剑桥雅思高分突破系列

Michael Black（英）
Annette Capel（英） 编著

CAMBRIDGE

剑桥雅思高分突破 OBJECTIVE IELTS

高级教程

外研社·剑桥
雅思考试培训教程

41

学习套装
高级教程+CD-ROM
+强化练习册+MP3

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
剑桥大学出版社
CAMBRIDGE UNIVERSITY PRESS

●●● 剑桥雅思高分突破系列

Michael Black（英）
Annette Capel （英） 编著

剑桥雅思高分突破

OBJECTIVE IELTS

高级教程

外研社·剑桥
雅思考试培训教程

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
剑桥大学出版社
CAMBRIDGE UNIVERSITY PRESS
北京 BEIJING

京权图字：01－2008－2096

Objective IELTS Advanced Self-study Student's Book by Michael Black and Annette Capel first published by Cambridge University Press 2006

This edition for the People's Republic of China is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press & Foreign Language Teaching and Research Press 2008

This book is in copyright. No reproduction of any part may take place without the written permission of Cambridge University Press or Foreign Language Teaching and Research Press.

本书版权由剑桥大学出版社和外语教学与研究出版社共同所有。本书任何部分之文字及图片，如未获得两社书面同意，不得用任何方式抄袭、节录或翻印。

This edition is for sale in the mainland of China only, excluding Hong Kong SAR, Macao SAR and Taiwan, and may not be bought for export therefrom.

只限中华人民共和国境内销售，不包括香港、澳门特别行政区及台湾省。不得出口。

图书在版编目(CIP)数据

剑桥雅思高分突破高级教程／(英) 布莱克(Black, M.), (英) 卡佩尔(Capel, A.)编著 .— 北京：外语教学与研究出版社，2008.1

ISBN 978－7－5600－7183－1

Ⅰ. 剑… Ⅱ. ①布… ②卡… Ⅲ. 英语—高等教育—教材 Ⅳ. H31

中国版本图书馆 CIP 数据核字 (2008) 第 001953 号

出 版 人：于春迟
责任编辑：丁 宁
封面设计：刘 冬
出版发行：外语教学与研究出版社
社 址：北京市西三环北路 19 号 (100089)
网 址：http://www.fltrp.com
印 刷：北京百花彩印有限公司
开 本：889×1194 1/16
印 张：13.25 强化练习册:5
版 次：2008 年 6 月第 1 版 2008 年 6 月第 1 次印刷
书 号：ISBN 978－7－5600－7183－1
定 价：79.90 元

* * *

如有印刷、装订质量问题出版社负责调换
制售盗版必究 举报查实奖励
版权保护办公室举报电话：(010)88817519
物料号：171830001

Contents 目录

Unit 1	**Information overload 信息过量**	8
Test folder 1		12
Unit 2	**Only a game 游戏而已**	14
Writing folder 1		18
Unit 3	**Brands 品牌**	20
Test folder 2		24
Unit 4	**Spotlight on communication 聚焦沟通**	26
Writing folder 2		30
Revision Units 1–4		32
Unit 5	**Is plastic fantastic? 塑料很了不起吗?**	34
Test folder 3		38
Unit 6	**Music matters 音乐事宜**	40
Writing folder 3		44
Unit 7	**Worlds to explore 探索世界**	46
Test folder 4		50
Unit 8	**Culinary tools 餐具**	52
Writing folder 4		56
Revision Units 5–8		58
Unit 9	**Old and new 新与旧**	60
Test folder 5		64
Unit 10	**In your dreams 在梦里**	66
Writing folder 5		70

Unit 11	**The physical world 物理世界**	72
Test folder 6		76
Unit 12	**Nature or nurture? 先天还是后天?**	78
Writing folder 6		82
Revision Units 9–12		84
Unit 13	**Cosmic debris 宇宙残骸**	86
Test folder 7		90
Unit 14	**Trends in society 社会趋势**	92
Writing folder 7		96
Unit 15	**Risk and reality 风险与现实**	98
Test folder 8		102
Unit 16	**The human mind 人类的大脑**	104
Writing folder 8		108
Revision Units 13–16		110
Unit 17	**Migration 迁徙**	112
Test folder 9		116
Unit 18	**The study of literature 文学研究**	118
Writing folder 9		122
Unit 19	**Earning a living 谋生**	124
Test folder 10		128
Unit 20	**It's history 这就是历史**	130
Writing folder 10		134
Revision Units 17–20		136
Grammar folder		138
Self-study folder		144
MP3 tracking list		208
Acknowledgements		209

