



北京新航道学校雅思考试（IELTS）培训系列教材

IELTS

雅思阅读

基础版

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导 读

1. 教材目的

《雅思阅读》(基础版)是“新航道学校雅思系列丛书”之一，是专为广大雅思学员编写的基础阅读教材。本教材以雅思阅读考试官方公布的考查技能为训练核心，并配有大量的课堂活动和课后练习。编者根据海外留学所涉及的主要场景，按照功能模块的方式将全书串联起来，使学生在了解熟悉场景的同时把握雅思阅读考题的出题思路并深入领会正确的阅读解题技巧，最终获得考试高分及海外学习真正所需的阅读技能。

2. 教材结构

全书共分为两大部分：课本与练习册。二者均以单元为单位，共计22个单元。各单元以不同场景为依托，涵盖了从个人到社会、从政治到经济等各个层面，力求使学生通过对本书的学习，能做到对雅思阅读所涉及的文章内容有深入的理解，对常见题材的相关词汇有良好的把握，对各种题材文章的写作思路有清晰的认识，对每一类题型所考查的阅读技能和所需的阅读技巧有透彻的把握，从而增强阅读的效率。全书结构如下：

级别	单元	课
Level 1	Units 1–6	Lessons 1–8
Level 2	Units 7–11	Lessons 9–24
Level 3	Units 12–22	Lessons 25–52
总计	22	52

3. 教材设计

1) 课本设计

- 课前热身。这一部分通常是一些供学生思索讨论的小问题，或是一句格言、一个小故事，其目的在于激活学生的背景知识，引起学生兴趣，或引入该单元学习内容。
- 技能知识。本部分将官方公布的雅思阅读技能分拆为具体可操作的技巧，结合每一篇文章的内容进行技巧介绍。学生课前经过预习然后将其运用到课堂活动当中，必然能够很好地掌握雅思应考的核心技巧。
- 核心课文。这一部分是单元的主体，课文的内容按照不同的练习设置分解为多个课堂活动，课堂活动是为帮助学生快速掌握、消化课堂内容而设计的。在一个单元内，技能知识点与课堂练习/活动将交替出现，使课堂节奏张弛有度，学习效率得以提高。更重要

的是，我们把雅思阅读的题型和解题技巧经过精心设计内化到课堂练习和活动当中，让学生经过大量反复强化，形成习惯，从而对雅思阅读从容面对、应付自如。

2) 练习册设计

- a. 考虑到学生的阅读任务，练习册按照单元而不是按照课进行排列，每单元的练习从一个到三个不等。
- b. 练习册基本上按照课本的技能和主题展开，主要是将课本内容进行扩展练习。

4. 教材特点

1) 标本兼治的全方位阅读训练 语言测试的核心是语言知识和语言技能，技能为标，知识为本，标本兼顾才能真正提高语言水平，而目前所见大部分以考试为导向的书籍都集中探讨应试技巧，探讨如何通过技巧帮助学生正确解答题目。技巧只是技能的一个表现形式，因此建立在大量考试实践基础上的技巧能够帮助学生解决“怎么做”的步骤问题，而无法触及隐藏在“怎么做”后面的能力的问题，而后者恰恰是雅思考试所考查的重点，也是中国学生到了海外学习时探寻知识所依赖的武器。本书旨在揭示技巧与技能、技能与知识之间的逻辑关系，从根本上解决技巧和技能之间的脱节问题，并使学生掌握技能去获取知识。

2) 原汁原味的全真式模拟训练 本书是在系统分析历年雅思考试真题的基础上结合了雅思官方公布的技能考查表，经过细致的统计分析和严格的学术论证而设计的。编者结合目前国内雅思学生的学习状况，并按照阅读技能在真题中的考查频率，将核心阅读技能分配到三个级别当中，按照由简入难、循环巩固的方针设计了本教材。所用文章主体部分从西方报刊中精挑细选，其余部分由资深雅思培训专家亲笔撰写，文章体裁和题材都严格按照雅思真题所考查范围进行选择，目的是为学生提供高仿真度的雅思阅读训练，使学生从一开始就进入临战状态，为获得雅思考试理想的分数打下坚实基础。

3) 丰富多彩的活动式练习形式 本书在借鉴了西方经典语言学教材的基础上，吸收融合了同类教材的优点，为学生配备了丰富多样的活动式练习，目的是为了多方位、多角度让学生对所学技能进行反复练习，从而达到举一反三、巩固提高的学习目的。

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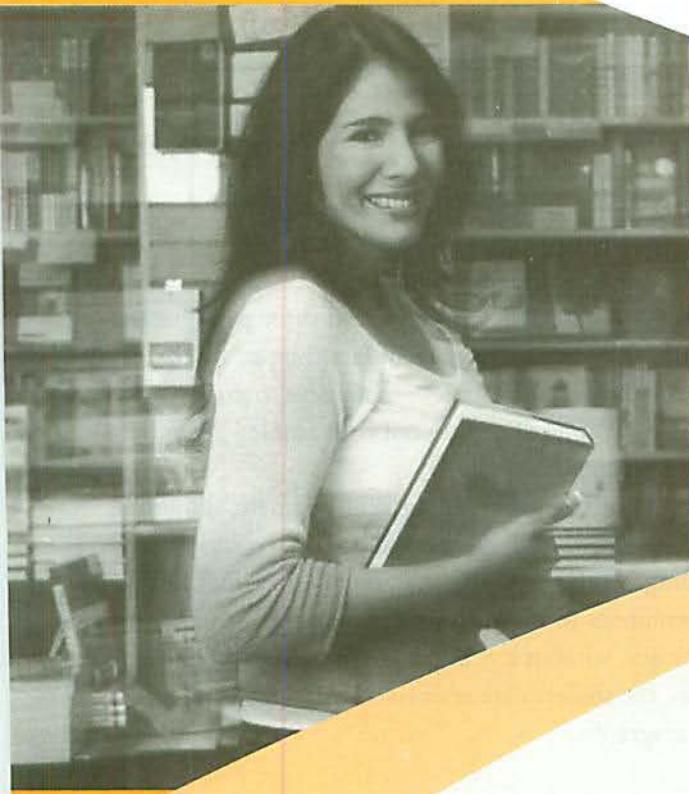






Level one

one level



1

Unit

Registration

Lesson 1

Warm-up



Classify the above 20 brand names into two groups: automobile brand names and cosmetics brand names.

Skill analysis

When doing the IELTS reading, a lot of examinees complain of the large reading load by citing the statistics that within 60 minutes, they have to read three passages and finish 40 questions attached after the three articles. They are in fact trapped by the designers of the test. It is most difficult for the average Chinese examinees to do intensive reading of the three articles within the given time. The way out is to employ a very important reading skill, which is called fast reading.

In general, fast reading is comprised of two sub-reading skills, namely, skimming and scanning. In the following several lessons, we will discuss the proper ways to employ the “scanning” strategy in IELTS reading. As the first step, scanning means “look, rather than read”, that is, in order for the examinees to improve their reading speed, they just need to look for the exact words or phrases, without any efforts to understand the meaning in the context. So in the first lesson, the students are trained to “spot out” the proper names appearing in the sentences or paragraphs.

Skill training

Exercise 1

Questions 1–5

Underline the Proper Names referring to world famous cities in the given five sentences.

1. As is known to all, New York is one of the biggest financial centers, where you can see one of the three most important stock exchange centers.
2. There is a most developed underground system in London, but the traffic there is still terrible.
3. Paris is the capital of fashion and art, of which the name came from a prince of the ancient Greek mythology.
4. When in Rome, do as the Romans do.
5. There are many places of interest in Beijing, such as the Forbidden City, the Great Wall, the Summer Palace and so on.

Lesson 1**Exercise 2****Question 6**

Circle the Proper Names referring to the places of campus in the paragraph.

Sparkhill University campus is small in comparison with most universities in Britain. As you enter the main gate, you will see the Student Union Building on the right. The building next to the Student Union is the Pentagon Canteen, named after its shape. Opposite the Student Union, there is the university bookshop, Boothby's, where students can buy most of the textbooks used in their courses at discounted prices. If you prefer to borrow books, go to the Wellington Library, which is about 200 metres north of the bookshop. If you get lost, go to the entrance to the Melrose Sports Centre; the library is directly opposite it.

Exercise 3**Question 7**

Fill in the blanks with the relevant Proper Names from the passage.

Places	Numbers	Names	Others

The admission procedure at Sparkhill University involves two simple steps: application and enrollment. The application procedure is as follows. You must submit a completed Application for Admission together with a non-refundable application fee of 25 pounds to the Admission Officer. Applications should be received by 1st August for students intending to begin their studies on 1st October. Application received after this date will only be considered at the discretion of the Admissions Officer. Check your Application for Admission carefully to ensure that there are no errors or omissions.

The Admission Officer is Mrs. Jean Edwards, who has been dealing with admission affairs for over 20 years now. Applications can be sent to her at the university address. Alternatively, you

may deliver your application in person to Mrs. Edwards or the Assistant Admissions Officer, Mr. Richard Cox, during office hours, Monday to Friday (9:00 a.m.–12:00 a.m., 1:00 p.m.–5:00 p.m.). The Admission Office is located on the ground floor of the Keeling Building. The telephone number for the Admission Office is (0363) 63 85 93 67.

Domestic students using the Computerised Admission System do not need to send evidence of their academic results with their applications, but all other applicants must do so. Copies of transcripts, etc., may be sent separately from the Application for Admission, but please ensure that they are clearly marked with your name and address, so that they can be processed quickly. You can call the Admission Office during working hours to check that your documents have arrived.

Enrollment takes place on the first day of term. Students who are unable to enroll on the first day of term must contact the Admission Office to make alternative arrangements. Students sign up for courses with the Administration Officer at the faculties where those courses are taught. So, for example, if you wish to sign up for French Literature, you must go to the Foreign Language Faculty to enroll. A full list of courses and details of where to enroll will be published on our website at least 10 days before the start of term. Each faculty organizes its own orientation sessions on the second day of term. You should attend the orientation session at the faculty where you are taking most of your courses.

Unit

2

Campus

Lesson 2

Warm-up



- ◆ “but”—structural word

Let us not love with words or tongue but with actions and in truth.

Skill analysis

The reading strategy suggested by IELTS experts is summarized as follows: first, read the topic sentence (in most cases, the beginning or ending sentence of a paragraph) of each paragraph very quickly (skim reading) to get a general idea of what the writer is saying and how the writer developed his article; secondly, read the questions to un-

derstand what is the most important information needed to finish the question (in most cases, a key word in the question sentence); thirdly, use the key words to scan the passage to locate the particular information in the text and then read the located sentence intensively to find the correct answer.

Based on the training in the first lesson, we will move on to discuss a more difficult task involving scanning, that is, try to scan for structural words and phrases. In English passages, there are a lot of such structural cues, through which the author indicates his or her train of thought. Structural cues are those that can serve as markers for the readers to understand how the central ideas are developed. Structural cues differ from proper nouns in that we don't have such obvious characteristics as capitalized initial letters of proper nouns. So we have to predict what sort of structural words will appear in the target text.

S | skill training

Exercise 1

Questions 1–5

Underline the structural words and phrases in the given five sentences.

1. Several houses were destroyed by the storm.
2. Then, Mike drank another bottle of water—in addition to the two he had already drunk!
3. Since some of us must fly to Beijing this evening, we should finish the meeting at 3 o'clock.
4. There are several problems with the project. However, we must still try to finish on time.
5. Our sales weren't as high as last year. Nonetheless, our profits increased a little.

Exercise 2

Question 6

Underline the structural words and phrases in the given two paragraphs.

Although small, the Sparkhill University campus has numerous activities for students. Campus social life revolves around the Student Union Building, since there is a bar on the ground floor and, in addition, there is a coffee shop and games room on the first floor. The coffee shop and games room are generally quiet. However, the bar hosts discos on the weekends and live music during the week. Since the coffee shop is open from 8:00 a.m., those of you who need an early morning cup of coffee will find yourselves taken care of. Alternatively, for those of you wishing to keep fit, there is a sports hall. Although it isn't an Olympic stadium, it has facilities for many

Lesson 2

sports and a fully equipped fitness centre.

In addition to the campus facilities, there's plenty to do off-campus. The local swimming pool is nearby. However, it can get very crowded, so we recommend that you go early in the morning or during lunch. As there are only a few shops on campus, you will be doing most of your shopping in the town. Greenhill Road is very popular with students as it is only a short walk from the campus. However, the shops there close rather early, at 6:00 p.m.

Exercise 3**Question 7**

Underline the structural words and phrases in the given passage.

Darston University has a wide range of facilities on campus. In addition to these, there are plenty of off-campus facilities available to students in the town itself. The Student Travel Service is located on the second floor of the Beacon Building. Whilst the STS offers a wide range of services, some students report finding even better deals at Dickson's Travel on Bridge Street and Shelly Tours on Middleton Road, both of which are off-campus. However, we suggest that you make the STS your first port of call, given that it is more convenient.

Sporty students should know that there is only a fitness center on campus. Nonetheless, the university runs a cooperative project with Darston Town Council to provide sports facilities for both students and local residents at the River side Sports Centre. The Sports center is open from 7:00 a.m. to 10:00 p.m., so those of you who fancy an early morning swim or a game of squash in the evening are well catered for. The sports center also features table tennis, track and field, volleyball, and 5-a-side football. Moreover, bicycles and canoes can be rented at the center—perfect for a day in the countryside or on the water.

There is a bar and a coffee shop on campus. "The Digs" is popular with students for its cheap selection of drinks, tasty snacks, and occasional live music, whereas the "Café Royale" provides a quiet, relaxing atmosphere for students to unwind after a hard day of lectures and seminars. There are three pubs in town: "The Lamb and Flag", "The Four Horses", and "The Sports Bar" at the sports centre. Even though "Starbuck's" hasn't reached Darston yet, there are two cafés in town—"Claude's Patisserie" and "Café del Mar". Both serve snacks.

Despite the fact that Darston has a population of just over 10,000, there are several clubs. The philately club meets on the first Sunday of each month. The hiking club organises walks every weekend during July and August and every two weeks in June and September. "The Lamb and Flag" holds a pub quiz every Tuesday, starting at 8:00 p.m. and there's a lot of friendly rivalry between student teams and local ones. Remember that you may not have more than five people on your team! As for clubs on campus, these tend to come and go, so look out for flyers posted around the campus informing you of current club activities.

3

Unit

Open a Bank Account

Lesson 3

Warm-up

Which category can you put the italicized part into, verb phrases or nominal phrases?

