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IELTS JOURNAL



Tips for IELTS Reading

Academic/General Training Module by Adam Smith

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NOTE: THE ANSWER KEY IS PROVIDED IN A SEPARATE FILE FOR EASIER ACCESS.

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The **instagram** page contains lessons that show how to use the ideas from this book. You can keep in touch with the author there and ask your questions.

The IELTS Reading Test

What's in the Academic Reading test?

The IELTS academic reading test consists of three reading texts with a total of 2,200 to 2,750 words and 40 questions with a variety of task types. The texts come from magazines, journals, books and newspapers and have been written for a non-specialist audience. At least one text contains detailed logical argument. The texts may include diagrams, graphs or illustrations.

There is 1 mark for each correct answer. There is no negative mark. You have 60 minutes to answer 40 questions including time to copy your answers onto the answer sheet.

While answering, Candidates are required to transfer their answers to an answer sheet. Candidates must transfer their answers during the time allowed for the test. No extra time is allowed for transfer. Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalised.

Here are some of the problems students have with IELTS Reading:

- Time is the biggest problem. Many students don't manage to finish the test.
- The texts are long and contain some difficult vocabulary.
- Students find "paragraph headings" questions difficult.
- Students find "true/ false/ not given" questions difficult.

Tip: IELTS Reading is really a test of your vocabulary. If your knowledge of English words and phrases is good, you will do well.

Note: There are techniques that can help you to work faster and cope with the difficult question types. However, the best way to improve your IELTS Reading score is by doing a lot of reading and vocabulary work.

Approaching the IELTS Reading test

Many teachers and books talk about skimming and scanning as key techniques for IELTS reading. But, here we refer to the words 'skimming' and 'scanning' as 'finding' in my lessons as they may seem confusing to students. In fact, many students get the wrong answers because they 'skim' too quickly and miss the words that they are looking for. So, forget 'skimming' and 'scanning' and focus on 'finding' and intensive reading as referred to 'understanding' here from now on.

1. **Finding** that is reading the text to find words from the question.
2. **Understanding** that is when you have found some key words from the question, read that part of the text carefully in order to understand it and get the right answer.

In fact, IELTS reading is really a test of 2 things:

1. Can you **find** the part of the text that contains the answer?
2. Do you **understand** that part of the text?

Finding: Step I (Skimming)

You need to be able to find the right part of the text quickly. You should practice finding a lot and then decide which words in the question you need to search for. Then, you should try to locate those words (or words with the same or similar meaning) in the text.

While finding words, don't try to understand every word. Jump from paragraph to paragraph, finding the main point in each paragraph before moving on to the next paragraph, like jumping across stepping-stones in a river. The main point of each paragraph is often, though certainly not always, the first sentence in each paragraph. The sentence with the main point is called the 'topic sentence' or 'main idea'.

When you are looking at sentences to understand the main points, try to find the keywords in the sentence, namely the subject, the verb and the object of the main clause. Try to ignore the other words, particularly the relative clauses and adverbial clauses. Say, for example, you are skimming through the following sentence in a passage:

“Whale oil, rendered from the blubber, was used originally for lamp fuel and later as a principal ingredient of soaps, margarine, paint oils and lubricants.”

While finding words or the main idea, it is enough to understand that 'this oil' was used for something. Now, let's find the main idea in this sentence:

“Tea plants are grown on tea plantations, called gardens or estates, in areas that have a great amount of rainfall and rich loamy soil.”

It is enough to understand that tea plants are grown on/in somewhere/somehow. If you later find a question that relates to this sentence, you can come back and read it more intensively.

Mapping: Pin Dropping

Every passage you see in the IELTS academic reading test may seem completely strange to you. It is easy to get lost inside all the words you face in a passage. What you need is a map which will help you orientate. Every paragraph in a passage has its own main idea, which is different from all other paragraphs. On the margins near each paragraph, write briefly what its main idea is. You can also underline the main idea or the words in the paragraph which explain its main idea. This process is called mapping or pin dropping. You can create a map while **finding**.

You can now practice finding main ideas and mapping. Make sure you find the main ideas in the passage below as quickly as possible within the time limit.

Exercise 1: Finding main ideas

Read the following passage as quickly as possible and underline the sentence that gives the main idea (the topic sentence) of each paragraph. **Time limit: 1 minute**

Libraries

Libraries are quite difficult to define. If you ask most people to define a library, they will probably say that it is a building with a lot of books. Strictly speaking, a library does not have to be a building: it can be a room, or indeed any area where material is kept. Equally, a library is not merely a collection of books: there are journals, newspapers, CD-ROMs, microfilm, audio-visual materials and so on. So, to be more accurate we can say that a library is a collection of information and material.