此为试读,需要完整PDF请访问: www.ertongbook.com

Map of Objective IELTS Advanced Student's Book
高级学生用书概览

TOPIC		TEST SKILL **AC** = Academic **GT** = General Training	TASK TYPE	LANGUAGE FOCUS **V** = Vocabulary, **G** = Grammar, **P** = Pronunciation
Unit 1 **Information overload 8–11** Studying 信息过量（学习）	1.1	**Listening** **Speaking**	Multiple choice Note completion Part 1	**V** Compound nouns
	1.2	**Reading** (GT)	Reading quickly	**G** Modality
Test folder 1 12–13		Reading	**Headings**	
Unit 2 **Only a game 14–17** Sport 游戏而已（体育）	2.1	**Reading** (AC / GT) **Style extra**	Headings Time adverbials	**G** Perfect tenses
	2.2	**Listening** **Speaking**	Note completion Part 3	**P** Numbers and letters **V** Intensifying adverbs
Writing folder 1 18–19		Academic and General Training Writing Task 2	**Planning an essay**	
Unit 3 **Brands 20–23** Marketing 品牌（营销）	3.1	**Listening** **Style extra**	Multiple choice Matching Academic style	**V** Word building **P** Stressed vowels
	3.2	**Reading** (AC / GT) **Speaking**	Global multiple choice Yes / No / Not given Part 2	**G** Cleft sentences
Test folder 2 24–25		Reading	**True / False / Not given** **Yes / No / Not given**	
Unit 4 **Spotlight on communication 26–29** Human and animal communication 聚焦沟通（人类与动物的沟通）	4.1	**Reading** (AC / GT) **Speaking**	Locating information Part 3	**V** Language terms
	4.2	**Listening**	Summary completion Matching	**G** Adverbial clauses **P** Vowels
Writing folder 2 30–31		Academic Writing Task 1	**Commenting on graphs**	
Revision Units 1–4 32–33				
Unit 5 **Is plastic fantastic? 34–37** Plastic products 塑料很了不起吗?（塑料制品）	5.1	**Listening** **Speaking**	Sentence completion Note completion Part 2	**V** Collocations related to packaging and waste **P** Lists
	5.2	**Reading** (AC / GT) **Style extra**	Sentence completion Comparative structures	**G** Passive forms
Test folder 3 38–39			**Speaking Parts 1, 2 and 3**	
Unit 6 **Music matters 40–43** Music 音乐事宜（音乐）	6.1	**Reading** (AC) **Style extra**	Multiple choice Quoting	**V** Word building
	6.2	**Listening** **Speaking**	Classification Part 3	**P** Two words with only one difference **G** Concessive clauses
Writing folder 3 44–45		Academic and General Training Writing Task 2	**Reporting ideas**	
Unit 7 **Worlds to explore 46–49** Exploration 探索世界（探索）	7.1	**Reading** (AC / GT)	Global multiple choice Multiple choice with multiple answers Summary completion	**V** Personal qualities
	7.2	**Listening** **Style extra** **Speaking**	Matching Labelling a diagram *It* replacing a clause Part 3	**P** How the letter 'a' is pronounced
Test folder 4 50–51		Reading Listening	**Sentence and note completion**	

TOPIC		TEST SKILL **AC** = Academic **GT** = General Training	TASK TYPE	LANGUAGE FOCUS **V** = Vocabulary, **G** = Grammar, **P** = Pronunciation
Unit 8 **Culinary tools 52–55** Food technology 餐具（食品技术）	8.1	**Reading** (AC / GT)	Global multiple choice Deducing meanings of words from context Matching	**V** Phrasal verbs with *up*
	8.2	**Listening**	Flow-chart completion	**G** Modals in conditional sentences
Writing folder 4 56–57		Academic Writing Task 1	**Describing a process**	
Revision Units 5–8 58–59				
Unit 9 **Old and new 60–63** Cities 新与旧（城市）	9.1	**Speaking** **Reading** (AC / GT) **Style extra**	Part 2 Sentence completion Linking words	
	9.2	**Listening**	Summary completion	**V** Word building **G** Inversion
Test folder 5 64–65		Listening Reading	**Multiple choice**	
Unit 10 **In your dreams 66–69** Dreams 在梦里（梦）	10.1	**Reading** (AC) **Style extra**	Headings True / False / Not given Academic and journalistic styles	**V** Collocations in academic writing
	10.2	**Listening** **Speaking**	Matching Multiple choice Part 3	**G** Modal verbs of speculation and deduction **P** Vowel changes in related words
Writing folder 5 70–71		Academic and General Training Writing Task 2	**Developing an argument**	
Unit 11 **The physical world 72–75** The earth's natural features and forces 物理世界（地球的自然特征和力量）	11.1	**Listening** **Speaking**	Labelling maps Sentence completion Part 2	**V** Geographical terms
	11.2	**Reading** (AC)	Short-answer questions Locating information	**G** Non-finite clauses
Test folder 6 76–77		Listening Reading	**Labelling diagrams and maps**	
Unit 12 **Nature or nurture? 78–81** Genetic inheritance and learning 先天还是后天?（基因遗传和学习）	12.1	**Reading** (AC) **Speaking**	Yes / No / Not given Matching Part 3	**V** Phrasal verbs with *on*
	12.2	**Listening** **Style extra**	Short-answer questions (lists) Matching Short-answer questions Features of spontaneous speech	**G** Infinitives
Writing folder 6 82–83		Academic Writing Task 1	**Comparison and contrast**	
Revision Units 9–12 84–85				
Unit 13 **Cosmic debris 86–89** Space 宇宙残骸（太空）	13.1	**Reading** (AC) **Style extra**	Summary completion Academic style	**V** Cause and result
	13.2	**Listening** **Speaking**	Sentence completion Part 2	**P** Word stress – adverbs **G** The future
Test folder 7 90–91		Listening Reading	**Matching**	
Unit 14 **Trends in society 92–95** Social change 社会趋势（社会变化）	14.1	**Reading** (AC) **Speaking**	Classification Sentence completion Part 3	**V** Adjective–noun collocations
	14.2	**Listening** **Style extra**	Matching Multiple choice Signalling intentions	**G** Pronouns clinic
Writing folder 7 96–97		Academic and General Training Writing Task 2	**Appropriate style and tone**	