If you come across a bird's nest beside the road, either in a tree or on the ground, and the mother is sitting on the young or on the eggs, do not take the mother with the young. You may take the young, but be sure to leave the mother.

Skill analysis

When we are scanning, we should bear in mind that in the very beginning, we

Lesson 3

should try to spot out the exact words or expressions in the reading passage without spending efforts in understanding its grammatical roles in the sentence. If we try to read too intensively in the very beginning, we will not achieve high reading speed. In this lesson, we are trained to adopt a proper way of fast reading, that is, when we are fast reading a passage, we should avoid reading word for word, but we should put our eyes in the middle of a sentence and scan the right half and the left half very quickly.

You may find it hard to do this in the beginning, so you can start by reading for sense groups. In other words, you should try to let your eyes move to chunks of words which can convey independent meanings.

Skill training

Exercise 1

Question 1

Fill the appropriate answers in the table.

- He walked through the gate into the garden.
- The discussion went on for so long that I thought it would never end.
- It took me hours to clean up the mess after the party on Saturday.
- The police suspected him of carrying drugs so they went through his bag—but they found nothing.
- Yuck, this milk stinks! I think it's gone off.
- The amount that we export is largely dependent on exchange rates, which can make our products cheaper or more expensive.

Verb phrases	Nominal phrases	Prepositional phrases

Exercise 2**Question 2**

Underline the Phrases (verb, nominal, prepositional) in the given paragraph.

Opening up a bank account in Britain as an overseas student is simple. You can apply for it online, but many people prefer to drop into their local bank branch, because that way they can have a chat with a member of staff, ensuring that they get exactly what they want. When you stop by the bank for the first time, make sure that you have your passport and evidence that you are enrolled as a student at an educational institution. When you sign up for a bank account, you will need to provide details such as your address (to which correspondence can be sent) and possibly proof that you already have a bank account in your home country. One thing that many overseas students find surprising about British banks is that they provide many services free of charge. They do not charge for cheques, withdrawals from cash machines, automated bill payments and monthly statements. Most banks offer free Internet banking—check with the bank when you drop by. Generally speaking, you will receive your debit card and cheque book within five working days and your PIN (Personal Identification Number) within seven working days from the day you open your account, so you will be able to start using your bank account almost immediately.

Unit

4

Food

Lesson 4

Warm-up

◆ Any phrases here?

Our destiny offers not the cup of despair, but the chalice of opportunity. So let us seize it, not in fear, but in gladness.

——R.M. Nixon

Skill analysis

When we are practicing “scanning” for “key” words and expressions, phrases are also very important signposts in helping us to locate the specific information. In order to scan

what we need more quickly, we can practice another important skill of reading, that is, prediction. Before we begin to scan for the given phrases, we should predict the possible places they will occur according to their “part of speech” and then we can jump from the irrelevant part to get the phrases very quickly.

When you are required to scan a long article within a limited time, you have to resort to this trick to improve your reading tempo.

Skill training

Exercise 1

Question 1

Underline the words which have been given in the passage.

In the late 1980's, British cuisine started to look for a new direction. Chefs began to look a little closer to home for inspiration. Calling on a rich tradition, and utilising many diverse and interesting ingredients, the basis was formed for modern British food. Game has enjoyed a resurgence in popularity although it always had a central role in the British diet, which reflects the abundant food wildlife of the countryside.

In Britain, one can not only experiment with the best of British, but the best of the world as there are many distinct ethnic cuisines to sample—Chinese, Indian, Italian and Greek restaurants are amongst the most popular.

Although some traditional dishes such as roast beef and Yorkshire pudding, Cornish pasties, steak and kidney pie, bread and butter pudding, treacle tart, spotted dick or fish and chips, remain popular, there has been a significant shift in eating habits in Britain. Rice and pasta account for the decrease in potato consumption and the consumption of meat has also fallen. Vegetable and salad oils have largely replaced the use of butter.

Roast beef is still the national culinary pride. It is called a “joint,” and is served at midday on Sunday with roast potatoes, Yorkshire pudding, two vegetables, a good strong horseradish, gravy, and mustard.

Today there is more emphasis on fine, fresh ingredients in the better restaurants and markets in the UK offer food items from all over the world. Salmon, Dover sole, exotic fruit, Norwegian prawns and New Zealand lamb are choice items. Wild fowl and game are other specialties on offer. Fish is still important to the English diet. Britain is after all an island surrounded by some of the richest fishing areas of the world. Many species swim in the cold offshore waters, including cod—the most popular choice for fish and chips.

Lesson 4**LIST OF WORDS**

interesting ingredients	
abundant richness	
in the cold offshore waters	
calling on	
with roast potatoes	
Yorkshire pudding	
in eating habits	
served at	
central role	
look for	

Exercise 2**Question 2**

Underline the Phrases in the passage , and fill them in the right column.

Verb phrases	Nominal phrases	Prepositional phrases

Americans are well known for their love of eating out, particularly at fast-food restaurants. Yet, it is worth remembering that 100 years ago, Americans almost always ate home-cooked meals, rarely going out to eat. What were the causes of this dramatic change? Well, the early twentieth century saw great changes in American domestic life that drew people out of their homes and kept them out: the automobile, women in the workforce, the rise of social clubs, and

a range of city diversions such as going to the movies or the theatre. Wealthy New Yorkers began the trend by eating out at expensive restaurants and hotels. People who went out in the evenings, for example to the theater, would often dine out as well. As the American economy grew, more and more people found that they needed to eat out because of work and could eat out because they had more disposable income. In addition, cheaper restaurants opened up. Foreign restaurants grew in number, diversity, and popularity, with Chinese cuisine making the greatest gains. Cafeterias and diners, both invented in the 1890s, grew in popularity, and in 1925 Howard Johnson opened his first restaurant. This period also saw the rise of those famous American foods, the hot dog and the hamburger—and with them the founding of the first modern fast food stands. At around the same time, Americans became fond of carbonated drinks. Coca-cola and lemonade were the most popular, though there were (and still are) many other kinds. These drinks were sold in stores and on the streets—like hot dogs and hamburgers. Perhaps it's not surprising that Americans still enjoy the combination of coca-cola and a hamburger as a quick and easy meal today.



Unit

5

Leisure

Lesson 5

Warm-up



Give a short story either in English or Chinese to show the difference between detailed information and specific information. (You can refer to the following explanation in the Skill analysis part.)

S

skill analysis

Detailed information differs from specific information in that the former indicates “how”, while the latter shows “what”. Identifying specific information is a key ability in IELTS reading, which can be seen by the fact that 30% of the Reading Test assesses this

skill. In order to grasp the specific information in the passage, we must be very sensitive to clues introducing specific information. The most commonly used clues include: for example, for instance, for one thing, to illustrate, as an illustration, that is, namely.

In this book, we define detailed information as the information we can locate by some cues, such as some nouns, verbs, adjectives or adverbs other than proper nouns or nouns indicating time, place, date, etc.

S**skill training****Exercise 1****Question 1**

Underline the word cues of detailed information in the passage.

Nowadays, people are taking care of their bodies more. Many people have joined, or are considering joining, a fitness centre. We realise that you have many choices open to you. However, we firmly believe that our fitness centre has the most, and the best, to offer you. Our fitness centre has the best equipment and programs to keep you feeling and looking your best. Program offerings will be individualized and tailored according to personal fitness level for the maximum enjoyment by each member. The fitness centre offers a full range of specialized Fitness and Recreational programs including aerobics, circuit training, tailor-made workouts, 90-plus pieces of equipment, free weights, and personal training.

Our fitness centre offers the Fitness Advisor Programme to members. The Fitness Advisor Programme is a comprehensive exercise and monitoring program using strength and cardiovascular equipment. The Fitness Advisor Programme records every exercise that a member performs. With a full membership, our fitness instructors will introduce program members to the Fitness Advisor Programme during a complimentary equipment orientation. This is just a part of the service we provide for our members. The benefits of the Fitness Advisor Programme include:

- individualized programmes to suit personal fitness needs, interests, and goals.
- custom-tailored workout programs and automatic monitoring providing feedback based on personal exercise programs.
- providing members with correct exercise methods and feedback.

Our personal trainers and exercise physiologists are here to assist you in reaching your personal goals in a safe and effective manner. Our staff are professionally trained and will utilize their education to motivate you toward a healthier and happier life. The fitness centre offers a wide variety of personal training packages to meet your needs. Our chief personal trainer, who is responsible for supervising our team, is Ben Alder. Contact him for further information.

The Group Exercise Department/Aerobic Training Department at the fitness centre offers a wide variety of group exercise, and aerobic classes to meet your fitness and wellness needs. Our

class schedule is evaluated by our members and staff every six months. Adjustments are made to the schedule based on the quarterly evaluations and facility needs. Our group exercise instructors are nationally certified. They take pride in instructing classes that are member friendly and that are safe and effective.

Exercise 2

Question 2

Circle the punctuations indicating detailed information in the passage.

People nowadays have a wide choice of leisure time activities. Some people enjoy quiet leisure time activities after a long hard day at work or school. Watching TV is certainly the most popular leisure time activity in Britain. The average person watches a few hours every day. The most popular programmes are soap operas, which follow the (often extraordinary) activities of fictitious people, and news programmes. Most British people watch the TV news at some point in the evening, perhaps whilst eating dinner or just before going to bed.

British people often find entertainment in collecting things. There are people in Britain who collect any kind of object you care to name. By far the most common thing to collect is stamps. Most people are happy to collect whatever stamps come their way, but others collect thematically, i.e. they collect certain kinds of stamps, e.g. stamps with pictures of animals on them or stamps that come from a certain country. I know people who collect matchboxes, dolls, and even the free gifts from fast food restaurants. Some people consider collecting not so much as a hobby, but as an investment, which is reasonable since many collections are worth a lot of money.

Although many people prefer to watch sports on TV, playing sports has always been popular in Britain. You must have heard of some of the big British football clubs. Of course, few people get to play sports at a high level, but British people are often happy to play a sport "just for fun". Popular sports that British people enjoy playing include football(soccer), rugby, cricket, golf, tennis, badminton, and squash. Many people play sports to keep fit, but most British people do it "for the love of the game".

Another form of entertainment in Britain is simply going out and socializing with friends. Contrary to popular belief, British people are very friendly and are usually quite happy to start up a conversation with a stranger. Socialising often involves going to a pub with friends, but there are many other alternatives. Coffee shops are becoming increasingly popular and British people also like to join clubs so that they can meet people who have similar interests. If you have an interest, you'll be sure to find a British person who shares it!

Exercise 3**Question 3**

Underline the sentence cues of detailed information in the passage.

Four popular British sports are football(soccer), rugby, cricket, and athletics. When the football season is on (from August to May), football fans look forward to spending Saturday afternoon watching their favourite team on TV or “live” at one of the 100 or so stadiums dotted around the country. Many men and women play football for amateur teams in leagues where the competition is fierce and players dream of being “talent spotted” by a “real” club. Schoolboys are fond of playing football during lunch hour at school, using their jackets as goalposts and arguing over who will “be” David Beckham or Michael Owen.

Rugby is a tough game and rugby players often regard football players as “weaklings”. Players, whether professionals or amateurs, can expect occasional injuries and even show them off at the obligatory post-match drink. Despite the fact that rugby is such an aggressive game, there is rarely trouble between fans of rival teams, as there often is in football. Rugby is obligatory at most British schools, at least for the boys, and is described by teachers as “character building”.

Cricket is a game that is popular in only a few countries. It is only played during the summer and the weather must be perfect. This has led many people to ask how cricket could ever be played in Britain, since the weather is so changeable. Cricket is a sport that requires very little effort on the part of players. There's very little running and it is a strictly non-contact sport. This makes it the ideal sport for middle-aged gentlemen. It must be the only sport in the world that includes breaks for tea! Cricket is losing its popularity nowadays, since fewer young people are prepared (or able) to spend two or three days playing a sport.

Athletics has been popular in Britain for decades. Perhaps it's because some people are faster, whereas others can jump higher or throw further. Athletics offers everyone an opportunity to shine. Although Britain doesn't win many medals at the Olympics, there's usually a Brit amongst the finalists in almost every athletics event. This gives the crowd someone to admire, cheer on, and then feel sorry for if an athlete from another country does better. At schools, the competitive spirit is kept alive as boys and girls try to outdo each other in different events and aim to be like Daley Thompson, who won Olympic gold in the Decathlon, an event in which athletes compete in 10 different athletic disciplines.

Lesson 6

Lesson 6

Warm-up



- ◆ Is it a simple sentence? If not, can you analyze its structure?

There is not a heart but has its moments of longing, yearning for something better, nobler and holier than it knows before.

Skill analysis

As we have discussed above, after we have located the specific information in the text, we have to do a focused intensive reading of the located part so as to find out the answer to the question. Therefore, we should have some basic ideas of the sentence patterns in English.

Generally speaking, there are three types of sentences, namely, simple sentences, compound sentences and complex sentences. In this lesson, you are required to classify different sentences and analyze their structures. Note that you must pay special attention to the sentence focus of compound and complex sentences. A clear idea of this will greatly help you to read effectively and efficiently.

For most English compound and complex sentences, the focus, or the information highlighted by the author, is put at the latter half of the sentence. In addition, you can rely on some punctuations to improve your reading efficiency; this will be elaborated in a later chapter.

Skill training

Exercise

Question 1

Put the sentences in the passage into three categories: Simple Sentence/ Compound Sentence / Complex Sentence.

Question 2

Analyze the sentence structure.

Simple Sentence	Compound Sentence	Complex Sentence

Michael Phelps must rank as one of the greatest swimmers ever. At the 2004 Athens Olympics, Phelps began on the first day of competition by winning the 400m individual medley and setting a world record. The next day he added a bronze medal in the 4x100m freestyle relay, and the day after that he picked up another bronze in the 200m freestyle. On 17 August Phelps won the 200m butterfly and, an hour later, he swam the first leg for the U.S. 4x200m freestyle relay team. Phelps' next gold-medal victory came in the 200m individual medley. In the 100m butterfly, he barely beat teammate Ian Crocker for his seventh medal. Finally, Phelps gained a gold medal in the 4x100m medley relay by swimming the preliminary heats.

