of elite sport in Australia. It has been highly successful and is regarded internationally as a model of best practice for the development of elite athletes.

B The AIS was opened in Canberra by the Prime Minister of the day on Australia Day, 26 January 1981 and was initially established following the disappointing results achieved by the Australian team at the 1976 Montreal Olympics, with the aim of raising the standard of competitive sport in Australia.

C The Institute made a significant contribution to Australia's tremendous efforts at the 2000 Sydney Olympic Games with 321 of the team of 620 athletes being current or former AIS scholarship holders. Of the record 58 medals that were won at the Sydney Olympics, 32 came from current or former Institute athletes.

D The AIS operates nationally from Canberra, the capital of Australia, and is situated on a 65-hectare site there. It offers scholarships annually to about 700 athletes in 35 separate programs covering 26 sports, and employs around 65 coaches. Special scholarships are also available to Aboriginal people as well as athletes with disabilities and programs are located in most states as well as in Canberra.

E The athletes who study at the AIS are provided with world-class training facilities, high-performance coaching, state-of-the-art equipment, a world-class sports medicine and sport science facility as well as accommodation for 350 residents on site. The AIS can also boast that it is at the leading edge of sport science and research developments through its Science and Sports Medicine division.

F A national network of advisers helps athletes with career planning and personal development to make sure they plan for life after sport. The AIS also provides administrative, sport science and coaching services, as well as funding assistance to sporting organisations.



2 What's on the menu?

漫话美食

Step
up to

IELTS READING SHORT-ANSWER QUESTIONS AND MULTIPLE MATCHING

Skimming and scanning are 'enabling' skills as they help you answer many types of IELTS reading questions. It is important to practise these skills as often as possible.

To get going



- 1 Take 10 seconds to **scan** all the headings in the article opposite. Then close your book and see how many you can remember. Tell your partner what they are.



- 2 Take 1 minute to **scan** the article for the names of
a a country b a royal person c a flying insect d a brand e a fruit



- 3 Take 30 seconds to **skim** the sub-heading and the beginning of each paragraph, then put your book down and tell your partner briefly what the whole article is about.



- 4 Take 30 seconds to **skim** 'Brown or white?' then tell your partner briefly what it says.

Short-answer questions

This type of question is common in IELTS. You have to answer in three words or less and the words **must come from the passage**.

Step 1

Skim through questions 1–5 and underline the words that tell you what sort of information you must look for, e.g. the word **When** in question 1 suggests that you should look for a date. Scan the extracts for a date. What is it?

Step 2



- Take 3 minutes to answer questions 2–5.

Multiple matching

For these questions you only need to write the letter(s) on your answer sheet.



- Follow the steps above and take 10 minutes to scan the article opposite and answer questions 6–14.

Test tip

“查读”对于寻找姓名、日期、数字或文章的某一部分尤其有用。“浏览”有助于迅速了解文章大意。

IELTS READING TASK

Questions 1–5

Choose **NO MORE THAN THREE WORDS** from the Reading Passage for each answer.

- 1 When did Scott go to the South Pole? 1902.
- 2 How much fish do Norwegians eat in a year? 45 kg
- 3 What colour are the shells of Leghorn eggs? white-shelled
- 4 What type of injury did Scott's men suffer from? frostbite
- 5 What three important things does wholemeal bread contain? fibre, vitamins, minerals

Questions 6–14

Look at the 8 extracts A–H about food.

Which extract mentions the following? Write the correct letter A–H.

- 6 something that happened during a famous trip C
- 7 the amounts of a certain food that are eaten by people from different countries B
- 8 how the air affects a certain food item G
- 9 a product that has a sweet taste F
- 10 some research that took place E
- 11 a belief that some people have about food A

Which **TWO** extracts mention the following?

- 12 different types of the same food product
- 13 an unusual way of measuring what humans consume
- 14 more than one type of food