TOPIC		TEST SKILL **AC** = Academic **GT** = General Training	TASK TYPE	LANGUAGE FOCUS **V** = Vocabulary, **G** = Grammar, **P** = Pronunciation
Unit 15 **Risk and reality** 98–101 Interpreting the world 风险与现实（解译世界）	15.1 15.2	**Reading** (AC) **Speaking** **Listening** **Style extra**	Note completion Locating information Part 3 Classification Academic use of abstract nouns	**P** Intonation **V** Abstract nouns
Test folder 8 102–103		Reading	**Locating information**	
Unit 16 **The human mind** 104–107 Psychology 人类的大脑（心理）	16.1 16.2	**Speaking** **Reading** (AC) **Listening**	Part 2 Headings Yes / No / Not given Multiple choice	**V** Synonyms **V** Adjectives **G** Verb patterns
Writing folder 8 108–109		Academic and General Training Tasks 1 and 2	**Errors clinic**	
Revision Units 13–16 110–111				
Unit 17 **Migration** 112–115 Human and animal migration 迁徙（人类和动物的迁徙）	17.1 17.2	**Reading** (AC) **Speaking** **Listening** **Style extra**	Multiple choice Matching Part 3 Note completion Adverbs in academic English	**V** Meaning groups **G** Relative clauses
Test folder 9 116–117		Reading Listening	**Classification**	
Unit 18 **The study of literature** 118–121 Literature and translation 文学研究（文学和翻译）	18.1 18.2	**Speaking** **Reading** (AC) **Style extra** **Listening**	Part 3 Yes / No / Not given Expressing disapproval Multiple choice	 **V** Idiom and metaphor **G** Verbs followed by *wh-* clauses
Writing folder 9 122–123		Academic and General Training Writing Task 2	**Expressing disagreement**	
Unit 19 **Earning a living** 124–127 Work 谋生（工作）	19.1 19.2 Speaking	**Speaking** **Listening** **Reading** (AC) **Speaking**	Part 3 Sentence completion Multiple choice with multiple answers Table completion Multiple choice with multiple answers Classification Summary completion Part 2	**V** Running a business **P** Sounding interesting **G** Noun phrases
Test folder 10 128–129		Listening Reading	**Summary completion**	
Unit 20 **It's history** 130–133 The study of history 这就是历史（历史研究）	20.1 20.2 Speaking	**Speaking** **Reading** (AC) **Listening** **Speaking**	Part 3 Global multiple choice Multiple choice Sentence completion Note completion Part 2	**V** Deducing meanings of words from context **V** Word building **G** Modal perfects **P** The 'long' pronunciation of vowels
Writing folder 10 134–135		Academic Writing Tasks 1 and 2	**The Academic Writing Module**	
Revision Units 17–20 136–137				
Grammar folder 138–143				
Self-study folder 144–207				
MP3 tracking list 208				
Acknowledgements 209				

雅思考试内容

每位雅思考生需要完成四个部分的考试内容，每个部分考查听、说、读、写其中的一种技能。所有考生需要完成的听力和口语部分的考试内容都是相同的，而阅读和写作部分分为学术类和普通培训类这两种类型。

听力测试 40 题 约 30 分钟

听力测试由四个部分组成，这四个部分往往依次出现。每一部分的录音只放一次。在考试过程中会给考生留出时间阅读题目、记下并检查答案。在考试结束前还会留给考生 10 分钟的时间把答案从试卷誊写到答题纸上。

部分	形式	任务类型	高分突破试题集
1 和 2 3 和 4	这两个部分的问题与社会需求有关。在独白后会有两人之间的一段对话。 第 3 和第 4 部分的问题与教育或培训内容有关。对话最多在 4 个人之间展开，然后是关于该话题的一段深入的独白。	问题均选自下列题型： ● 选择题 ● 简答题 ● 完成句子题 ● 完成笔记题 ● 完成摘要题 ● 标注图形题 ● 完成表格或流程图题 ● 分类题 ● 搭配题	 TF5 TF4 TF4 TF10 TF6 TF9 TF7

阅读测试 40 题 60 分钟

在阅读测试中共有 3 段阅读文章，学术类阅读的总词汇量在 2,000—2,750 词之间，普通培训类阅读的总词汇量在 2,000—2,500 词之间。在考试中，考生需要把所有的答案直接写到答题纸上，因为在阅读测试中没有额外的时间留给考生誊写答案。

学术类	培训类	任务类型	高分突破试题集
文章摘自杂志、期刊、书籍或报纸，面向非专业读者。这些文章提出的问题对即将进入本科或研究生课程学习或是准备参加职业注册考试的考生来说，都是有趣而简单的。 三篇文章中至少有一篇包含详尽的逻辑论证。还有一篇可能包含像曲线图、柱状图或图解等的非语言性材料。	文章都摘自通知、广告、公文、小册子、报纸、说明书、传单、时间表、书籍或杂志。 第一部分，“生存社交”，包含与基本生存英语相关的文章。 第二部分，“生存培训”，重点在于培训背景，既包含生存技能培训本身也包含移民后的福利需求。此部分文章的语言较前一部分的语言复杂。 第三部分，“一般类阅读”，包含几篇更长、更复杂的阅读文章。	问题均选自下列题型： ● 选择题 ● 简答题 ● 完成句子题 ● 完成笔记题 ● 完成摘要题 ● 标注图形题 ● 完成表格或流程图 ● 标题 ● 是/否/未给出 ● 真/假/未给出 ● 信息定位题 ● 分类题 ● 搭配题	 TF5 TF4 TF4 TF10 TF6 TF1 TF2 TF2 TF8 TF9 TF7