Britain's Sebastian Coe arrived at the 1980 Moscow Olympics as the world record holder and favourite for the 800m. However he finished second, behind compatriot Steve Ovett. Six days later, a determined Coe redeemed himself in the 1,500m. He won the gold medal by four metres. At the 1984 Los Angeles Olympics, Coe won another silver medal in the 800m. Five days later, he entered the final of the 1,500m, where the favourite was his teammate, Steve Cram. This time he beat Cram to win by six metres. Sebastian Coe is the only male runner to win the Olympic 1,500m twice.

Lesson 6

At the 1992 Barcelona Olympics, Zhang Shan, a 24-year-old from Nanchong in Sichuan Province, represented China in the skeet shooting event, which included both men and women. In skeet shooting, a target is fired into the air by a machine and the shooter has to hit it. Zhang caused a sensation by finishing first and becoming the first woman to win a mixed sex shooting event. The International Shooting Union barred women from shooting against men after the Barcelona Games. Women were not allowed to compete in skeet shooting at the 1996 Olympics, so Zhang was unable to defend her title.

Indonesians had been competing in the Olympics since 1952, but had never won a gold medal until badminton was added to the Olympic program in 1992. At the Barcelona Games, Susy Susanti qualified easily for the final. However, a determined Bang Soo-hyun of Korea won the first game 11–5. Then Susanti won the second game 11–5 and the third game 11–3. Two hours later, her fiancé, Allan Budi Kusuma, won the men's badminton title. When Susanti and Kusuma returned to Indonesia, the celebration in their honour included a two-hour parade through the streets of Jakarta that was led by a car carrying a gigantic shuttlecock.

6

Unit

Hospitals or Doctors

Lesson 7

Warm-up



- ◆ Get the general information for the following short passage.

Mark Twain was famous as a writer, but he was also famous as a public speaker and teller of funny stories. He often went from town to town giving lectures.

One day he was walking along the street of a small town where he was going to give a lecture that evening. He met a young man who said, "Mr. Twain, I'd like to talk to you for a minute, please. I have an uncle that I'm very fond of. The problem is he never laughs or smiles. Can you do anything?"

"Bring your uncle to my lecture this evening, young man. I guarantee that he'll laugh and smile. Don't worry about a thing."

That evening the young man and his uncle sat in the first row. Mark Twain spoke directly at them. He told some very funny stories, but the old man never smiled. Then he told the funniest stories he knew, but the old man's face still remained blank. At last, Mark Twain left the platform almost exhausted.

Later Mark Twain was talking with a friend about this.

"Oh!" said the friend, "I know that old man. He has been deaf for years."

Skill analysis

When the Westerners write articles, they tend to develop the paragraph and the whole passage in a deductive way, that is, they present a general statement at the very beginning and then support the main idea with supporting facts. So, if we analyze the passage, we will find that almost all the paragraphs will be led by a topic sentence and all the topic sentences help to explain the central idea of the writer. In this lesson, you will be required to find out the topic sentences and central idea of some simple passages.

When writing a topic sentence, the writer always presents a "topic" and then confines it with a controlling idea. For example, "there are three kinds of researchers" can be considered as a topic sentence, wherein "researchers" is the topic and "three" is the controlling idea. A deep understanding of the structure of such kind of "topic sentence" will help you to know the writer's train of thought in developing the paragraph and the passage.

Skill training

Exercise

Questions 1–3

1. Circle the structural words in the given passage.
2. Underline the topic sentence in the given paragraphs.
3. Underline the topic sentence in the given passage.

Sparkhill General Hospital is a typical hospital offering a range of medical services to the population of the surrounding locality. It is located to the south of the city centre with good vehicle access from the grid road system and is well served by the public transport system. The hospital site also houses special facilities for psychiatric care and care for the elderly, as well as day care and out patient facilities. The site also houses a health centre, ambulance station and some staff accommodation.

Originally, the hospital was the first major health care development in the area, and was built on the site of the already existing community health centre, which the new general hospital effectively absorbed. The medical services provision included four fully equipped operating theatres, an Accident & Emergency Department, Maternity Services, both general and specialised wards, full diagnostic x-ray facilities and a major Pathology Department. In addition, the hospital included an on-site ambulance station, as well as the usual supporting departments found in a general hospital, such as administration and logistical support. It was officially opened in April 1989.

The continued rapid population growth in the population of Sparkhill and the surrounding districts soon made it clear that the hospital would have to be enlarged to meet the increasing demand. Expansion started at the beginning of 1993. The development contained six additional 28-bed wards, a further four operating theatres, and a considerable amount of extra accommodation for stores, staff, offices and meeting rooms. The expanded areas were officially opened in May 1995.

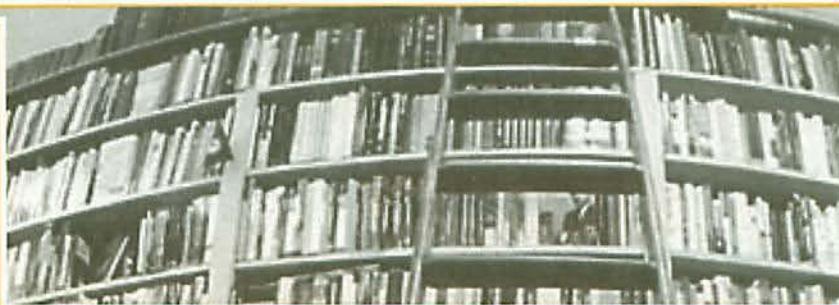
The general hospital site has continued to grow since then. In recent years there has been a comprehensive building programme to add much needed capacity. This year has seen the opening in October of the biggest building project on the hospital site for ten years, a £2m 60-bed Treatment Centre. This has specifically designed and built for the treatment of patients needing minor surgical operations that do not now require the patient to remain in the hospital overnight. This will enable the hospital to speed up the treatment of patients needing this type of surgery.

There was an announcement by the government in the summer of 2003 for plans to create four growth areas in Britain. Sparkhill, as one of those designated areas, is set for rapid expansion over the next 20 years. To meet the expected increase in population the hospital is already looking ahead in its co-operation with the Regional Health Authority, the local council and regional planners to see what will be needed to meet the demands that will be placed on health care in the city in the future.

Lesson 8

Lesson 8

Warm-up



- ◆ Read the following passage and give one piece of specific information or detailed information to your partner.

Balzac, the famous French writer, wrote many books. His novels are read by people throughout the world. He was said to be good at many things. And his achievements were great!

It is said that Balzac had a very high opinion of his own handwriting and he spent much time practicing writing. In fact, he often told his friends that he could describe a person's character from a person's handwriting.

One day, a woman friend brought him a few sheets of a boy's handwriting. She said that she wanted to know what Balzac thought of the boy's character.

Balzac studied the handwriting carefully for a few minutes. Then he looked at the woman strangely. The woman, however, told him that the boy was no relative of hers and that he could tell her the truth.

"Good," said Balzac, "Then I can speak frankly."

He then went on to say that he thought the boy was a careless and lazy person. "He will grow up to be a good-for-nothings. His family will be ashamed of him," he added.

"Isn't that strange," said the woman, smiling.

"This happens to be pages you have on your own copybook, which you yourself used when you were a boy."

S

skill analysis

In any given English article, there are two kinds of information; general information and detailed or specific information. A very important guiding principle for English writing is that the writer should switch between the two kinds of information. If the writer is too "general", or too "specific", he or she will commit a mistake called "deadline abstraction". When we are reading articles, we should be able to differentiate the general information from the detailed or specific information.

This kind of reading skill is still a component of the macro-reading skill for IELTS,

which helps the reader to understand the structure of the passage so as to form a mental picture of the text.

Skill training

Exercise

Questions 1–3

1. Find the detailed information in the first paragraph.
2. Find the detailed information in the passage.
3. Tell apart the two kinds of information (detailed information and general information) in the given passage.

The hospital where your surgery is performed can have a strong impact on your odds of survival. According to the Institute of Medicine of the National Academy of Sciences, as many as 98,000 people die from preventable medical mistakes every year in America's hospitals, more than the number dying from car accidents, breast cancer or AIDS. Many of these mistakes occur because hospitals lack significant experience with the surgeries or procedures being performed. Too many hospitals try to be all things to all patients, rather than focusing on the things they do best. If you need hospital care, make sure you choose a hospital with the most experience and the best record of successful outcomes in treating patients with your condition.

Over 100 studies show that patients usually get better results at hospitals that perform a high volume of the surgery they need. Simply stated, the experience of the hospital and its surgical team counts a lot. The more experience a hospital has, the more likely you are to receive successful treatment—and the less likely you are to be a victim of preventable errors. More than 100 studies in leading medical publications, such as the New England Journal of Medicine and the Journal of the American Medical Association, have all reached the same conclusion.

So before you choose a hospital, find out how many times each year the hospital performs the surgery you need. Medical experts have established minimum recommendations for a variety of procedures. For example, if you need coronary bypass surgery, you should make sure the hospital performs no fewer than 500 procedures per year. For this kind of information, visit www.healthcare.com and access the hospital rating sites.

However, please remember that volume alone is only one indicator of likely surgical success. In addition to raw numbers, ask your doctor if a hospital is known to have good outcomes for your type of surgery. After all, choosing a hospital with a proven track record of success can, quite literally, mean the difference between life and death. To review the experience of hospitals

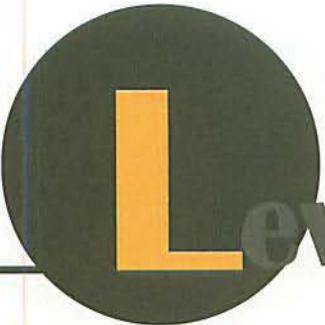
Lesson 8

in your area, use the hospital rating tools on www.healthcare.com. You may also find rating tools on your health plan administrator's web site.

www.TopSage.com

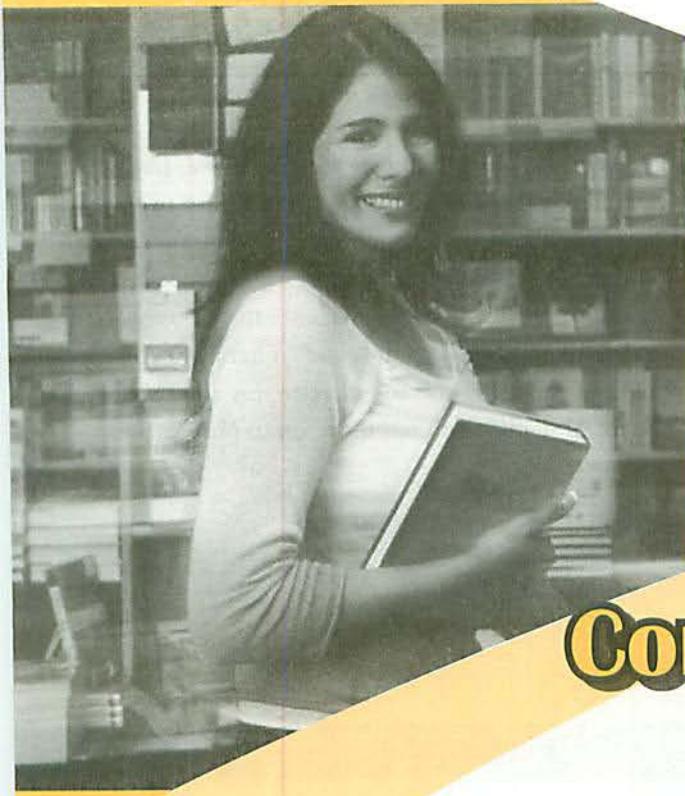
TopSage

TopSage.com is a search engine that finds quality information on the web. TopSage.com is the search engine that finds quality information on the web.



Level two





Unit

7

Communications

Lesson 9

Warm-up



- ◆ Are there any synonyms in the sentence?

Life itself, without the assistance of colleges and universities, is becoming an advanced institution of learning.

—Thomas Alva Edison

S

skill analysis

Locating specific information in the reading text is considered to be one of the most important reading abilities in IELTS reading. As is discussed in the previous chapters, we

often have to identify the keywords in the question, which in most cases, are: time, place, date or proper names. Following this, we then use them as the signposts to return to the original text to locate the information we need. In IELTS, sometimes we cannot find nouns which indicate time, place and so on, and the exact words or expressions in the text don't appear in the reading passage—we can only find some equivalents to the words, phrases or expressions. So we have to develop an ability to "paraphrase". That is, to convey the same meaning with simpler English. In order for you to cultivate this ability, we start by training you to sort out the synonyms of words and then move on to phrases and sentences.

Skill training

Exercise 1

Question 1

Find the six synonyms of the six given words among the eight words.

1.

	sort
firm	middle
discussion	view
force	power
heart	motion
kind	frame
opinion	talk
	company

Exercise 2

Questions 2–5

Underline the synonyms of the given words in 4 sentences.

cheap produced strong beautiful

2. These inexpensive clothes are made from a tough yet attractive material.

Lesson 9

main cause selecting location huge

3. The primary reason for choosing this site is that it is large.

have to reduce expenses jobless

4. We must decrease costs by laying off some workers.

should match as practising

5. Ed ought to win the game because he has been training hard all week.

Exercise 3

Questions 6–8

Choose the best real word to replace the nonsense word.

6. “Ada” means: a) television b) mobile phone c) radio d) computer e) laptop

Adas used to be a lot larger than they are now. It was hardly surprising that few people wanted one! Now, they are pocket-sized. You can use adas in almost every country, but in less developed countries, you can only use them in some areas, usually cities. Nowadays, you can use your ada for many things apart from the original function of communicating on the move. Almost all adas come with games and you can use them for surfing the Internet and showing photos to your friends. I take my ada almost everywhere I go.

7. “Breta” means: a) email b) text message c) letter d) note e) package

Bretas are still common in every country, but I think they will be used as a means of communication less and less in the future as people turn to hi-tech alternatives. In societies that use a lot of modern technology, bretas are used when people don’t want to risk sending personal information via electronic methods of communication. Many people believe (rightly or wrongly) that these methods are not very secure. Instead, bretas are usually delivered to your door by a friendly worker. I think that one kind of breta that will survive the arrival of hi-technology is the love breta. There’s something really special about receiving one!

8. “Cran” means: a) feather b) brush c) pencil d) pen e) chopstick

Crans used to be used in many countries to write letters, but they are rarely used by anyone now. Even artistic people have given them up. Although there used to be plenty of crans around, finding just the right one was often difficult. The point had to be cut to ensure that it wrote well and many people had a favourite colour cran. I remember trying to write with a cran at school one day. I found it very difficult and slow. Perhaps I needed more practice.

Exercise 4**Question 9**

Find the synonyms of the given words in the given passage.

