IMMS

Michael Black Annette Capel

Vorkbook with Answers

dvanced

بلک، مایکل Black, Michael

سرشتاسه:

Objective IELTS: Workbook with Answer: advanced/ Michael Black, Annette Capel.

عنوان و نام پدیدآور:

تهران: رهنما، ۱۳۹۱ = ۲۰۱۲م.

مشخصات نشر: مشخصات ظاهرى:

وضعيت فهرستنويد

انگلیسی یادداشت: افست از روی چاپ ۲۰۰۱: دانشگاه کمبریج. بادداشت:

آبجكتبو أي.اي.ال.تي.اس. أوانويسي عنوان:

زبان انگلیسی - - کتابهای درسی برای خارجیان

موضوع: آزمون بين المللي زبان انگليسي

موضوع: International English Language Testing System

موضوع: زبان انگلیسی - - آزمونها و تمرینها

موضوع: شناسه افزوده: كاپل، آنته

Capel, Annette

شناسه افزوده:

PETTY ATT 1791

ردمبندی کنگره:

EYA/YE

ردمېندی ديويي: TOTYTOT شماره کتابشناسی ملی:

Objective IELTS advanced (Workbook with Answers) ، مؤلفين: Alichael Black & Annette Capel ، مؤلفين: بالول: ١٣٩١، تيراز: ۲۰۰۰ نسخه، ناشر: انتشارات رهنما، آدرس: مقابل دانشگاه تهران، خیابان فروردین، نبش خیابان شهدای ژاندارمری، پـلاک ۱۱۲، تلفن: ۹۶۴۰۰۹۲۷، ۶۶۴۱۶۶۰۲، قاکس: ۹۶۴۶۷۴۲۳ ، فاکس: ۹۶۴۶۷۴۲۳ ، فاکس: ۹۶۴۶۷۴۲۳ ، ۱۲۰۰ نسخه، ناشر: انتشارات رهنما، آدرس: مقابل دانشگاه تهران، خیابان فروردین، نبش خیابان شهدای ژاندارمری، پـلاک ۱۱۲، تلفن: ۱۲۷، تلفن: ۹۶۴۱٬۶۶۲ ، هاکس: ۹۶۴۱٬۶۶۲ ، فاکس: ۲۰۰۰ فـرونسگاه رهنـما، سعادت آباد، خیـابـان علامه طباطبایی جنوبی، بین ۳۰ و ۳۲ شرقی، پلاک ۲۹، تلفن: ۸۸۶۹۳۱۰۲ ، ادرس فرونسگاه شماره ۳: خیابان بیروزی نبش خیابان سوم نیروی هوایی، تلفن: ٧٧٢٨٢٥٠٥ نمايشكاه كتاب رهنما، مقابل دانشكاه تهران باساژ فروزنده، تلفن: ٩٥٧-٥٩٩٥ قیمت: ۴۰۰۰۰ ریال



CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press The Edinburgh Building, Cambridge CB2 2RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521608787

© Cambridge University Press 2006

It is normally necessary for written permission for copying to be obtained in advance from a publisher. The answer sheet at the back of this book is designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© Cambridge University Press' may be copied.

First published 2006 Reprinted 2006

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this book is available from the British Library

ISBN 13 978-0-521-60878-7 Workbook with Answers ISBN 10 0-521-60878-3 Workbook with Answers

ISBN 13 978-0-521-60879-4 Workbook

ISBN 10 0-521-60879-1 Workbook

ISBN 13 978-0-521-60884-8 Student's Book ISBN 10 0-521-60884-8 Student's Book

ISBN 13 978-0-521-60883-1 Self-study Student's Book

ISBN 10 0-521-60883-X Self-study Student's Book

ISBN 13 978-0-521-60875-6 Teacher's book

ISBN 10 0-521-60875-9 Teacher's Book

ISBN 13 978-0-521-60876-3 Cassette Set

ISBN 10 0-521-60876-7 Cassette Set

ISBN 13 978-0-521-60877-0 Audio CD Set

ISBN 10 0-521-60877-5 Audio CD Set

Designed and produced by Kamae Design, Oxford

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content of such websites is, or will remain, accurate or appropriate.

Information overload

Reading

1 Read this passage quickly to get a general idea of its meaning. Don't worry if you don't understand every word. Time yourself as you read.

To about 350 words



Reading as part of writing

One of the techniques of writing successfully in an academic environment is to be able to integrate the important points of what you have read into your own writing. To do this, you must have a clear picture of what you have read, and this in itself entails active and focused reading. With academic reading, it is necessary to maintain a constant grip on what the author is saying. Yet many academic texts are densely written in unfamiliar ways, which make them much more difficult to manage than, for example, a novel or a magazine article.

Although sometimes there may be reasons why you need to skim-read an article or book this is likely to be only to get the gist of what is being said, as a way of deciding whether it is appropriate reading material or not. In general, skim-reading is not a particularly useful strategy for a student, but you may well be used to doing this in other contexts, for example, skimming through a newspaper article or surfing the web. Instead of skim-reading you will be developing ways of concentrating on large chunks of quite dense text and making sense of them.

Even though you may only be reading for short bursts of time, it is likely that you will have to concentrate far more intensely on academic reading reateral than, for example, when reading for pleasure. You don't necessarily have to york in the library, but you will need to decide what type of location and atmosphere suits you best, and establish conditions that are conducive to effective study.

The initial stumbling block that most students face is choosing their reading. The first thing to do is to consult the reading list you have been given for books and articles that seem relevant to your particular assignment. Doing a library search, by key words or subject, is also useful if the references on your reading list are already on loan from the library. Your tutor should also be able to advise you as to which are the most relevant publications or websites.

- 2 Decide on a suitable heading (A–E) for each paragraph. There is one heading you will not need.
 - A Selecting your sources
 - B Creating the optimum environment
 - C Taking on the scholastic challenge
 - D Approaching your first essay
 - E Choosing the most suitable reading skill

- 3 Find words or phrases in the text that mean the same as these.
 - 1 involves (paragraph 1)
 - 2 keep hold of (paragraph 1)
 - 3 the general meaning (paragraph 2)
 - 4 on different occasions (paragraph 2)
 - 5 extensive extracts (paragraph 2)
 - 6 decoding (paragraph 2)
 - 7 is right for you (paragraph 3)
 - 8 advantageous (paragraph 3)
 - 9 hurdle (paragraph 4)
 - 10 borrowed (paragraph 4)

Contents

Unit 1 Information overload	4	Unit 14 Trends in society
Unit 2 Only a game	6	Unit 15 Risk and reality
Unit 3 Brands	8	Unit 16 The human mind
Unit 4 Spotlight on communication	10	Unit 17 Migration
Unit 5 Is plastic fantastic?	12	Unit 18 The study of literature
Unit 6 Music matters	14	Unit 19 Earning a living
Unit 7 Worlds to explore	16	Unit 20 It's nistory
Unit 8 Culinary tools	18	Willing workouts 1 Structuring an essay
Unit 9 Old and new	10	2 Developing language range
Unit 10 In your dreams	22	3 Comparing and contrasting 4 Checking for accuracy
Unit 11 The physical world	24	5 Using appropriate languag
Unit 12 Nature or nurture?	26	Reading module Answer key
Unit 13 Cosmic debris	28	