写作测试 2 项任务 60 分钟

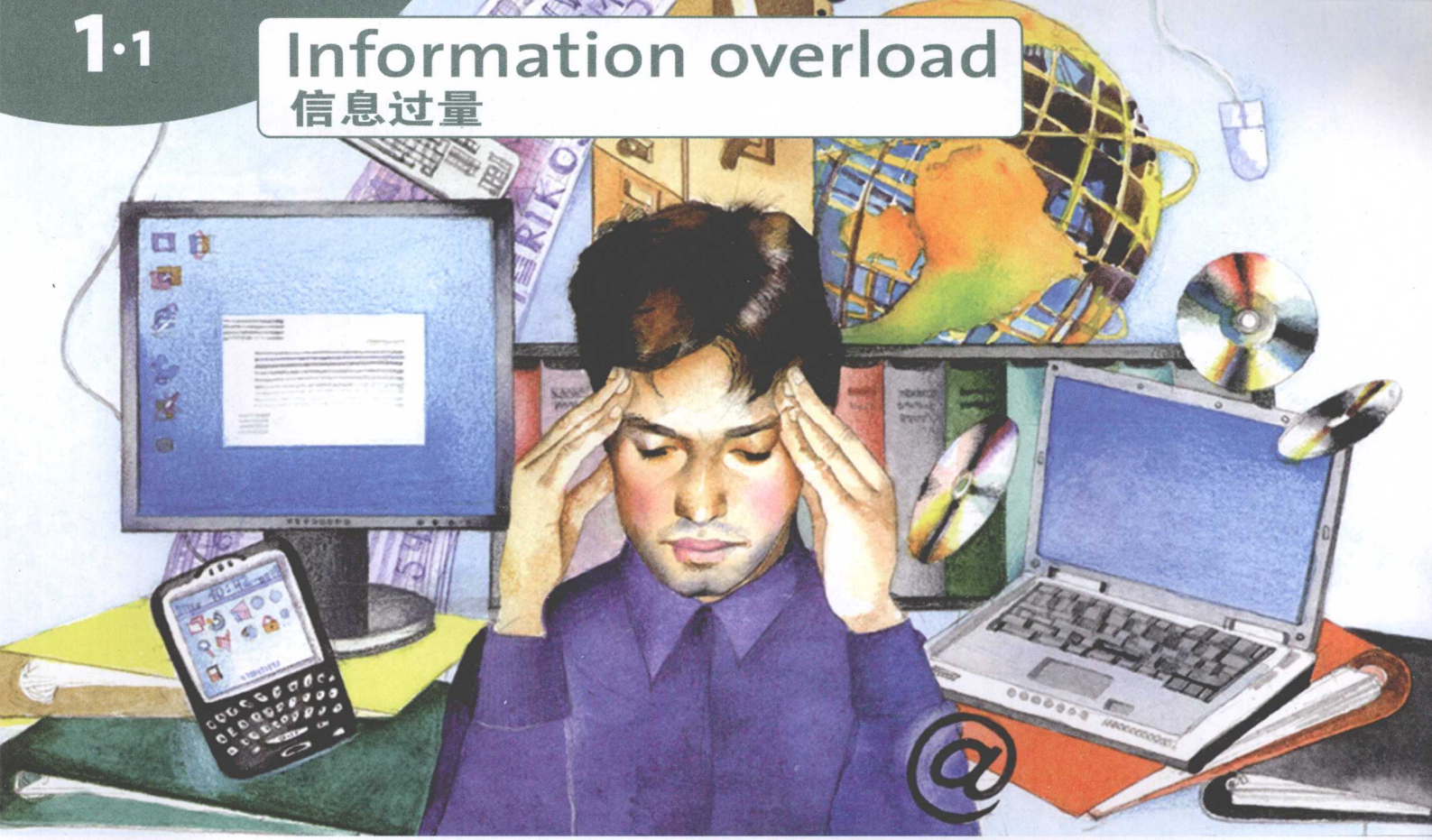
任务	学术类	培训类	高分突破试题集
Task 1 20 分钟 内完成	描述图表数据或图表 将从以下几个方面评估考生的能力： ● 组织、阐述和比较数据 ● 描述一个过程 ● 描述一个事物、事件或一连串事件 ● 说明某个事物的工作原理 至少 150 词。	写一封信 将从以下几个方面评估考生的能力： ● 写一封私人信件或是正式信件 ● 询问并提供事实性信息 ● 表达需要、需求、喜欢或不喜欢 ● 表达观点和投诉 至少 150 词。	**学术类** WF2 WF4 WF6 WF8 WF10 **普通培训类** WF8
Task 2 40 分钟 内完成	写一篇议论文 将从以下几个方面评估考生的能力： ● 阐述一个问题的解决方法 ● 阐述并证明某个观点是正确的 ● 比较和对比论据 ● 评价和质疑某些观点 至少 250 词。	写一篇议论文 将从以下几个方面评估考生的能力： ● 提供一般的事实性信息 ● 提出一个问题并给出一个解决方案 ● 阐述、评价和质疑某些观点 至少 250 词。	**学术类和普通培训类** WF1 WF3 WF5 WF7 WF8 WF9 WF10