Libraries are organized in three ways. Most libraries will use one or more of the three main classification systems that have been developed to detail the material in the collection. They referred to as the Dewey Decimal System, the Universal Decimal Classification and the Library of Congress System.

Nowadays libraries are under threat for a number of reasons. The primary challenge, as never before, is funding. Hardware and personnel costs increase each time technology expands. Equally there are challenges in the skills needed by users and resource professionals.

It is difficult to predict the future of libraries. Our basic concept of libraries will almost certainly, it would appear, change dramatically in that we will not think of them (and access them) as physical places, which is the prevailing concept at the moment. But beyond that, it is difficult to predict both usage patterns and preferred systems of data recording and retrieval.

What are keywords?

Keywords are the words which carry information such as nouns and verbs in sentences. In IELTS reading it is very important to be able to find and understand similar or synonymous words and phrases in passages. Underline the keywords in the questions and the passage so that you can refer to them more easily.

While finding and looking for keywords, for example, draw a circle around Proper Nouns (words which start with a Capital letter) and numerical values such as dates, percentages and number strings. By doing this, the finding process up will speed up especially if you need to refer to the same part of the passage to answer another question relating to that part again.

Finding: Step II (Scanning)

When you have finished finding the main ideas in the passage, look at the questions quickly. You need to know how many questions and what question types there are, and you should approximately know what the questions are about.

When you have found the keywords in the questions, you need to find synonymous or similar words and phrases to answer each question by the help of your map. Read the sentences before and after the keywords that you have found. Then it becomes a test of your vocabulary knowledge: if you don't understand the words that you are reading, it will be difficult to get the right answer. However, remember that sometimes you don't need to understand the meaning of every new word! It is often helpful to guess the meanings of new words by paying attention to the words that come before and after the keywords.

When you look at each sentence in the passage, you need to understand only enough to answer the question: ***“Is this what I am looking for?”*** So, you only need to understand the topic of each sentence.

Let's say you are doing the IELTS test and you are trying to answer a question about 'shoes'. You look for keywords in the passage to find the information that will give you the answer. You look at each sentence quickly. For example, you see this sentence:

“Like perfumes, cosmetics were originally used as an adjunct to religious ritual, the ceremonial aspect gradually being lost as both men and women adorned themselves with cosmetics.”

You locate the subject of the sentence 'cosmetics' and it is enough. It is not necessary to read all the details. You now know that this sentence probably does not contain the information you need. So, you should quickly move on to the next sentence. This is

finding. You can now further practice the finding technique. Make sure you answer the questions below as quickly as possible within the time limit.

Exercise 2: Finding Keywords

Now that you have a map of the passage about libraries, read again as quickly as possible. Which sentence contains the information you need to answer the questions below? Write the number of the sentence from the passage to each question.

Time limit: 2 minutes

Libraries

(1) Libraries are quite difficult to define. **(2)** If you ask most people to define a library, they will probably say that it is a building with a lot of books. **(3)** Strictly speaking, a library does not have to be a building: it can be a room, or indeed any area where material is kept. **(4)** Equally, a library is not merely a collection of books: there are journals, newspapers, CD-ROMs, microfilm, audio-visual materials and so on. **(5)** So, to be more accurate we can say that a library is a collection of information and material.

(6) Libraries are organized in three ways. **(7)** Most libraries will use one or more of the three main classification systems that have been developed to detail the material in the collection. **(8)** They referred to as the Dewey Decimal System, the Universal Decimal Classification and the Library of Congress System.

(9) Nowadays libraries are under threat for a number of reasons. **(10)** The primary challenge, as never before, is funding. **(11)** Hardware and personnel costs increase each time technology expands. **(12)** Equally there are challenges in the skills needed by users and resource professionals.

(13) It is difficult to predict the future of libraries. **(14)** Our basic concept of libraries will almost certainly, it would appear, change dramatically in that we will not think of them (and access them) as physical places, which is the prevailing concept at the moment. **(15)** But beyond that, it is difficult to predict both usage patterns and preferred systems of data recording and retrieval.

Questions:

1. What kinds of materials does a library collect? ...
2. What is the most accurate way to define 'library'? ...
3. What is the main problem that libraries are facing? ...
4. What aspect of libraries is sure to change? ...

Understanding (Intensive reading)

Intensive reading or, as referred to here, 'understanding' is reading one section of the passage carefully to understand what is needed to answer the question.

After you have found and located your information, you must read those sentences intensively. In this step, it might be necessary to understand every word. Otherwise, you might have difficulties finding the right answer. You can now practice understanding (reading intensively). Make sure you answer the questions below as quickly as possible within the time limit.