Instructions: you are going to read an article on generation gap. You should spend as little time as possible to scan for the synonyms of some words in the box below from each paragraph of the reading passage below. The maximum time is 2 minutes for each paragraph. Good luck!

Start Time: _____

The disappearing generation gap

Section 1

sometimes	hobbies	recalls	teenager	preference

Occasionally, when Tom Water and his 16-year-old daughter, Jane, listen to rock music together and talk about pop culture—an interest they both enjoy—he recollects his more-distant relationship with his parents when he was an adolescent. “I would never have said to my mom, ‘Hey, this new album is really great! How do you like it?’” says Mr. Water, “There was just a complete imbalance in sensibility and taste, a virtual gulf.”

Section 2

expectations	seemed	narrowing	method	posture

The result can be a rewarding closeness among family members. Conversations that would not have taken place a generation ago, or that would have been strange, on subjects such as sex and drugs, now are comfortable and commonplace. And parent-child activities, from shopping to sports, involve an easy camaraderie that can continue into adulthood.

Lesson 9



Section 3

effect	dialogues	awkward	common	include

The result can be a rewarding closeness among family members. Conversations that would not have taken place a generation ago, or that would have been strange, on subjects such as sex and drugs, now are comfortable and commonplace. And parent-child activities, from shopping to sports, involve an easy camaraderie that can continue into adulthood.

Section 4

information	specialists	downswing	school	alteration

No wonder greeting cards today carry the message, "To my mother, my best friend." But family experts caution that the new equality can also have a downside—diminishing respect for parents. "There's still a lot of strict, authoritarian parenting out there, but there is a change happening," says Kerrie Laguna, a mother of two young children and a psychology professor at Lebanon Valley College in Annville, Pa. "However, in the middle of that change, there is a lot of confusion among parents."

Finish Time:

Lesson 10**Warm-up**

- ◆ Can you recollect some folk stories, in which an improper usage of synonyms caused some terrible misunderstandings? If not, please resort to www.google.com and key in the “folk story, synonym, misunderstanding”, and you will be greeted with a lot of examples.

S skill analysis

If you consult the dictionary for the term “paraphrase”, you will get the definition: “A restatement of a text or passage in another form or other words, often to clarify meaning.”

From an examination of previous IELTS tests, we find that the following key words should be paraphrased in order to locate the relevant information in the original text: nouns (when used as subject); verbs indicating changes or states; adjectives; and adverbs.

When you are doing the exercises in this unit, you should proceed in the following way. The given words, phrases and sentences are all the key words, phrases or sentences which will help you to locate specific information in the passage. What you need to do is to find the synonyms of them.

S skill training**Exercise 1****Questions 1–4**

Underline the synonymy phrases of the given phrases.

agreement, prior to, given, frustrating, since, follow, movie, hunted, person, fortune, believe, function, attempt

Lesson 10

1. The contract was signed before the speeches were delivered by the directors.
2. It was very annoying because I couldn't understand what the film was about.
3. We searched for a suitable individual but without any luck at all.
4. I don't think that this technique will work, but we should certainly try it.

Questions 5–7

Choose the best real word to replace the nonsense phrase.

5. "Dunch" means: a) computer b) the Internet c) TV channel d) website e) TV

It's probably true to say that every country in the world has dunches. Some of them are run by governments, others by groups of people with particular interests, and yet others by individuals who want to tell the world something perhaps about their daily lives, travels, experiences, or interests. However, the greatest number of dunches are run by businesses so that they can advertise and sell their products and services. If you are online, you can reach almost all dunches. It is far quicker if you know the dunch address, but if you don't you can always search for it using key words.

6. "Eker" means: a) the Internet b) TV channel c) telephone d) TV e) road

Ekers have been around for a very long time. They exist to make moving people, goods, and information from A to B faster and simpler. Most languages have several different words for ekers, usually depending on their size. Most ekers have two lanes, one going in each direction, but most countries have at least some ekers with four or six. You will see different things on ekers in different countries, especially different vehicles and animals. Unfortunately, you are likely to see accidents on ekers too, because not everyone who uses them is very careful.

7. "Flech" means: a) speech b) writing c) note d) gesture e) word

No one knows exactly when flech first developed as a form of communication, but it was certainly tens of thousands of years ago. The first forms of flech were probably just grunts to indicate satisfaction, anger, or danger. We can see this nowadays with monkeys and gorillas. Flech is still the most common method of communication, despite all of humanity's modern inventions, and people still sometimes use grunts to communicate! However, now flech is much more sophisticated than it was originally and involves the complex ordering of different sounds to create messages.

Exercise 2**Question 8**

Find the synonyms of the given phrases in the given passage.

called together, chairing, requested, more and more, largely, apart from

Improve

Toastmasters International is a club any adult can join. It promotes communication through public speaking. Since Toastmasters began, more than three million men and women have benefited from the organization's communication and leadership programs. In October 1924, a group of men assembled by Dr. Ralph C. Smedley met in the basement of the YMCA in Santa Ana, California, U.S.A., forming a club "to afford practice and training in the art of public speaking and in presiding over meetings, and to promote sociability and good fellowship among its members." The group took the name "Toastmasters." Soon men in other communities and states asked for permission and help to start their own Toastmasters clubs. By 1930, a federation was necessary to coordinate activities of the many clubs and to provide a standard program. When a speaking club in New Westminster, British Columbia, Canada, expressed interest in forming a Toastmasters club, the group became known as Toastmasters International.

For many years the "Home Office" of Toastmasters International was based in a series of rented offices. In 1962, the Toastmasters International staff moved to its first World Headquarters building in Santa Ana, California, not far from where the first club began. By the late 1980s, however, this building could no longer adequately house the increased staff needed to provide services to the growing number of Toastmasters. In 1990 the World Headquarters was relocated to a new building in Rancho Santa Margarita, approximately 20 miles south of Santa Ana, designed to accommodate Toastmasters International's expected growth well into the 21st century.

Toastmasters International's success and growth is due in large part to the continued development of its educational programs. The organization has come a long way since the first speech manual, *Basic Training*, was developed more than 50 years ago. The current manual, now called the *Communication and Leadership Program*, was most recently updated in 2004. After members of Toastmasters complete all 10 speech projects in that manual, they may apply for their Competent Toastmaster (CTM) award and then choose from any combination of 15 advanced manuals.

Additional educational materials include the *Success/Leadership and Success/Communication Series*, *The Better Speaker Series*, and the *High Performance Leadership Program*. Toastmasters International's education system includes both a communication track and a leadership track. The communication track features the CTM, Advanced Toastmaster Bronze (ATM-B), Advanced Toastmaster Silver (ATM-S), and Advanced Toastmaster Gold (ATM-G) programs; the leadership track includes Competent Leader (CL) and Advanced Leader (AL) programs. The Distinguished Toastmaster (DTM) remains the highest award.

In addition to the various educational materials available through the Toastmasters International Supply Catalog, members receive the monthly publication, *The Toastmaster* magazine. Club and district officers receive a bimonthly newsletter, TIPS, and district officers receive District Newsletter each month. Toastmasters International enters the new century as the undisputed world leader in public speaking training, with over 10,500 clubs and more than 200,000 members in approximately 90 countries. In the years to come, more people than ever will benefit from Toastmasters' leadership and education training.

Lesson 11**Lesson 11****Warm-up**

- ◆ Are they the same meaning?

Let's get a bite.



Let's go eat.

By all means



Definitely

What's your point?



What are you trying to say?

S**kill analysis**

If we analyze the questions attached to the reading passage of such tests as CET-4, CET-6, TOEFL and IELTS, we will find that there is a guiding principle for the correct answer to the questions. The correct answer is a paraphrase of the relevant sentence in the original text. In this lesson, you are trained to paraphrase some key sentences in the reading passage.

S**kill training****Exercise 1****Questions 1–2**

Find the synonymous sentence of the given sentence.

1. If you try to have a lot of eye contact with others, they might think it is aggressive.
2. Nobody wants to make trouble when they meet each other the first time.

When I meet someone for the first time, there are certain things that I do to try to ensure smooth interpersonal communication. First, I orient my body towards them to show that I am

interested in them. I make eye contact to show interest, but I don't make too much eye contact as some people find it aggressive. Smiling is also a good idea. I try to get the other person smiling or laughing, too. This creates a relaxed, friendly atmosphere. Let's face it—when you meet new people, the last thing you want to do is create conflict. I keep to simple, everyday topics, like hobbies, work, films, and music. These topics are much easier to discuss with new people than politics or religion. I try to talk for about 40% of the time and let the other person talk the rest of the time.

Exercise 2

Questions 3–7

3. The cartoon poked fun at a teenager who worried constantly about her weight and felt guilty about eating a satisfying hamburger.
4. Eating disorders are the third most common illness among adolescent girls in the United States, according to a 1998 report by the American Medical Association.
5. So what can parents do to give their children a healthy respect for the bodies they have?
6. "Encourage them to get involved in things that make them happy," she says. "They should know that exercise is more about movement that makes you feel good than 'I must get this weight off'."
7. As cartoonist Weinstein wrote in response to the sad pleas she received from her teenage readers, "Imagine what we could do (and how much more fun we'd have) if we just focused on what we loved!"

Parents can help teens keep a healthy body self-image

The appearance of a cartoon entitled "*Am I fat?*" on a popular website triggered off an e-mail frenzy. The cartoon depicted a young girl worrying excessively about her weight and feeling guilty about eating a hamburger. But the e-mail messages were overwhelmingly calls for help to the distressed cartoon girl.

"I would become anorexic if I ate guts," said a thirteen-year-old girl. "I am at the end of my pitiful rope," responded another. Some others followed suit, saying: "I hate wearing a bathing suit in public." "Boys only like my body." "I am 5 feet 7 inches in height and 135 pounds in weight. Could you please tell me whether I am fat?"

In light of a report submitted by the American Medical Association, eating disorders rank third in illnesses among teenage girls in the U.S. Even more surprising is a California Department of Health Service study revealing that 80 percent of fourth-grade girls are dieting, a trend which is echoed in many other places. Girls are busy calculating calories and fretting that their thighs are chubby rather than reading such masterpieces as *Catcher in the Rye* or joining in a football match. The fear also hits boys, who are beginning to build up muscular shoulders and massive necks.

Lesson 11

Then what can parents do to help their children develop a healthy attitude towards the bodies they have?

Karen Johnson, the deputy of the National Organization for Women has prescribed a two-fold solution to anxious parents.

First, parents themselves should get rid of the habit of looking in the mirror and saying such things as "I am too fat?" "Parents can begin by coming to terms with their own bodies," says Johnson. "They should set a good example for their children."

Secondly, parents can encourage their children to foster a strong scepticism towards whether the models on the pages of *Vogue* represent a realistic ideal. "Models today weigh 23 percent less than the average women," observes Johnson, "Twenty years ago, models weighed only 8 percent less."

Exactly what does it take for models to maintain their perfect shape? Lauren R. Weinstein, who draws the "*Am I fat?*" cartoon, gives a vivid description of the models: "I am a 16-year-old junkie," says one popular model. "I have been surgically altered," says another. As for those legendary figures these models date, says one model, "They are mostly rich upstarts who use me to show their power."

Teaching children sane eating habits is important. According to a registered dietician, the rule is surprisingly simple. "When you feel hungry, just eat," she says, "When you are full, stop."

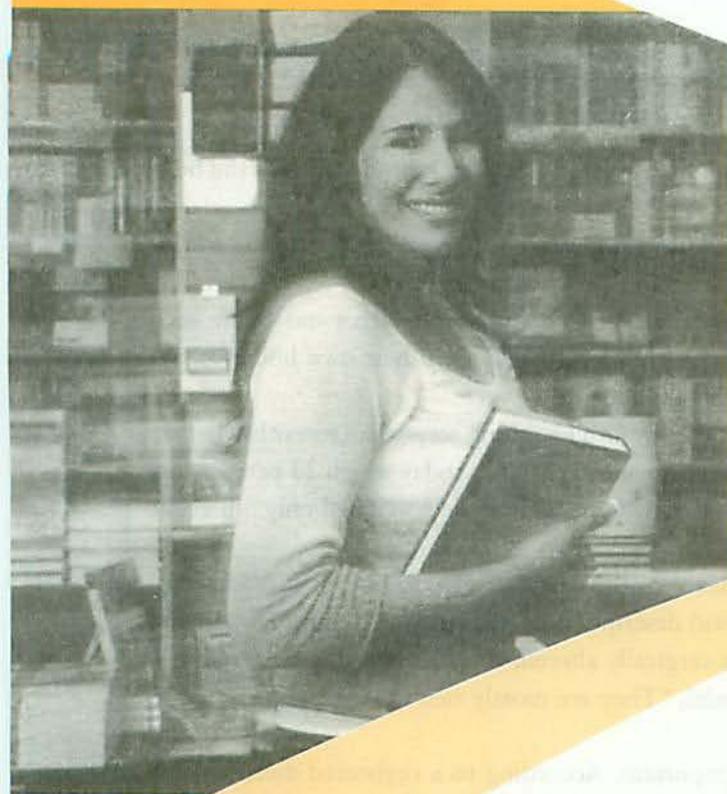
"We don't suggest that parents ask kids to be on diet," she says. "It forces people to crave what they can't eat. Instead, put healthy food around the house, don't get too much involved in how much the children are eating and make exercise a natural part of everyday life."

Considering that food is closely associated with comfort, Storper also suggests being sensitive to the emotional message conveyed through overeating or undereating by the children. "Avoid being a judge, but a good listener," she says. "They might be saying, 'I am really thirsty for attention'."

Encourage children to pursue their interests with passion. The more they are crazy about maths, the less likely it will be that they dream of looking like Jeniffer Anneston or Brad Pitt. Children should have fun and develop a sense of self, says Healther McDonald.

"Encourage them to get involved in things that make them happy," she says. "They should be aware that exercise is more about movement that can make you happy than the thought that I should lose weight."

As Weinstein wrote in response to the sad cries she got from her teenage readers, "Just think about the thing we can do if we just do what we loved!"



Unit

8

JOb

Lesson 12

Warm-up



◆ Laughing time

“Anger” and “Exasperation”

A girl doing her homework asked her father to explain the difference between anger and exasperation. Going to the telephone, he dialled a number and had his daughter listen, “Hello,” he said to the man who answered, “Is Mark Twain there?” “There’s no one here named Mark Twain.” was the reply, “Why don’t you look up numbers before you dial them?”