口试测试 约 11—14 分钟

口语测试是考生和考官两人之间的一次面谈。

部分	形式	时间	高分突破试题集
Part 1 介绍和交谈	考官会先自我介绍，然后就一些熟悉的话题向考生提问，如家乡、家庭情况、工作和兴趣。	4—5 分钟	TF3
Part 2 个人陈述	考官会给考生一张写有话题和一些提示内容的卡片，同时要求考生就该话题谈 1 至 2 分钟。最后，考官会提 1 到 2 个问题来结束此部分。	3—4 分钟（其中包括 1 分钟的准备时间）	TF3
Part 3 双方讨论	考官会请考生和他一起就第二部分话题中的问题进行一场更抽象的讨论。	4—5 分钟	TF3

1·1 Information overload
信息过量



1 Read these statements and discuss their implications for academic work and studying.

> As much new information will be available in the next decade as has been discovered in the whole of human history.
>
> It is estimated that it would take around seven hundred years for one person to read a single year's output in the field of chemistry.
>
> In 2003, the World Wide Web contained 170 terabytes* of information on its surface; the 'deep Web' was at that time thought to be up to 540 times larger (91,850 terabytes).

* One terabyte of information is roughly equivalent to the amount of text printed on 40.25 million sheets of paper.

2 Based on this information, do you have a terror of terabytes, or do you think they're terrific? How does 'information overload' affect you personally, in your studies or your daily life?

Vocabulary Compound nouns

3 The word *overload* is a compound noun, formed from a preposition and a verb. Make more compound nouns by combining a word from column A with a word from column B to fill the spaces in sentences 1–5 below.

A	B
in	come
out	kill
over	put
	work

1 My tutor wants me to expand the introduction of my paper, but I think that would be complete ..... !
2 The reading ..... for the course consists of a core textbook and additional photocopied articles.
3 The ..... of this study is very confusing because the results differ from one sample to another.
4 Our ..... of new titles has increased this year, although we are producing fewer journals.
5 Lynn is suffering from ..... , with two essay deadlines this week.

4 *Overload* is an uncountable noun – you cannot add *-s* to it and it takes a singular verb. Which of the compound nouns in exercise 3 are also uncountable?

此为试读，需要完整PDF请访问：www.ertongbook.com

5 Select two words from the box that are similar in meaning to each of the words (1–8) below. Most of these words will come up in the listening task, so use a dictionary to check on their meaning if necessary.

There are four extra words that you won't need. What part of speech are they and what do they mean?

biased	confident	critical	efficiently
evaluate	false	inundated	judge
locate	means	overwhelmed	
periodical	productively	resources	
retrieve	review	spine	support
sure	virtually		

1 overloaded
2 tools
3 inaccurate
4 find
5 certain
6 journal
7 proficiently
8 assess

Listening

6 You are going to hear a conversation between a university tutor and two students about studying and research methods. To help you, the recording will be separated into four parts and you will hear some focus questions at the beginning of each one. Read the Test spot and then close your book, to concentrate on your listening.

Test spot

在雅思听力考试的第三部分，你会听到一个最多是在4个人之间展开的对话，谈论的是在学术类工作或研究中某个方面的问题。在录音一开始，你就要辨认出说话人，并且记住每一个问题的关注者是谁。在这部分可能会有不同的任务类型，例如多项选择题和笔记填充题。

7 Read the instructions and questions below, noting which speakers are referred to. Then listen to Parts 2–4 again and answer the questions as you listen.

Part 2

*Choose the correct letter, **A**, **B** or **C**.*

1 What was Mark's biggest challenge when he started at university?
- **A** the method of teaching history
- **B** the length of the core textbooks
- **C** the amount of information available

Part 3

Complete Jenny's notes.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Use the library computer's **2** ..... to look for relevant materials.

Apart from using books, look at periodicals and **3** ..... .

Part 4

*Choose the correct letter, **A**, **B** or **C**.*

4 Dr Lucas advises Jenny
- **A** to avoid using the Internet as an essay source.
- **B** to be critical of information taken off the Internet.
- **C** to limit how much time she spends on the Internet.

8 Listen to the whole conversation to check your answers. You can ask your teacher for a copy of the recording script.

Speaking *Part 1*

Test spot

在口试的第一部分，考官会问你一些关于你自身情况的问题，例如你的工作或学习情况，或是你的家庭情况。你一定要复习这些常见话题的相关词汇，并练习拓展回答内容的一些方法，以显示语言的使用程度。

9 With a partner, ask and answer the questions below, giving as much detail as you can.

1 Why are you preparing for IELTS?
2 How much time do you spend studying each week?
3 What do you see as essential in your learning of English?
4 Do you think it's better to study full-time or part-time?

10 Now listen to recorded answers A–H. Each time, decide which question (1–4 above) has been asked, and write the question number 1–4 below letters A–H.

A	B	C	D	E	F	G	H
.....	.....	.....	.....	.....	.....	.....	.....

11 Listen again and decide which answer to each question is better. Be ready to give reasons for your choices.

1·2

1 Answer this questionnaire about studying. Then compare your answers with another student and discuss your own approaches to studying.

Do you ...	YES	NO
1 need a deadline to motivate you?	☐	☐
2 find it easier to study sitting at a desk?	☐	☐
3 think of yourself as a fast reader?	☐	☐
4 use a dictionary to check spellings?	☐	☐
5 make visual diagrams of your ideas?	☐	☐
6 prepare a plan before writing an essay?	☐	☐
7 write anything in longhand instead of using a computer?	☐	☐
8 keep a diary about your studies?	☐	☐

Reading

2 Texts **A–D** below, written by four university students, represent different approaches to essay writing. Focus on the groups of words as you read text **A**. Use the highlighted words in text **B** to train your eyes to move more quickly from left to right. Time yourself as you read texts C and D in a similar way. An efficient reader would read each text within 30 seconds.