Exercise 3: Understanding

Time limit: 2 minutes

First, find the keywords in the questions below. Then, locate the sentences in the passage about libraries on page ... which contain the keywords of the questions. Then, read the necessary parts of the passage and answer the following questions as quickly as possible using **NO MORE THAN FOUR WORDS AND/OR A NUMBER**.

1. What is ONE type of material that libraries collect, beside books? ...
2. How many types of classification systems are there? ...
3. What kinds of costs increase when technologies expand? ...
4. How do most people conceptualise libraries? ...

Now further practice the reading strategies and techniques which you have learned so far in the following exercises. Be careful to follow the suggested time limits.

Exercise 4: Finding and understanding

Read the following passage and answer the questions below. Use **NO MORE THAN FOUR WORDS AND/OR A NUMBER** in each answer. Make sure to do the task within the time limit.

Time limit: 3 minutes

Esperanto

Esperanto is an artificial language designed to serve internationally as an auxiliary means of communication among speakers of different languages. Esperanto, the creation of Ludwig Zamenhof, a Polish-Jewish ophthalmologist, was first presented in 1887. An international movement to promote its use has continued to flourish and has members in more than 80 countries.

Esperanto is used internationally across language boundaries by about one million people, particularly in specialized fields. It is used in personal contacts, on radio broadcasts, and in a number of publications as well as in translations of both modern works and classics. Its popularity has spread from Europe – both East and West – to such countries as Brazil and Japan. It is in China, however, that Esperanto has had its greatest impact. It is taught in universities and used in many translations (often in scientific or technological works). *El Popola Cinio*, a monthly magazine in Esperanto from the people's Republic of China, is read worldwide. Radio Beijing's Esperanto program is the most popular program in Esperanto in the world.

Esperanto's vocabulary is drawn primarily from Latin, the Romance languages, English and German. Spelling is completely regular. A simple and consistent set of endings indicates grammatical functions of words. Thus, for example, every noun ends in *-o*, every adjective in *-a*, and the initiative of every verb in *-i*.

Questions:

1. Who created Esperanto? ...
2. When was Esperanto created? ...
3. How many people use Esperanto? ...
4. Name TWO countries where Esperanto is used. ...
5. In which country is Esperanto taught at universities? ...
6. Does Esperanto vocabulary come from eastern or western languages? ...
7. What kinds of words end in *-a* in Esperanto? ...

Exercise 5: Finding and understanding

Read the following passage and then choose the best answer. Circle **A**, **B**, **C** or **D**.

Time limit: 3 minutes

Migrant Labour

Migrant workers, those workers who move repeatedly in search of economic opportunity, typically perform society's temporary jobs. The migrant's low-paid work includes 'stooped labour' like cultivating crops, menial services such as cleaning public rest rooms, 'sweatshops' work such as making apparel, and assembly-line factory work like putting together computer parts. Migrant workers are often pivotal for economic growth.

Until the twentieth century, most migrant labour was internal. For example, generations of former slaves from the southern parts of the United States annually followed the crops north. Recently, however, most migrant labour in Europe and America has been external – that is, workers from other countries.

Migrant workers rarely understand the customs and language of their host societies and are frequently ill-housed, malnourished, underpaid, and denied basic legal rights. Their children fall behind in school and are then apt to be put to work in violation of child labour laws. Poor sanitation, unsafe drinking water and overcrowded living conditions make migrant labourers especially susceptible to contagious diseases. In the 1980s and 1990s, their tuberculosis and hepatitis rates far exceeded national norms. AIDS also spread rapidly. In short, the lives of migrant workers tend to be less comfortable and shorter than those of non-migrants.

International economics determines where external migrants go. In the 1940s, when railroad workers and farmhands went off to fight in World War II, the United States reached an agreement with Mexico to provide millions of temporary Mexican migrants. In the postwar period, 'guest workers' from southern Europe, Turkey and North Africa helped rebuild north-western Europe. In the 1970s and 1980s, the oil-rich monarchs of Saudi Arabia and Kuwait flew Asians in to build their new cities.

Questions:

1. Cultivating crops is an example of ...
A economic growth.
B stooped labour.

- C** a typical job.
D factory work.
2. Migrant workers usually speak the language of their host society ...
A very fluently.
B very poorly.
C as well as their first language.
D quite well.
3. The flow of migrant workers generally relates to ...
A war.
B labour laws.
C legal rights.
D economic needs.

Do reading tests without a time limit

As said before, IELTS reading is a vocabulary test. When studying, make sure you learn some new vocabulary and collocation (words that usually come together) from each practice test that you do. Use a dictionary, and don't worry about the time.