The father dialled the number again. “Hello, is Mark Twain there?” he asked. “No look!” the man yelled, “I just told you that there’s no Mark Twain here!” Then he slammed down the receiver. “You see,” the father explained, “that was anger. Now I’ll show you exasperation.”

Lesson 12

Again he dialled the number, and when a voice roared "Hello!" he calmly said, "this is Mark Twain. Have there been any calls for me?"

S skill analysis

In order to make a passage coherent, the author often uses connectives or referential devices. Personal pronouns and demonstrative pronouns are likely to be employed by the author very frequently. There is no exception to IELTS reading passages. If we want to have a clear idea of how the writer is organizing his ideas and work out correct answers to the IELTS questions, we should cultivate a good sense of identifying what pronouns are referring to. Generally speaking, for 80% of personal pronouns, we should look back rather than ahead to read the immediately preceding sentence. To be more specific, nouns always refer to the subject, object, or predicative of the preceding sentence.

S skill training

Exercise

The Executive Management Team of CommTrack consists of five highly qualified people with years of experience. It is headed by Bernard Goody, who is the Executive Chairman. He joined the company following a 14-year career at Nortel where he was Chief Executive of that company's international services business. There, Bernard built a profitable £100 million turnover business, which employed 700 people and provided telecommunication consulting and other services to clients worldwide, who consistently rated them as amongst the best in the business. He currently also holds a position with Netcall, an organisation that develops and markets telecommunications solutions for businesses.

Delia Timble is the company's Finance Director. Following university, she qualified as a Chartered Accountant and has had 7 years' experience with Ernst & Young Corporate Finance. This was followed by 6 years of senior financial management posts in industry, including Exel Logistics. She now manages the Finance, Administration and Commercial functions of the company.

Brad Cooper is our Technical Director. After studying for a degree in Systems Engineering, Brad joined us as a trainee Systems Analyst and subsequently worked on a number of projects within the operating divisions here. He has 18 years' experience in systems development, including working on the Control System—which tracks over 14 million packages a year through the distribution network for Marks and Spencer (a leading UK retailer)—and the Warehousing

System, which stores and dispatches goods. Brad manages the technical development of the business and now runs the Research and Development Department.

Simon Mardle is the Operations Director. Following the completion of his degree in Mechanical Engineering, Simon spent seven years as a Supply Chain consultant with Accenture. That company is known as one of the leaders in its field. After an initial focus on the design, building and commissioning of new automated warehouses across the world within numerous industries, he moved onto broader supply-chain projects for many clients. These included the implementation of a new European-wide home delivery network and the setting up of a National Transport Planning Centre for a major UK retailer. He is responsible for the day-to-day technical operation of the company, and manages the Customer Care & Support programme.

Craig Sears-Black is our Marketing Director. He studied Electrical & Electronic Engineering, and started his career in Engineering. Following a move into sales and marketing, he spent 12 years working in senior management positions at first with Olivetti and then with Apple Computer, where he worked in Europe and the USA respectively. Craig has worked with us since 1995, when he joined to set up the commercial part of our organisation, including the sales, marketing and project management functions. In addition to managing the marketing function, he is responsible for managing customer relations.

Activity 1

Pair Work

Team A: Circle the personal pronouns in one paragraph, understand the referents.

Team B: Circle the demonstrative pronouns in one paragraph, understand the referents.

Each team then give a short presentation, clearly stating both the pronouns and the referents.

Activity 2

Peer competition

Underline the personal or demonstrative pronouns in the passage, and find the referents.

Lesson 13**Lesson 13****Warm-up**

- ◆ Can you figure out the relationship between the part before the subject (we) and latter part of the following sentence?

Life being very short, and the quiet hour of it few; we ought to waste none of them in reading valueless books.

—John Ruskin

S**skill analysis**

The Cause-effect relation, or causal relation is considered to be a very important device in developing a passage. In IELTS tests, you are often required to understand the logical relations indicating cause and effect. Sometimes, there are important cues helping you to understand this relation, such as *on account of*, *because of* and so on, but you will also be required to analyze this relation when there is no such cue.

Cohesive devices indicating cause-effect relations: because; because of this; being that; another important factor of/reason for; since; as; for; in that; owing to; due to; for the reason that; in view of; the reason seems to be obvious; there are about; for this reason; as a result of this; therefore; and so; consequently; as a result; thus; hence; so; so that; in consequence; as a consequence; accordingly; inevitably; under these conditions; thereupon.

Skill training**Exercise****A Day in the Life of an Entry-Level Scientist**

8:15 a.m.	I come in and check my e-mail then plan the day. I usually have to communicate with the Operations Group to check on the status of ongoing experiments so I can go from primary to secondary classifications.
9:15 a.m.	I go to the lab after about an hour to check on samples left overnight. I also classify samples from the previous afternoon to integrate the data collected the previous day, and classify new samples that have come in that day.
12:00 p.m.	The company runs presentations during lunch, where we learn what else is going on both within the company and with the big pharmaceutical companies who supply us with compounds. The speaker might be a group member from a different group giving an update, a patent lawyer briefing us on legal issues in patent protection or a member of the Products Group describing ongoing product development work.
1:00 p.m.	Do data analysis at my desk.
3:00 p.m.	Go to group meeting (my group has 6 members) to update our Supervisor on the status of projects, either independent projects or larger projects that have several team members. The supervisor will ask questions and give advice on running further experiments or recommend additional data points to be collected. The supervisor also gives us a heads up on what compounds are coming in during the next few weeks. As a result of this meeting, we get an idea of the workload in the group.
4:00 p.m.	Update lab notebook with either data collected that day or experiments started. Get started on experiments that can be set up and run overnight.
5:00 p.m.	Prepare for weekly meetings with the entire Solid State Chemistry Group (15 members). Typically, I make a PowerPoint presentation using tables and charts of data, a summary and discussion points.
5:30 p.m.	Commute home.

I like having a variety of tasks, gathering data through multiple methods and trying to interpret data from both high-throughput experiments as well as from bench-top experiments. I

Lesson 13

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like the sense of contributing to understanding drug candidates that are likely to get into clinical trials. I like being exposed to industry and to the various issues in the pharmaceutical industry—both within my field and outside—from the senior scientists and other experts.

I sometimes have tedious tasks, such as weighing out lots of samples from high-throughput experiments or doing the same technique on many samples. Sometimes, I feel limited by having only a BS degree since so many people have PhDs. They have more in their heads to work with. That has created a great desire in me to earn an advanced degree in order to be able to make a bigger contribution.

Question 1

Ask two students to give two or three sentences with cohesive devices indicating causal relations.

Question 2

Circle the cohesive devices indicating causal relations from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.

Lesson 14**Warm-up**

- ◆ Can you figure out the relationship of the following sentence?

If we command our wealth, we shall be rich and free; if our wealth commands us, we are poor indeed.

—Edmund Burke

**Skill analysis**

In almost all kinds of English reading tests, contrast is often taken as a source of questions. IELTS also places high emphasis on contrast relations. So, we must pay special attention to such cues as *unless*, *unlike*, and the innate relations without such kind of connectives.

Cohesive devices indicating contrast relations: yet; still; for all of that; notwithstanding; rather; neither ... nor; although; though; but; however; yet; conversely; unlike; opposed to; as opposed to; in contrast (to); different from this; as opposed to this; nevertheless; contrary to; whereas; while; but on the other hand.

Skill training**Exercise****Computer Programmers**

While most people think of the prototypical geek when describing computer programmers, the field is becoming more diverse as more people enter the field, attracted by high salaries. However, successful software developers are intelligent, abstract thinkers who are good at mathematics and logical reasoning. A programmer must be able to pay attention to details, since as Sean Tierney, an IT manager at an Internet start-up, notes, “Abstract thinking is needed, not ambiguous thinking. You have to be able to pay attention to details. A misplaced comma will stop

Lesson 14

the application from functioning. In programming, either the application works or it doesn't."

Software development is still a male dominated field. The current programming culture is still known for relaxed attitudes towards time-keeping and dress codes, not to mention a distaste for authority. The combination of high salaries and high demand allows these professionals to have more control over their working conditions. "Managing programmers is like herding cats" is a common expression in the industry.

Contrary to the geek stereotype, communication skills both written and verbal, are very important. Good software engineers employ clearly defined specifications and well documented code so that future programmers will have a clear understanding of what has already been done. A typical dot-com will have only a few software engineers because of high costs. Therefore, a staff programmer may be called upon to represent and explain technical requirements to other staff, clients, and partners.

The salaries are quite high in this field, ranging from \$50K to \$120K+, depending on years of experience, educational background, range of languages and skills, management level (such as development leader), and industry. Note that start-ups may pay significantly less than banks or other major corporations; and consultants may earn significantly more than their full-time, one-company counterparts. Nevertheless, many employees prefer to work at lower-paying dot-coms and software development houses because they prefer a more relaxed, egalitarian company culture. No matter what industry, benefits include stock options and bonuses, although these also vary from place to place.

Most top salary positions include some management responsibilities as well as programming. There is a cap for those who wish to avoid management and just code for the rest of their lives. Programmers who decide to move into management or who start their own businesses often stop programming eventually because business requirements take up most of their time and they are unable to keep current in the field.

Question 1

Ask two students to give two or three sentences with cohesive devices indicating contrast.

Question 2

Circle the cohesive devices indicating contrast from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.

Lesson 15

Warm-up



- ◆ Can you figure out the relationship of different parts within the following sentence?

Ideas are like the stars—we never reach them, but like mariners, we chart our course by them.

—C. Schurz

Skill analysis

Analogy is often employed by the writer to explain something that is very abstract. IELTS tends to choose the sentences underlying these analogies to use in questions. These questions test whether the examinees understand the analogy, and that has a direct bearing on whether they understand the overall meaning of the author. Such expressions as *like*, serve as very important cues for the correct understanding of analogy. Examinees should understand this kind of relation. The formula for the question is summarized as follows: 'A is (like) B' in the original text. Then the question will be: 'B has the nature of X, what about A?' The answer is: A has the nature of X.

Cohesive devices indicating analogy: similarly; in like manner, in comparison with; when compared with; compared with; when in fact ... ; like ... ; likewise; similarly important; by doing so; both ... and ... ; in the same way; not only ... but (also).

Skill training

Exercise

A Job in International Business Development

Harvard Business School graduate, Sarah Smith, is a Director of International Business De-

Lesson 15

velopment at Paramount. After graduating from business school, she spent two years as a consultant with Hamilton, and joined Paramount in 1997. We asked her to describe her career path, as well as a typical day on the job.

"I used my Harvard alumni network to find out about jobs in the entertainment industry. Through a connection, I met with my current boss to have an informational interview. Coincidentally, a position opened up, and they brought me into the ranks of Paramount. Now I wake up every morning at 5:30 or 6:00 a.m. and do exercise and yoga on the beach near my house. A lot of people here think I work a really long day, but compared to the other MBAs in consulting and banking, it's a great life. I'm sure I make more money, too, when you put it by the hour."

I am fortunate in the sense that I am in International Business Development, working closely on deals and mixing between the creative and financial worlds, which is exactly what I wanted to be doing. I do get calls from Internet entertainment companies from time to time, though I am dubious that this is the best route for me to take—I might feel like a duck out of water. My immediate goal is to levitate myself to the next level at Paramount. My giant-step goal is to be the head of my own company or studio.

My advice to MBAs is this. MBAs tend to want the power seat. If you are an MBA in the entertainment industry, the creative types of people are driving the bus. You have to be a very balanced person to achieve a comfortable niche within this. You're working in an industry that is working from another perspective. I feel very comfortable walking into a meeting and talking to a film's sound editors and sitting down to crunch numbers. Hollywood is not a bastioned intellectual environment, like a research laboratory. Decisions are made quickly and impulsively. MBAs need to be wary of their own arrogance if they wish to enter the entertainment industry."

Question 1

Ask two students to give two or three sentences with cohesive devices indicating analogy.

Question 2

Circle the cohesive devices indicating analogy from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences/clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences/clauses (without cohesive devices) in a passage.

Lesson 16**Warm-up**

- ◆ Can you figure out the relationship of different parts within the following sentence?

The people who get on in this world are the people who get up and look for circumstances they want, and if they cannot find them, they make them.

—George Bernard Shaw

Skill analysis

When examining the innate relationship between two paragraphs, we find that many paragraphs have a relationship called ‘progressive development’, that is, the author develops his idea in a gradual, progressive way. To understand this relationship, it is very important for us to look at the structure of the text and, from this, quickly locate the information we need in the text. When we come across such expressions as *in addition to*, *then*, we can understand the relations very quickly, but sometimes we also need to ‘read between the lines’ of paragraphs to know the relations between two sentences or two paragraphs.

Cohesive devices indicating progressive development relations: furthermore; moreover; further; In this way; still; not only ... but also ... ; not ... but ... ; in addition (to); additionally; much more interesting is/are; more specifically; next; besides; as far as ... is concerned; moreover; in other words; along this line of consideration; on the one hand ... , on the other hand ... ; even; as a popular saying goes ... ; in order to do it ... ; meanwhile; at the same time; accordingly; in the first place ... , in the second place ... ; equally important; of even greater appeal.

Skill training

Exercise

Lawyers, also called attorneys in the US, act as both advocates and advisors in the legal system. As advocates, they represent a party in a criminal or civil trial by presenting evidence and arguing to support their clients in court. As advisors, lawyers counsel their clients concerning their legal rights and obligations, and suggest particular courses of action in business and personal matters. Lawyers research the intent of laws and judicial decisions and apply the law to their clients' circumstances. They may specialize in a number of different areas, including bankruptcy, intellectual property, probate, international or environmental law.

A good lawyer requires several skills. These include proficiency in writing, speaking with ease and authority, reading, researching, analysing and logical thinking. Perseverance, creativity and reasoning ability are also essential for lawyers, as they must often analyse complex cases and handle new and unique legal problems. A lawyer must also be familiar with courtroom rules and strategies.

With regard to education, a four-year college degree, three years in law school and successful completion of a written bar examination are required. After graduation, lawyers need to stay informed about legal and non-legal developments affecting their practices. Currently, in the USA, 39 States and jurisdictions require lawyers to undergo continuing legal education.

If you're interested in pursuing a career as a lawyer, you'll probably encounter stiff competition until 2008. This is because the number of law school graduates is expected to surpass the economy's capacity to absorb them. The continuing demand for lawyers will mostly come from population growth and the general level of business activities, as well as an increase in legal actions in healthcare, intellectual property, international law, environmental law and sexual harassment.