Test spot

在雅思考试的阅读部分，你要阅读大量词汇（2,000—2,750词），而你只有一个小时的时间，所以必须要提高阅读速度。到这个课程结束时，你应该能够达到每分钟至少阅读300词的速度。自己计算出阅读时间，除以“⏱”标志中的单词数量就可以计算出阅读速度。一个使阅读更有效率的方法就是训练你的眼睛将多个词语处理成词群而不是单独地看每一个词。

A ⏱ about 150 words

For years I was confused about my writing because I simply could not carry out my teachers' instructions. They were always telling me, 'You must make a plan' and kept saying that my essays needed to 'be more organised'. I found it very difficult to make an outline and then stick to it. My mind didn't seem to work that way. I always had to start writing and sometimes write quite a lot before I knew where I might be going. That meant I usually had to cut and do different drafts. Sometimes I would find that I had to start writing one section even if it was in the middle of the assignment, and then build up the whole thing slowly, in bits. In the end it worked out, and now I seem to have found my own mix of a method.

B ⏱ about 150 words

When I **write** I try to get down some **headings** that seem to **relate** to the question. At least they give me an **idea** of what **topics** and **divisions** my writing should have. But I am **not** yet exactly **sure** if I have an **argument**. I start to **write** what I can under these **headings** and, as I go, I am trying to **find** a way of **joining** all these parts **together**. When I have got my first **draft** like this, I will go **back** and put in bits that **improve** the **links** between the different **parts**. I may **move** some material **around** at this stage. Sometimes I have to **cut** out quite a lot because now that I am much **clearer** about my **argument**, I realise that **not everything** I originally thought was **interesting** is actually **relevant** or important. Gradually I **fit** the bits **together** to produce a **well-structured** argument.

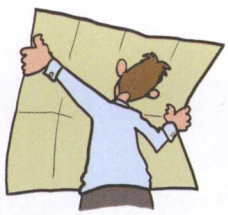
C ⏱ about 125 words

In my opinion, you mustn't start writing until you're ready. I spend a great deal of time reading and making notes, trying to absorb it all thoroughly. I find I have to read much more than I eventually use. Then I think about what I have read. I needn't be sitting at my desk, because I can think as I'm doing other things. Finally I just sit down and write it out in longhand, and it's as though it has all come together in my inner mind. Sometimes I add an introduction once I have finished, and I will read the whole assignment through, but really, I have never found I could write down a plan and I don't usually have to do any redrafting.

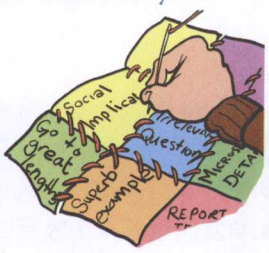
D ⏱ about 150 words

First I write down some notes. These focus on important content and I include possible headings. I like to use a whole page so that I can space out my ideas in a diagram-like fashion. At this stage, I also think about the things I ought to do before I start. Sometimes I have a column on one side to note down ideas that I might use later on. I keep this list to one side so that I can add to it as I am trying to develop my overarching idea on the main part of the page. When I have finished I have some notes which all relate to this 'central idea' so that I have an outline for the whole piece of writing. Sometimes I like to use visual diagrams for my planning. I think and plan before I even begin to think about starting to write.

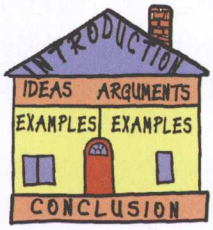
3 Now match these cartoons and headings to texts A–D. Briefly explain each person's approach to essay writing. Which type of writer are you?



1 The grand plan writer



2 The patchwork writer



3 The architect writer

4 The diver writer

Grammar Modality

4 Underline the modal and semi-modal verbs in 1–12 and match them to uses a–h below.

EXAMPLE: 1 c

1 I simply could not carry out my teachers' instructions.
2 You must make a plan.
3 They kept saying that my essays needed to be more organised.
4 I may move some material around at this stage.
5 You mustn't start writing until you're ready.
6 I find I have to read much more than I eventually use.
7 ... before I knew where I might be going.
8 I needn't be sitting at my desk.
9 I can think as I'm doing other things.
10 I don't usually have to do any redrafting.
11 I also think about the things I ought to do before I start.
12 At least they give me an idea of what topics and divisions my writing should have.

a possibility (2 forms)
b ability
c inability
d prohibition
e strong obligation (2 forms)
f weak obligation (2 forms)
g necessity
h lack of necessity
i lack of obligation

G page 138

5 Complete the second sentence so that it means the same as the first, using a suitable modal or semi-modal verb.

EXAMPLE: It'd be useful to read the next two chapters as well.
You should read the next two chapters as well.

1 It isn't necessary to include footnotes in your report.
You ..... include footnotes in your report.
2 I'm unable to meet the essay deadline this week.
I ..... meet the essay deadline this week.
3 It is essential for all students to carry identity cards.
Every student ..... carry an identity card.
4 It's possible that the missing page is in the bin.
The missing page ..... be in the bin.
5 Harry wasn't able to come to the seminar.
Harry ..... come to the seminar.
6 I found it was essential to read each chapter twice.
I found I ..... read each chapter twice.
7 It would be a good idea for you to read this article.
You ..... to read this article.
8 Students aren't allowed to email their assignments.
Students ..... email their assignments.