The growth in demand for lawyers will continue to be concentrated in salaried jobs as businesses and all levels of government employ a growing number of staff attorneys; employment in the legal services industry will also increase in larger law firms. The number of self-employed lawyers is expected to increase slowly because establishing a profitable new practice to compete against larger, established law firms will continue to be difficult.

Question 1

Ask two students to give two or three sentences with cohesive devices indicating progressing relation.

Question 2

Circle the cohesive devices indicating progressing relation from the passage and analyze the rela-

tions between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.

Lesson 17**Lesson 17****Warm-up**

- ◆ Can you figure out the relationship of different parts within the following sentence?

The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself.

—George Bernard Shaw

S**skill analysis**

Parallel relations are also very common in developing the author's idea, especially when the author is going to explain two similar things or two aspects of the same thing. Such connectives as *and*, *similarly* and so on, help us to see parallel relations between two paragraphs. A good understanding of this relation will also speed up our ability to locate specific information in the reading passage.

Cohesive devices indicating parallel relations: *and*; *also*; *too*; *as well as*; *either ... or ... ; both ... and*

S**skill training****Exercise**

Teachers act as facilitators or coaches, using interactive discussions and hands-on learning to help students learn and apply concepts in subjects such as science, math or English. Kindergarten and primary school teachers play a vital role in the development of children. What children learn and experience during their early years can, first of all, help shape their views of themselves and the world, and, as a result, can lead to either success or failure in school, work and in their personal lives. Secondary school teachers help students delve more deeply into subjects introduced in elementary school and expose them to more information about the world.

Kindergarten, primary, and secondary school teaching requires a variety of skills and aptitudes, including a talent for working with children and the ability to create an effective classroom learning environment. Teachers must also possess excellent organizational, administrative, problem-solving, conflict-resolving, and record-keeping abilities. In addition, research and communication skills are essential, as is the power to influence, motivate, and train others. Moreover, teaching also requires a high level of patience and creativity.

All 50 US states and the District of Columbia require public school teachers to be licensed, but it is not required for teachers in private schools. Requirements for regular licenses vary by state. However, all states require a bachelor's degree and completion of an approved training program with a prescribed number of subject and education credits as well as supervised practice teaching.

Overall employment of kindergarten, elementary and secondary school teachers is expected to increase about as fast as the average for all occupations until the year 2008. The job market for teachers varies widely by both geographic area and subject specialty. Many inner cities and rural areas have difficulty attracting enough teachers, so job prospects should continue to be better in these areas than suburban districts. With enrolments of minorities and non-English speaking students increasing, coupled with a shortage of minority teachers, efforts to recruit minority or bilingual teachers should intensify.

Question 1

Ask two students to give two or three sentences with cohesive devices indicating parallel relation.

Question 2

Circle the cohesive devices indicating parallel relation from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices).

Question 4

Fill in the blanks with the given cohesive devices indicating parallel relation.

Lesson 18

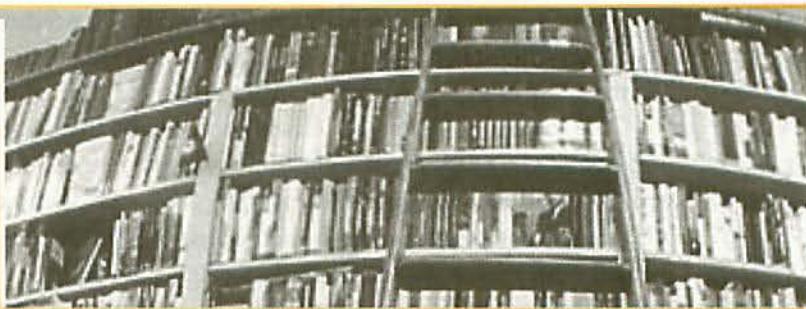
Lesson 18

Warm-up

- ◆ Can you figure out the relationship of different parts within the following sentence?

Bodily exercise, when compulsory, does no harm to the body; but knowledge which is acquired under compulsion obtains no hold on the mind.

—Plato



Skill analysis

It is a common practice for test designers to set some traps where transition is used, because the real intention of the author is “hidden” or “masked” through the use of *but*, *however* and so on. When we encounter such expressions, we should bear in mind that the reading focus should be put on the *latter half* of the sentence. This principle also applies when we examine the relationship between two paragraphs. The author uses the transition to emphasize something “after the transitional cues”, so when we are fast reading, we can jump directly to the content indicating the transition.

Cohesive devices indicating transitional relations: *but*; *even so*; *however*; *though*; *even though*; *independent of*; *despite that*; *in spite of that*; *regardless of*; *yet ... ; and yet*; *but unless*.

Skill training

Exercise

Some people will disagree, but I think that if you decide to come to China to work as an English teacher, the question of salary is important. First, you need to honestly evaluate what type of lifestyle you want in China. If you are in Shanghai and want to go out every weekend, or if you want to go to the market and buy material and have custom made clothes, then you are going to need at least 5,000 RMB per month to exist. This is, if your apartment is already paid for

by your employer. Add a few thousand more if you need to rent your own place. If you are in a smaller city the cost of living is much, much less. Remember that salaries in smaller cities will be less too. However, if you can live without Pizza Hut, then you can live for a lot less.

The location of your school will probably be the biggest single influence on your China experience. If you teach in Shanghai, in one of the better high schools, you may be in the classroom with international students and spending weekends with other westerners. It is easy to see how your exposure to China could be somewhat limited. By contrast, if you are employed at a school in rural China, you may be the only foreigner for miles. For what it is worth, I'd suggest taking a placement in a major city for the first year and then go inland if you decide to stay for a second year. Many people have found that they pick up Chinese quicker if they are in the countryside for their first year or two.

If your reason for coming to China is to learn Chinese then you may find the opportunities for learning a bit limited. For example, my school provides free Chinese classes (actually allowing me to sit in on Chinese classes offered to Korean and Japanese students) but the classes conflict with my teaching schedule. Other teachers have been able to negotiate around this problem. Some teachers have had good success with hiring tutors. On the other hand, beware of language exchanges. Often the entire time is spent speaking English and little Chinese is spoken. Most of your students will want to practice English outside the classroom. In short, it is very easy to spend a year in China and realize that you have learned very little Chinese.

I think that a good many people come to China to get their foot in the door and then start looking for other employment. Jobs aren't hard to find but good jobs seem to be difficult to obtain. If you want to tutor part-time or edit some companies' web pages then you can find that type of work fairly easy. If you want to be a mid-level decision maker then you might have a difficult time finding that type of opportunity. Whilst a few people have succeeded in finding such jobs, this seems to have had a lot to do with luck and personal connections rather than ability.

Question 1

Ask two students to give two or three sentences with cohesive devices indicating adversative relation.

Question 2

Circle the cohesive devices indicating adversative relation from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.

Lesson 19

Warm-up

- ◆ In small groups, discuss what a summary is and how or why to summarize the paragraphs or passages.

S

skill analysis

Cohesive devices in the reading texts are certain expressions which serve as signals for the meaning and structure of the text. They tell the readers how the texts are organized; and they indicate the relationship between the sentences before and the sentence following. When making preparations for the IELTS, students should train themselves

to dig out the cohesive devices hidden in the text, which will greatly help them to deconstruct the text, that is, to understand the structure of the text, and as a result, understand the meaning.

Cohesive devices indicating other relations:

- 1) Exemplification: for example; for instance; in this case; namely; as you know; as he explains; like; such as; a case in point is ... ; consider ... ; in particular; including ... ; for one thing ... , for another ... ; to put it simply; stated roughly; as an illustration, I will say ... ; a good example (of ...) would be ... ; to detail this, I would like to ... ; It is interesting to note that ... ; in this situation; as proof; take the case of; take as an example; as for; as regards; as to; according to; on this occasion.
- 2) Stress: in fact; especially; particularly; moreover; naturally; what is more important; in reality; certainly; of course; indeed; in particular; not to mention ... ; believe it or not; undeniably; other thing being equal; it is certain; sure that ... ; to be strict; to be true; by definition; definitely; undoubtedly; without a doubt; in truth, in any event; without reservation; obviously, not only ... but (also ...), both ... and ...
- 3) Condition: if; unless; lest; provided that; if it is the case; in this sense; once ... ; if possible; if necessary; if so; if not all; if anything.
- 4) Generalization: in other words; on the whole; in sum; therefore; hence; in short; in brief; to sum up; in conclusion; in summary; to conclude; the conclusion can be drawn that ... ; for this reason; in short.
- 5) Position: beyond; opposite to; adjacent to; at the same place; there; over; in the middle; around; in front of; in the distance; farther; here and there; above; below; at the right; between; on this side.
- 6) Aim: with this objective; for this purpose; in order that; in this way, since; so that; on that account; in case; with a view to; for the same reason.
- 7) Restatement: in other words; that is to say; as I have said; again; once again.
- 8) Sequence: first; second; thirdly; next; then; at the outset; following this; at this time; now; at this point; after; afterward; after this; subsequently; lastly; finally; consequently; before this; previously; preceding this; simultaneously; concurrently.
- 9) Time: at once; immediately; at length; in the mean time; meanwhile; at the same time; in the end; then; soon; not long after; later; at once; at last; finally; some time ago; at present; all of a sudden; from this time on; from time to time; since then; when; whenever; next point; a few minutes later; formerly; as; once; since; occasionally; in a moment; shortly; whereupon; previously.

Lesson 19**S skill training****Exercise 1****Question 1**

Circle the cohesive devices in the given paragraph and analyze the structure.

I think that it's wonderful that people can travel to most parts of the world quickly and easily. Unfortunately, only a small proportion of the world's people actually do this. Most people rarely travel outside their own area or country, even if they would like to do so. Firstly, people don't have the money to do much travelling. Once people have taken care of their everyday cost of living, they don't have too much left over to take a trip to the exotic places that they have heard about on TV and from friends, or read about in newspapers or on the Internet. Secondly, people have other things to do with their lives, such as commitments to family, friends, and (sad to say) work. I am sure these people wish that they could travel more, but I am also sure that they are reasonably happy with their lives in their own areas.

Exercise 2**Question 2**

Fill in the blanks with the corresponding cohesive devices.

Question 3

Analyze the structure of the paragraph.

This is what you do when you take a flight from an airport. _____ you need to check in. Present your ticket at the check in counter and hand over any large pieces of baggage. Checking in early is often a good idea, _____ you can request a seat in a particular part of the plane, _____ at the back beside a window. _____, make your way to the security check. You will need to walk through a metal detector and have your carry on baggage put through an x-ray machine. Remove any keys, coins, or other metallic objects, _____ you do not set the metal detector off. _____ you are waiting for your flight to board, you can browse through the shops, read a book, or buy yourself a drink. _____, refreshments at airports do tend to be expensive, _____ you might prefer to bring your own.

People (1)

Lesson 20

Warm-up



- ◆ Try to comprehend the article's structure by looking at the different cohesive devices.

Skill analysis

Now, we will try to get familiar with the function of cohesive devices through some specific examples. The expression such as *for instance*, tells us that the writer will give some specific examples to illustrate the main points just presented. Another expression, often used in the text which shows us the cause and effect relationship between one idea

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and another is *because*. Such devices show logical connections of ideas, thus helping you to understand the meaning.

In order for you to have a better understanding of the cohesive devices, you will be required to read a passage where the cohesive devices are dug out. By filling in the blanks, you will get a sufficient idea of the organizing structure of the passage.

Exercise 1**Question 1**

Circle the cohesive devices in the passage and analyze the structure of the passage.

The investigation into an accident at a railroad crossing involving an old lady driving her car across the railroad when it was hit by a train continues. A Spring Lake Heights resident, who requested anonymity was sitting on the back seat of a police car when police officer asked her what had happened. "I was right behind her car," she said, her voice shaking. "The gates were down and she just went right around them." She then stared up at the officer and asked, "What would possess someone to do that?" That is a question officials will be looking into in the coming weeks, especially as they try to determine which of several eyewitness accounts of the accident is accurate.

The victim, was killed instantly when a train struck her car at approximately 4:20 p.m. on Monday, sending it into the air. The car landed 60 yards away and hit a tree, according to Janet Hines, a NJ Transit spokeswoman. The train involved was travelling north from Bay Head to Long Branch during the time of the collision, Ms. Hines said. "According to the engineer's account," she said, "he witnessed the car on the tracks and blew his horn at her and used the emergency brake but was unable to stop before striking the car." Ms. Hines added that at the time of the collision the railroad gates were down and the driver drove around the gates to get onto the track after already being stopped.

According to Spring Lake Police Chief Robert Dawson, the Spring Lake Heights woman was returning to her home when the accident occurred. "Witness accounts stated that she pulled onto the railroad crossing and the gates started coming down and she froze, and once that happened, she didn't move the car one way or another," he said. That account differs dramatically from what the witness who was stopped directly behind the victim's car said. "The wait at that particular crossing has always been long as far as I, my husband and my mother can remember," she said. "We have sat there time after time for at least 10 minutes." "I know that we sat at the railroad gates for at least five to seven minutes, before she backed up and tried to go around," she said. "I looked up all of a sudden and noticed that the car in front was starting to drive around the gate after it had come down."

Chief Dawson said that the police department did not believe the accident to be a suicide, but simply a motor vehicle accident. The witness from the car behind said she does not know

why the victim waited as long as she did before driving around the gates or why she did not see the train approaching at approximately 50 mph. "I don't know, I think she could've been just impatient; maybe she had some place to go, and maybe she had already sat there for a time and decided she didn't want to sit there anymore," she said.

According to Monmouth County First Assistant Prosecutor Robert Honecker, preliminary evidence suggested that the victim drove between the gates and possibly froze. "Some witnesses say she got caught in between when the gates came down and some say she manoeuvred around, once they had already come down," he said. "Right now we're considering everything and we will also be doing a toxicology test on the body but won't have the results for four to six weeks."

Skill training

Exercise 2

Questions 2–4

2. Fill in the blanks of the passage with the appropriate cohesive devices.
3. Underline the topic sentence of paragraph A.
4. Draw a chart revealing the passage structure.