OBJECTIVE IELTS IS CORPUS-INFORMED

A corpus is a very large collection of texts held on computer, which can be sorted and searched electronically. To make sure that *Objective IELTS* focuses on useful language and deals with typical areas of learner error, the authors have consulted both the *Cambridge Academic Corpus* and the *Cambridge Learner Corpus*. The latter corpus contains over 20 million words of Cambridge ESOL examination scripts, including many IELTS answers.

6 The *Cambridge Academic Corpus* shows that modal verbs are common in academic writing for speculation and deduction. Look at these corpus examples and decide how certain the writer is each time.

1 The contamination could be due to industrial waste but it will be difficult to prove this.
2 Other cell types may also be affected.
3 From these results it must be concluded that there are no tangible benefits.
4 This supports the view that sunlight couldn't have been a significant factor.

Test folder 1

Headings

(Academic Reading and General Training Reading Modules only)

You may be asked to choose suitable headings for some paragraphs or sections of the passage, which will be labelled alphabetically.

For each paragraph you must choose a different heading. There are always more headings than you need.

The headings are given Roman numerals, where i = 1, v = 5 and x = 10. The numbers one to twelve are: i, ii, iii, iv, v, vi, vii, viii, ix, x, xi, xii. Although you don't need to know this number system, you must copy the numbers correctly.

When this task is used, it is always the first one on a particular passage, and the headings are given before the passage.

1 This is a relatively easy introduction to the headings task. The passage, written by an American university, is about 500 words long. (See *Content of the IELTS Test* on pages 6–7 for the length of reading passages in the test.)

*The reading passage has eight paragraphs **A–H**. Choose the correct heading for each paragraph from the list of headings below.*

List of Headings

i	Use the lecture to help you plan assignments
ii	Certain words will guide you
iii	Speaking is a slow form of communication
iv	Co-operate with other students
v	The number of key points will be limited
vi	Choose your seat carefully
vii	Make sure you know something about the topic
viii	A time to listen and a time to write
ix	We may have the wrong idea about listening
x	Process what you hear
xi	Interact with the speaker

Example: Paragraph **A** ...*ix*...

1 Paragraph **B** .....
2 Paragraph **C** .....
3 Paragraph **D** .....
4 Paragraph **E** .....
5 Paragraph **F** .....
6 Paragraph **G** .....
7 Paragraph **H** .....

Advice

- 快速浏览文章以了解大意。
- 再次阅读第一个被标注的段落或部分，并判定它的内容。阅读所有标题，然后在该段旁写下可能符合的标题代号。要确保该标题适合整个段落的意思，而不仅仅是使用段落中曾出现的几个单词。
- 其他段落也照此程序进行，做每一道题都要读一遍所有的标题。
- 如果每个段落选出的标题不只一个时，要判断哪个最合适。记住，每一个段落或部分都会有不同的标题，并且所给的标题数量往往多于段落的数量。如果标题出现在示例当中，你就不要再选择这个标题了。

Are you listening effectively?

A Listening is a very neglected communication skill. Many students feel that because they can hear, they are listening. Allowing words to pour into your ear is not listening. Yet listening is the most used method of learning.

B Lead rather than follow. Leading involves two steps: read assignments you're given before you come to class. If you read before you hear the lecture you will be more alert to important ideas. And set up questions to keep yourself in the lead. These are not questions that you ask your instructor, but ones around which you plan your listening.

2 This is to give you practice in choosing headings for part of a harder passage such as you might find in the Academic Reading Module. At about 325 words, the passage is much shorter than a full reading passage in the Test.

*The reading passage has three paragraphs **A–C**. Choose the correct heading for each paragraph from the list of headings below.*

List of Headings

- **i** How musicians use their brains
- **ii** Anticipated medical benefits
- **iii** Students show interest in the technique
- **iv** A measurement of what can be achieved
- **v** An explanation of the results
- **vi** Using video in the experiment
- **vii** Variations in performance

1 Paragraph **A** .....
2 Paragraph **B** .....
3 Paragraph **C** .....

STIMULATING THE BRAIN

A While most students attempt to soak up fact after fact, not many would consider improving memory capacity as an exam tactic. However, according to Tobias Egner, a researcher from Imperial College, London, who has used 'neurofeedback' to examine the way people use their brains, 'If the brain has greater ease to shift between different states of focus … the individual is then able to adjust to any kind of challenges in everyday life more.' Dr Egner's researchers used the technique to help young musicians from the Royal College of Music. The results showed musical performance was improved by an average of up to 17%.

B The technique is a feedback loop. Each person has their brain waves collected from electrodes and fed into a computer, which converts the electrode readings into a format similar to a retro video game. The object is to change the length of coloured bars on the screen – with your mind alone. Dr Egner and his colleagues encourage people to score points by changing the length of the bar during a course of training sessions. But not everyone appears to react in the same way. 'Some people pick this up quite quickly and find their own strategy to score points and to enhance a particular frequency. To others it is a very long process or they might not really be able to do it very much at all.'

C The Royal College of Music has now integrated such methods into its courses – psychology of performance is now a component of the curriculum. But Dr Egner's main interest is not in easing the workload of students: 'Even though this sort of thing may be worthwhile, I think it's still more interesting to do it in a clinical context.' Using neurofeedback to control the unconscious functions of the brain has potential to help people suffering from brain function problems such as epilepsy, attention-deficit hyperactivity disorder (ADHD) and chronic fatigue syndrome.

C Look for the important ideas. Most lecturers will introduce a few new ideas and provide explanation, examples, or other support for them. Your job is to identify the main ideas. The instructor may come back to the same few ideas again and again. Be alert to them.

D Listen for the signals. Good speakers use signals to telegraph what they are going to say. Common signals are: to introduce an example: 'for example' 'There are three reasons why…'; to signal support material: 'For instance…' 'Similarly…' 'In contrast…' 'On the other hand…'; to signal a conclusion or summary: 'Therefore…' 'In conclusion…' 'Finally…' 'As a result…'; to signal importance: 'Now this is very important…' 'Remember that…'.

E Listening is not just soaking up sound. To be an effective listener, you must be active. It will help if you place yourself close enough to the instructor to see and hear easily. The further away you are from him or her, the greater the chance of sound being distorted, or of interference from normal classroom noises, overhead projector fans, heating blowers, or noises from outside the room.

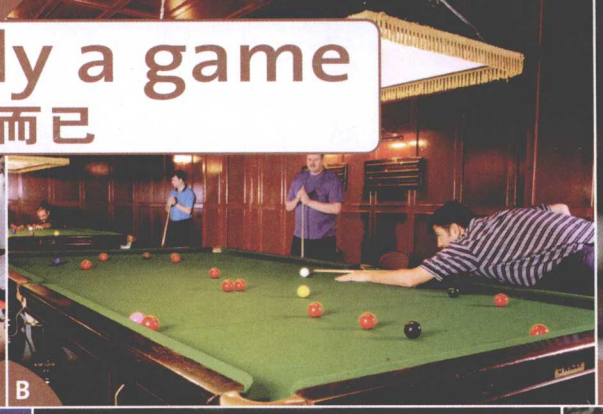
F Another key to active listening is to maintain eye contact. The eyes truly tell all. An instructor can tell whether you're 'getting it' or not, simply by looking at you, specifically, your eyes. Furthermore, it is almost impossible to fall asleep when looking someone directly in the eyes, so your ability to concentrate will improve! And respond to the instructor. This can be anything from asking and answering questions to nodding in understanding or smiling appropriately at your instructor's attempts at humor. Ask questions for active listening.

G You should also use thought speed. Your mind works many times faster than the instructor can talk; some studies report findings that the rate of the brain is almost four times that of normal speech, which often explains why daydreaming during a lecture occurs so frequently. Anticipate where the instructor is going with the lecture.

H Take notes. In ordinary conversation we mentally interpret, classify, and summarize what is said. In classroom learning, we do this more effectively by keeping written notes. Note taking helps us to listen by providing a logical organization to what we hear. It is very difficult to listen to and remember disorganized, unrelated bits of information. Organization is the key to effective listening and remembering.

2·1 Only a game
游戏而已

A


B

C

D

E

F

1 Identify the sports shown in the pictures and say what you know about each one, using some of these words to help you.

amateur / professional indoor / outdoor
individual / team local / national / international

2 Which sports are televised (broadcast on TV) where you live? Is it better to see whole matches or events on TV, or just edited highlights? Why?

Reading

3 Read this passage quickly, thinking about the content of each paragraph. Time yourself as you read.

⏱ about 650 words

A Software that can identify the significant events in live TV sports coverage should soon be able to compile programmes of highlights without any human intervention. When this technology becomes commercially available, it will save millions in editing costs.

B Picking out the key moments from a game – whether it be snooker, rugby, baseball, football or basketball – is extremely labour-intensive at present. As the footage streams into a TV station or outside-broadcast truck, someone has to watch the action and keep notes on what happens and when. Only after that are the clips retrieved and put together to form a highlights package, which will probably amount to less than five minutes' viewing per game when it is finally broadcast.

C However, as sports follow fixed rules, and take place in predictable locations, computers ought to be able to pick out the key pieces of play and string them together. Anil Kokaram and colleagues at Trinity College in Dublin, Ireland, are among the research teams trying to turn the idea into reality. They have decided to analyse table-based ball games like snooker and pool. These are the sports that a computer should find relatively easy to handle as the action is slow, the lighting is fairly consistent and cameras mostly shoot from fixed positions.

D The Trinity team uses the edges of the table and the positions of the pockets to work out where the balls are on the table. The software has the rules of the game programmed in, so it can track the moving balls and work out what has happened. For example, if a ball approaches a pocket and then disappears from view, the program assumes it has been potted. By working out how to detect foul shots – when a player hits the wrong ball – the team hopes to find a way to create a compelling highlights package for the sport.

E Until recently, the chances of getting similar software for football were not high. Involving a far greater number of moving objects (22 players and a ball) on a playing field whose appearance can vary with the weather and lighting, football had been proving an impossible challenge to developers, but then Carlo Colombo and his colleagues at the University of Florence in Italy started to approach the task in another way. They have found that they can compile highlights from footage without tracking either the ball or the moving players. Instead, they have looked at the position of the players in set pieces. Their software detects the position of the pitch markings in a shot to work out which area is in the frame (see graphic). Then, by checking the positions the players adopt in relation to the markings, the software can decide whether a player is about to take a penalty, free kick or corner, and whether a goal is scored as a result.

F The Florence team has not yet worked out how to enable the computer to determine when a goal is scored in open play. However, Ahmat Ekin, a computer scientist from the University of Rochester in New York, may be close to solving that problem. He has designed software that looks for a

此为试读，需要完整PDF请访问：www.ertongbook.com