Halloween

- A. Halloween's origins date back to the ancient Celtic festival of Samhain (pronounced sow-in). The Celts, who lived 2000 years ago in the area that is now Ireland, the United Kingdom, and northern France, celebrated their new year on November 1. This day marked the end of summer and the harvest and the beginning of the dark, cold winter, a time of year that was often associated with human death. Celts believed that on the night before the new year, the boundary between the worlds of the living and the dead became blurred. So it was that the night of October 31, they celebrated Samhain, believing that the ghosts of the dead had returned to earth. Celts thought that, (1) _____ causing trouble and damaging crops, the presence of the other worldly spirits made it easier for the Druids, or Celtic priests, to make predictions about the future. For a people entirely dependent on the volatile natural world, these prophecies were an important source of comfort and direction during the long, dark winter.
- B. To commemorate the event, Druids built huge sacred bonfires, where the people gathered to burn crops and animals as sacrifices to the Celtic deities. During the celebration, the Celts wore costumes, typically consisting of animal heads and skins, and attempted to tell each other's fortunes. When the celebration was over, they re-lit their hearth fires, which they had extinguished earlier that evening, from the sacred bonfire to help protect them during the

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coming winter.

- C. By A.D. 43, Romans had conquered the majority of Celtic territory. In the course of the four hundred years that they ruled the Celtic lands, two festivals of Roman origin were combined with the traditional Celtic celebration of Samhain. (2) _____ was Feralia, a day in late October when the Romans traditionally commemorated the passing of the dead. (3) _____ was a day to honor Pomona, the Roman goddess of fruit and trees. The symbol of Pomona is the apple and the incorporation of this celebration into Samhain probably explains the tradition of “bobbing” for apples that is practiced today on Halloween.
- D. By the 800s, the influence of Christianity had spread into Celtic lands. In the seventh century, Pope Boniface IV designated November 1 All Saints' Day, a time to honor saints and martyrs. It is widely believed today that the pope was attempting to replace the Celtic festival of the dead with a related, but church-sanctioned holiday. The celebration was also called All-hallows or All-hallowmas (from Middle English Alholowmesse meaning All Saints' Day) and the night before it, the night of Samhain, began to be called All-hallows Eve and, eventually, Halloween. Even later, in A.D. 1000, the church would make November 2 All Souls' Day, a day to honor the dead. It was celebrated similarly to Samhain, with big bonfires, parades, and dressing up in costumes as saints, angels, and devils. Together, the three celebrations, the eve of All Saints', Halloween and All Souls', were called Hallowmas.

Lesson 21

Warm-up



- ◆ Form yourselves into groups of four. One person tells a story and then another person should summarize what the storyteller said.

Skill analysis

- ◆ Now you will be given a list of some of the most commonly used markers and the functions they perform.

1. Listing: *such as, first, in the first place, my next point is, last, but not the least, first and foremost*
2. Summing up: *to summarize, in other words, to sum up, to wrap up the story, in all*
3. Indicating the extension or further development of previously mentioned ideas: *furthermore, moreover, in addition*

Skill training

Exercise 1

Find the key sentences of each paragraph and then find the topic sentence of the passage through cohesive devices.

Brinks Mat

On November 26th 1983, six robbers broke into the Brinks Mat warehouse at Heathrow Airport. Presumably, it was to be a relatively easy job, stealing £3 million in cash when there was an inside man, but this was drastically changed when, instead of the cash, they found gold bullion worth £26 million.

Lesson 21

It seemed at first as if the robbery was a major operation that had been extraordinarily well planned. And in reality, the operation was supported by a very detailed planning, but the robbers had hoped to find money, not ten tonnes of gold bullion, ready to be transported to the Far East.

The £6 million in gold wasn't just lying in a warehouse waiting to be stolen. It was locked in a safe, deep inside a secure airport building surrounded by guards, but that didn't deter the robbers.

Clearly having some insight into the layout of the building, the gang burst into the secure area, disabled the guards and tied them up. But to make matters worse, in order to force the guards to reveal the combination to the safe, the robbers poured petrol over them and threatened them with lighted matches until they gave in.

When the safe was finally opened, they looked in disbelief on a haul of gold bullion that was far beyond any previous 'cash-only' heists they had ever been involved in. What should have been a five minute "smash 'n' grab" robbery, turned out to be a lengthy operation that made several members of the gang leave the airport to get some different transport because the booty was so big and heavy that their getaway vehicle couldn't handle it.

Nearly two hours after they had entered the building, the gang managed to make their getaway.

The usual suspects

The Brinks Mat robbery was a bold and very skillful operation, so shortly afterwards the police were able to trace the core figures of the gang from the usual suspects. The word had it that Mickey McAvoy and Brian Robinson had been scouting for trustworthy recruits weeks before the robbery, rumoured to be a mammoth inside job.

Robinson was already quite familiar to the police, and was nicknamed "the Colonel." His partner in crime, Mickey McAvoy, also had a bad reputation and was considered to be one of South London's most prolific armed robbers.

After the robbery, the first problem McAvoy and Robinson faced was to come up with a proper way to deal with £26 million worth of gold bullion—not the easiest thing in the world to hide. And to get away with the job, they would have had to arrange for it to be carefully laundered and discreetly transferred into their own pockets. This kind of operation requires a large degree of care—and an element of subtlety—both of which Robinson and McAvoy lacked.

Before the robbery, they were both living in modest council houses in South London, but only a few weeks after the heist they were living in a very large house in Kent, paid for in cash. And to make things worse, it was rumoured that McAvoy had bought two Rottweiler dogs to protect his mansion and named them "Brinks" and "Mat".

Deciding how to deal with such a large physical amount of gold would have been extremely difficult for the two main robbers, and there would not have been many people in their immediate circle who would have known what to do with it, or who might have been interested in such vast amounts of gold. Some bigger fish from the London end of the criminal pond had to be called in.

The Brinks Mat gang called upon the services of a criminal figure known only as "The Fox". The Fox was a well-known figure in the criminal underworld, and had risen to become one of the senior figures around the country due to his associations with many London gangs, particularly

the infamous Adams family.

Using his contacts, the Fox arranged for the Brinks Mat gold to be delivered to a variety of different people so it could be smelted down into more manageable forms. The Adams family were happy to oblige, for a small cut of the proceeds. They involved the services of a jeweller named Solly Nahome, who was willing to sell on the smelted-down goods.

Exercise 2

Find the key sentences of each paragraph and then find the topic sentence of the passage according to its logical relations.

Organizing a Class Reunion

Should we have a single day or multi-day event? Some classes just have a one evening reunion event. Other classes host multi-day reunions. Classmates repeatedly echo the same words after the reunion is over ... ‘the evening went by too fast’ ... ‘there just wasn’t enough time to talk with everyone’. How do you pack 5, 10, 20, 30 years of each other’s lives into 5 hours? The answer is you can’t. Hosting a multi-day reunion however gives your classmates additional time to relax and get reacquainted. This is far more attractive for those travelling from afar to attend the reunion. It may involve a little more work to host a multi-day reunion. But it offers many advantages to your classmates.

Many classes kick off their reunion activities with an informal Friday night party. This event is intended to loosen classmates up in an informal and relaxed atmosphere. These are held at a local restaurant or bar where snacks are served and classmates pay for their own cocktails. Keep this event simple—don’t put a lot of stress on yourselves.

Saturday evening is typically reserved for the big event. Consider adding some daytime events. One popular event you might want to consider is arranging a tour of your old high school. After 10, 20, or 30 years this can be a wonderfully rejuvenating experience. You might hold your event to coincide with your school’s homecoming or a school football game. This encourages classmate participation. Try to organize special seating arrangements so your class can all sit together. Some classes also organize activities—a morning golf outing, a local site seeing tour or a group shopping trip.

Aren’t you tired yet? On Sunday, you might want to consider a relaxing event, such as a picnic. This is a chance for any last minute catching up and saying your goodbyes in a less hectic atmosphere. You could make it a family event with spouses and children invited.

What kinds of activities should you provide at the reunion? If you are planning a more formal evening event, certainly the night should contain a sit-down dinner and lively music entertainment. You can add some formality to the evening, such as having an official opening ceremony and a few brief speeches and awards before dinner. You could hold a tribute to classmates who have passed away. One thing you need to remember is that people are coming to the reunion to catch up with old friends. You need to allocate the majority of the evening to free socializing.

Lesson 21

You might want to consider setting up a continuously running slide show of old class photos in one corner of the room. This is always a great attraction. Consider setting up a nostalgia table for classmates to view memorabilia and artifacts from your schooldays. This is a great way to jog faded memories and spark discussions amongst classmates. Ask each of your classmates to bring one piece of personal memorabilia for the nostalgia display. If you want to encourage dancing, make sure your music provider plays music from your era.



11

Unit

People (2)

Lesson 22

Warm-up



- ◆ Can you add any cohesive devices in the following text to make it more coherent?

Ladies and gentlemen, many people in the world have a dream that one day they could come to China and visit Beijing. My countrymen have a very strong desire to stage an excellent Olympic Games in Beijing which will be a great contribution to the Olympic movement and its history. I therefore hope from the bottom of my heart that you, distinguished IOC members, will help them realize their long-cherished aspirations.

The Chinese sage Confucius said, "Isn't it a delight after all to have friends come from afar?" Indeed, it is our delight to welcome all guests with open arms to Beijing in the year 2008. I'm sure you will have a great games in Beijing! Thank you!

Skill analysis

Coherence is one of the most important organizing principles for essay writing, which means that each sentence in a paragraph leads naturally and logically to the next in explaining the central idea. When we are reading articles written by the Westerners, we often find that we are at a loss how the writer develops his or her ideas. In this lesson, you will be given some “isolated”, “fragmented” short sentences. You should read them to detect their logical relations and glue them together by using the proper cohesive devices.

Skill training

Exercise 1

Question 1

Connect any sentences below by using the appropriate cohesive devices.

My best friend is quite tall. He has short, brown hair. His eyes are bright blue. Girls find them very attractive! He has very good dress sense. He wears a suit to work in winter. In summer it is warmer. He wears a shirt and tie. He likes to wear jeans and T-shirts outside work. They help him to feel more relaxed and comfortable. My best friend is optimistic. He is kind to his friends. He visits his parents. He doesn't live with them. He is independent. He is not married. He is looking for a girlfriend. You can meet him at my next party!

Exercise 2

Question 2

Put in the appropriate cohesive devices as much as you can in the passage.

Many Chinese people are famous all over the world. Here are a few examples.

Yao Ming was drafted by the Houston Rockets of the National Basketball Association (NBA) in 2002. He became only the third Chinese national ever to play in the NBA. Yao was already famous, and famously tall. At 2.26 metres, he towered over most professional players. He had played for China's national team in the 2000 Olympic Games. He played five seasons with the Shanghai Sharks of the China Basketball Association. Yao wears uniform #11. Yao's parents

played for the national basketball teams of China. His mother, Fang Feng Di, is 6'3" tall. His father Yao Zhi Yuan is 6'7". Previous Chinese players in the NBA were Wang Zhizhi (joined the Dallas Mavericks in 2001), and Mengke (or Menk) Bateer (joined the Denver Nuggets in 2001).

Zhang Ziyi played fist-fighting heroines in *Crouching Tiger, Hidden Dragon* (2000) and *House of Flying Daggers* (2003). Zhang was born in China. She spent six years at the Beijing Dance Academy. She continued acting studies at the Central Academy of Drama. Her first leading role was in the poetic village romance *The Road Home* (1999). One year later she landed a high-profile part. She played the aristocratic young rebel Jen Yu in Ang Lee's *Crouching Tiger, Hidden Dragon*. The role brought Zhang to the attention of international audiences. Her porcelain good looks and tough image proved to be a popular combination. She co-starred with Jackie Chan in the action comedy *Rush Hour II*. In 2004 she played a mysterious samurai-like courtesan in the action film *House of Flying Daggers*.

Ang Lee has directed a diverse series of films. He directed the clash-of-cultures comedy *The Wedding Banquet* (1993). He directed the Jane Austen period romance *Sense and Sensibility* (1995). He directed the martial arts epic *Crouching Tiger and Hidden Dragon* (2000). It was nominated for 10 Academy Awards. It was nominated for best director and best film. *Sense and Sensibility* was nominated for best picture of 1995. *The Wedding Banquet* was nominated as best foreign picture of 1993. Lee was born in Taiwan, China. Lee attended college at the University of Illinois. He attended film school at New York University. In 2003 he released the blockbuster comic book film *The Hulk*. This maintained his reputation for taking on new challenges.

Lesson 23

Lesson 23

Warm-up



The teacher will give an oral presentation on the topic of “people” and then ask the students to respond to the questions so as to introduce the “information-locating” ability, which is required of the students.

S kill analysis

A core reading ability tested in the IELTS is to identify the proper ‘locating words’ or expressions from the question and then locate the information that will help you to find out the answer in the text. More than 80% of the IELTS questions should be dealt with through the ‘locating words’. When there are words indicating time, place, date, name in the question, we should single them out and use them to help us to locate the information we need. If there are some nouns acting as subject, the superlatives of adjectives and adverbs, we should also pay special attention to them. Besides, verbs indicating changes deserve our attention, too. All the above are potential keywords in IELTS.

S kill training

Exercise 1

Questions 1–3

Underline the locating words in a sentence and anticipate the possible positions of a sentence, then locate the sentence in the paragraph.

1. Beckham is famous for his professional skills, such as a memorable goal from midfield against Wimbledon in 1996.
2. However, at Real Madrid he changed his number, since the number 7 had already been taken by his team mate.

3. Beckham typically plays midfield.

David Beckham is a leading English footballer and also a former star of the legendary team Manchester United. He was already a favourite of fans when he married Spice Girls star Victoria Adams ("Posh Spice") in July, 1999. The combination of the two heartthrobs proved irresistible to the press and public. As a result, they became one of Britain's most famous couples. As a player Beckham is particularly known for his free kick expertise, hot temper and spectacular long-range shots, including a famous goal from midfield against Wimbledon in 1996. In June, 2003, Manchester United sold Beckham to the Spanish team Real Madrid for a transfer fee of £25 million—in other words about US \$45 million. Beckham wore uniform number 7 with Manchester United. However, at Real Madrid he switched to number 23, since the number 7 had already been taken by his team mate, Raul. Beckham is not as special at Real Madrid, because the team was already home to several other superstars, including Luis Figo, Ronaldo and Zinedine Zidane. Beckham typically plays midfield. His popular nickname is "Becks". He has three sons with Victoria Beckham. Brooklyn was born on 4 March 1999, Romeo was born on 1 September 2002, and Cruz was born on 20 February 2005. Beckham was disqualified from the 1998 World Cup after a rough foul in England's loss to Argentina. However, in 2002 he returned to the World Cup as captain of the English side, alongside fellow star Michael Owen.

Exercise 2

Questions 4–6

Underline the locating words in a sentence and anticipate the possible positions of a sentence, then locate the sentence in the paragraph.

4. Paul McCartney plays guitarist with his left hand.
5. McCartney wrote most of the songs for The Beatles.
6. Paul became more publicly active in charitable work after his wife Linda died of cancer in 1998.

Paul McCartney was a member of The Beatles. He is a singer, a songwriter, and a guitarist. McCartney plays the guitar left-handed. The Beatles were the biggest rock band of the 1960s. In 1957 Paul McCartney was invited to join John Lennon's band The Quarrymen. George Harrison and Ringo Starr also joined. The new band became The Beatles. Their songs were usually written by McCartney and Lennon. Some of their famous songs were *A Hard Day's Night*, *Yesterday*, *Let it Be*, and *Hey, Jude*. McCartney released his first solo album in 1970. In the 1970s, McCartney formed the band Wings. His wife, Linda, who had previously been a model, was also in the band. They toured extensively and recorded albums. Their most famous albums were *Band*

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on the Run and *Venus & Mars*. In 1979 McCartney was awarded a special award for having sold over 200 million albums. In the 1980s and 1990s McCartney continued to record and perform. He was awarded the title, Member of the British Empire (MBE) in 1997. This made him Sir Paul McCartney. Paul and Linda's daughter became a popular model and fashion designer. After Linda McCartney died of cancer in 1998, Paul became more publicly active in charitable causes. In July 2001 McCartney announced his engagement to model and activist Heather Mills and the pair married on 11 June 2002 at Castle Leslie in Ireland.

Lesson 24

Warm-up



◆ What advice did the lady give to the woman?

A woman got a dent in her car and took it in to the repair shop.

The repairman decided to have a wee bit of fun. So he told her all she had to do was to take it home and blow in the tailpipe until the dent popped itself out.

After 15 minutes of this, a lady, one of the woman's friends, came over and asked what she was doing. "I'm trying to pop out this dent, but it's not really working." "Duh, you have to roll up the windows first!"

Skill analysis

Sometimes, it is very hard for us to locate the needed information only through the keywords or phrases when the passage is too long for us to come directly to the place where the question exists. This time, an overall idea of the structure of the article will come out to our rescue. If we have a clear picture of what is discussed, and where, we can locate the desired part very quickly through the help of the locating words.

A clear idea of the structure of the passage can be achieved through a reading of the opening and ending paragraphs and the topic sentences of each paragraph, through which you can form a mental picture of the reading text. This mental picture will offer great help when you are looking for information. A thorough investigation of the reading comprehension of IELTS has proved that up to 80% of the questions have a lot to do with this understanding of the structure of the whole passage.

S skill training

Exercise 1

Questions 1–3

Find the relevant information in the passage according to the questions.

1. Why are “doers” enthusiastic and excitable?
2. What is the unique characteristic of “scientists” compared with other personalities?
3. Whose goal is to find meaning in life and why?

Psychologists generally agree that there are 16 broad personality types. Of course, many people are a mixture of two or more of them. Here are introductions to four of the sixteen personality types. Can you recognise any of the characteristics in yourself?

“Doers” are outgoing, straight-talking types. They are also enthusiastic and excitable, because “doers” are people who live in the world of action. They are blunt, straight forward risk-takers. As a result, they are willing to plunge right into things and get their hands dirty. They live in the practical world, so they place little importance on theory. Consequently, they look at the facts of a situation, then quickly decide what should be done before taking action, and finally moving on to the next thing. “Doers” have an uncanny ability to perceive people’s attitudes and motivations. Therefore, they see things which go completely unnoticed by most other personality types, such as facial expressions and stance. The result is that they are typically a couple of steps ahead of the person they’re interacting with.

“Scientists” live in the world of ideas and planning. As a consequence, they value intelligence, knowledge, and competence. Usually, they have high standards in these regards, which they continuously strive to fulfil. To a somewhat lesser extent, they have similar expectations of others. With an introverted and intuitive personality, “scientists” focus their energy on observing the world, thereby generating ideas and possibilities. Their mind constantly gathers information and makes associations about it. As a result, they are tremendously insightful and usually are very quick to understand new ideas. However, their primary interest is not understanding a concept, but rather applying that concept in a useful way. Unlike some other personality types, they do not follow an idea as far as they possibly could, because they seek only to understand it fully.

“Idealists” are focused on making the world a better place for people. Consequently, their primary goal is to find meaning in life. They also want to discover how they can best serve humanity in their lives. They are also perfectionists, who drive themselves hard in their quest to achieve the goals they have set themselves. “Idealists” are highly intuitive about people. They rely heavily on their intuitions to guide them, and use their discoveries to constantly search for value in life. They are on a mission to find the truth. Every meeting and every piece of knowledge they gain is evaluated to see if it has any potential to help them. The goal at the end of the path is always the same, to help people and so make the world a better place. Because they are generally

thoughtful and considerate, “idealists” are good listeners.

Exercise 2

Questions 4–7

Find the relevant information in the passage according to the questions.

4. What happened to Margaret Thatcher in the first year of the 1990s?
5. Why was Hugh Grant arrested in 1995?
6. What is Michael Owen famous for?
7. What is the marriage between Diana and Charles like?

Have you heard of these famous British people?

Margaret Thatcher was the United Kingdom's first woman Prime Minister. She held the office of PM longer than anyone in the 20th century after being elected Prime Minister in 1979. She favoured privatisation plans and she led the country in the Falklands War with Argentina. She had a stern, no-nonsense style which earned her the nickname “The Iron Lady.” Thatcher was elected to three consecutive terms as Prime Minister. Political disputes in her party forced her to resign in 1990. She was succeeded by John Major. In 1992, Thatcher then entered the House of Lords. She holds the title Baroness Thatcher of Kesteven. She has often been compared with her conservative American counterpart, Ronald Reagan. Thatcher's husband, Denis, died in 2003. The couple's twin children, Carol and Mark, were born in 1953.

Hugh Grant is an actor who specializes in playing charming twits and rogues. He became an international star in the 1994 comedy *Four Weddings and a Funeral*. His other films include *Sense and Sensibility* (1995), the pregnancy comedy *Nine Months* (1996), the romance *Notting Hill* (1999, with Julia Roberts), *Bridget Jones's Diary* (2001) and *About a Boy* (2002). Grant was arrested in 1995 when he was found in a car with a Hollywood prostitute named Divine Brown. He had to pay a fine for this. He had a long-running romance with model Elizabeth Hurley which ended in 2000. They remained partners in a production company. It is called Simian Films.

Michael Owen made England's 1998 World Cup squad aged 18. He became the youngest national team member in 100 years. Owen quickly became an international star. He is renowned for his speed and killer instinct around the goal and was named European Footballer of the Year in 2001. He played professionally for Liverpool for several years. He signed a four-year contract in 2004 to play for the Spanish team Real Madrid. Owen wears number 10 for England but number 11 for Real Madrid. He has lived nearly all his life in Wales although he was born in Chester, England. Owen's long-time girlfriend is Louise Bonsall whom he met in primary school. Their daughter is named Gemma Rose. She was born in 2003.

Lady Diana Frances Spencer married Prince Charles at the age of 20 on 29 July, 1981. Diana's youth and beauty made her a favourite of the public and she was often followed by news-

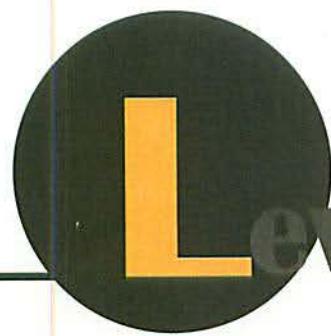
Lesson 24

paper reporters and photographers. These photographers are often called “paparazzi”. She and Charles had two sons. William was born in 1982 and Harry was born in 1984. Her marriage to Charles was troubled almost from the start. Diana and Charles were divorced in 1996. Diana devoted her life to her two sons. She worked for charities worldwide. She worked with AIDS victims. She also helped achieve a global ban on land mines. She and her boyfriend, Dodi Fayed, were killed in 1997 in a high-speed car crash in Paris, France.



在這裏，“大家網”被定義為“一個開放的、互聯的、可擴展的平臺，它能為個人、企業、政府、組織、社會等不同領域的參與者提供一個開放的、平等的、交互的、開放的空間，讓他們能夠在這個空間中進行思想碰撞、信息交換、意見溝通、合作共贏。我們希望通過大家網，能夠讓更多的人能夠參與到社會發展的過程中來，共同推動社會進步和人類文明的進步。”

（註：本文由大家網總裁王軍先生授權發表，文中所說的“大家網”即指TopSage.com網站）



Level three

send love

Interpersonal Relationships

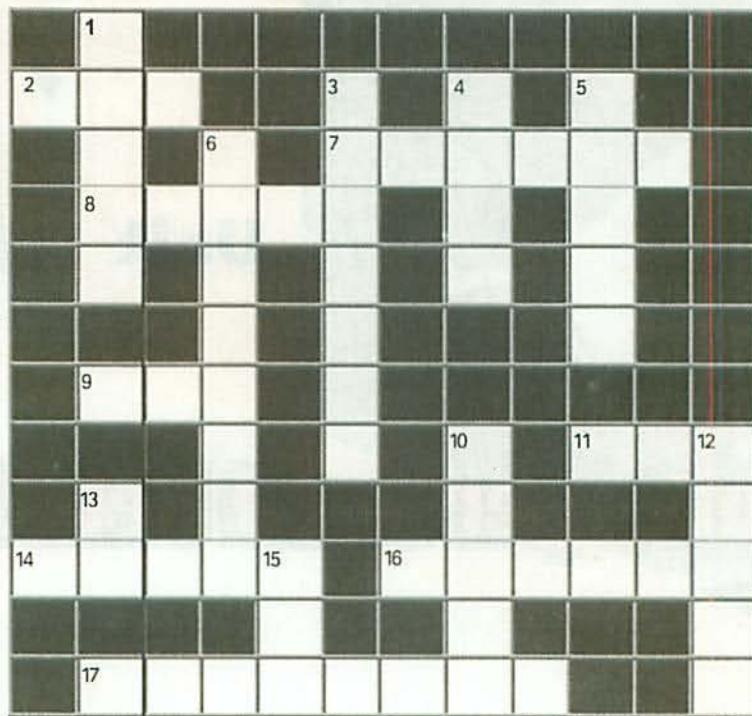
Lesson 25

Warm-up



◆ Based on the 17 sentences , fill up the Crossword Puzzle.

DOWN	ACROSS
1. Please don't ____ that. It is dangerous.	2. ____ home at 6:00 yesterday.
3. An ____ has eight legs.	7. I ____ go swimming with you tomorrow.
4. She walked _____ the bank.	8. Don't ____ your money now.
5. A mechanical man is sometimes called a _____.	9. My father is ____ a woman.
6. If you have a _____, ask your teacher.	11. He went _____ of the house.
10. The opposite of long is _____.	14. Don't ____ your finger at people.
12. You shouldn't ____ rocks at people.	16. My _____ is a housewife.
13. Let's listen ____ some music.	17. What is your _____ song?
15. My brother will go, _____.	



Skill analysis

Chart completion

This section will provide you with an incomplete graph. There may be several categories on this graph, including dates, names, place names, etc. One or two pieces of this information will be missing for each item on the table.

Classifying categories and scanning for specific information

When scanning for information you don't have to read the whole of the text. You just follow the natural order to read the sentences and find the word, number or date that you need. When you decide that you have found the information, you can just read the sentence or sentences that contain the word, number or date and answer the question. The keywords are often names, dates and proper nouns.

Lesson 25**S**kill training**Exercise 1****Questions 1–5**

Fill in the chart with the specific information.

Name	Place of Birth	Age
Zahara	1.	
2.	3.	four years old
4.	the USA	5.

My children motivate me

Ask Angelina Jolie about her children and like any proud mother, she'll brag about them. "They give me so much joy, and I want to make a better world for them," the Oscar-winning actress said.

Jolie has a 4-year-old son, Maddox, who was adopted from Cambodia, and a daughter, Zahara, adopted this summer from Ethiopia. When she brought Zahara home, "she was 6 months old and not 9 pounds," Jolie said. "Her skin, you could squeeze it, it stuck together. Like, it was terrifying! Now, she has gained 6 pounds. So we call her 'chubby'. She's, you know, she's just a totally different baby."

Jolie says Maddox loves being a big brother. "He came to the orphanage. He saw where Zahara was living, and he saw she needed care. Kids understand sadness and poverty and hunger."

The 30-year-old actress, who is a U.N. Goodwill Ambassador, said her children motivate her to continue her humanitarian work. "I'm fortunate to do what I get to do, to be here, to talk about these issues," she said. "I'm just grateful every day that I have this chance."

Question 6

Find the appropriate synonym from the passage for following phrases.

show off press firmly euphemism for slightly fat

Exercise 2**Question 7**

Fill in the chart with the specific information.

When the couple are getting divorced:

Items that women want to keep	Items that men want to keep	Items that women want men to keep	Items that men want women to keep

Lesson 25

Women—keep more after divorce

An authoritative research company, McCoy, found that when couples are in the midst of getting divorced, women are more likely than men to keep joint possessions.

Men on average wanted their ex-wife to keep 19 items out of a list of 24 including the home, photographs and pets, while women wanted the men to get just eight. While women did not particularly want items including the television, CDs, DVDs, and toaster, they were keen to see that their ex-husband did not get them.

McCoy polled 3,515 people in May and June. The poll found that men were keen for their ex-wife to keep items including the bed, the television, the wedding album, the lawnmower and garden accessories, house plants, the coffee machine and the family pet. One item that men were determined to keep for themselves was the house—32% wanted to keep it outright, compared with 30% who were happy to wholly hand it over to their ex-wife. The men also wanted the car, the laptop computer, digital camera and CD and DVD collections.

Half of the women wanted the family home outright, but even more, 64%, wanted the dog or cat. They were happy for their former husband to keep the bed, sofa, lawnmower, coffee machine, laptop, digital camera, PlayStation and any wine and drinks they had. Ultimately 46% of the women did keep the house, compared with 29% of the men, with other couples selling.

Denise Knowles, a counselor, said: "These findings reflect the hugely different emotional attachment that divorcing men and women feel towards their shared possessions." Men are far keener than women to put their past behind them and want to move on, which is why they are happy to let their ex-wife keep almost all of their shared possessions—apart from those items that provide entertainment such as the car, digital camera and music system. "Women, by contrast, have a far greater emotional attachment to their home and its contents, seeing these things as the fabric of their lives and things that should be preserved both for themselves and their children as symbols of their family history and life."