Almost all academic reading tests contain difficult but useful words like "corpus" (a collection of written or spoken texts) and "lexicographical" (related to writing dictionaries). Here are some more words from academic texts that you can look up in a dictionary:

- incorporate (e.g. they are incorporating spoken English into their data)
- verbal / non-verbal (e.g. a verbal warning, non-verbal communication)
- portrayal (e.g. the portrayal of feelings)
- convey (e.g. to convey feelings, convey a message)
- an initiative (e.g. a Government initiative)

Exercise 6: Finding and understanding

Are the statements below True, False or Not Given according to the passage? Circle T, F or NG.

Time limit: 3 minutes

Rice

Since ancient times, rice has been the most commonly used food grain for the majority of people in the world. A member of the grass family Graminae, rice (*Oryza sativa*) can be grown successfully under climatic conditions ranging from tropical to temperate. Properly cultivated, rice produces higher yields than any other grain with the exception of corn, and although the total area planted in rice is far smaller than that devoted to wheat (the world total is about one-third less), the rice crop feeds a far greater proportion of the world's population.

In contrast to wheat and corn, only a small percentage of the total rice crop enters international trade. Not quite 40% of the total worldwide becomes an export commodity, although the United States exports approximately 45% of its production. Limited international trade in rice has prevented the establishment of large, active trading centres like those for marketing cereal grains, and formulation of official grain standards for rice has been slow to develop.

During the past quarter of a century, rice-breeding programs have been initiated in several countries. Resistance to diseases and insects was the major objective of the earlier research, but hybrid programs have dominated recently. High-yielding dwarf plants that can withstand deep water and that respond to fertilizers have been developed. Improved grain quality and higher protein levels have been added objectives of new programs designed to improve nutrition.

Questions:

- | | | | |
|--|---|---|----|
| 1. Rice has been eaten since ancient times. | T | F | NG |
| 2. Rice is a member of the grass family. | T | F | NG |
| 3. Rice can only be grown in tropical climates. | T | F | NG |
| 4. Some people eat rice three times a day. | T | F | NG |
| 5. Rice feeds more people than wheat. | T | F | NG |
| 6. Most rice is traded internationally. | T | F | NG |
| 7. Thailand is a major exporter of rice. | T | F | NG |
| 8. Rice breeding programs are concentrated in one country. | T | F | NG |

IELTS Reading is a vocabulary test

You can't get a high score in the IELTS reading test without having a profound knowledge of understanding paraphrased or reworded forms, that is conveying the same message in other words by changing the words or grammatical structures in a sentences. Look at the examples below.

By Words: I need some water. = I am thirsty.

By Structures: John is taller than Pat. = Pat is not as tall as John (is).

Here are some more examples of similar words and phrases that you may find in academic reading passages.

- remained = stayed
- took a long time = slow
- of varying (size, price etc) = of different (size, price)
- virtually any = almost any
- non-stop = continuous
- unblemished = perfect, without a mark or scratch
- molten (glass or metal) = in liquid form due to heat
- instant commercial success = made a profit straight away
- flaws = faults, mistakes, weaknesses
- detecting = locating, finding, discovering

Tip: Write the new words or phrases that you read or hear and their synonymous equivalence in a notebook - that's the best way to improve your vocabulary knowledge step by step. Don't forget that vocabulary learning is a gradual and time taking process.

Read to improve your vocabulary

While you are looking for keywords it is not necessary to understand every word in the passage. However, you must know over 50% of the words if you want to understand the main points of the passage. It is very important to have a program of vocabulary development to learn 5 to 10 new words a day. One good useful way to do this is by reading articles that you find interesting in newspapers, magazines, encyclopedias and textbooks. The best way to improve your vocabulary knowledge is to read things that interest you. Collect vocabulary (words, collocations, phrases) in a notebook. For every new word you learn, find a good example sentence which includes the new word in it. Expanding your vocabulary is important not only for your reading, but also for your writing, speaking and listening.

Even a short article about football can contain useful expressions:

The organisers of the 2010 World Cup in South Africa are hoping it will stimulate the nation's economy and leave a lasting physical and social legacy. Danny Jordaan, the man who led the bid to secure the event, believes hosting the World Cup could be worth as much as \$6 billion to South Africa, while also boosting the construction, telecommunications and tourist industries.

South Africa predicts at least 400,000 people will visit the country for the tournament, the first World Cup ever to be held in Africa. Some 160,000 jobs are expected to be created from hosting the event, according to the national football bid committee. Furthermore, it is estimated that for each visitor to the World Cup, another 150 will be indirectly influenced in their perceptions about the host country, through word-of-mouth by the fans when they return home, or as a result of global television coverage of the event.

Here are some "verb + noun" collocations from the text:

- stimulate the economy
- leave a legacy
- host/hold an event
- boost industries
- create jobs
- influence people's perceptions

Learning useful words

There are different ways of learning new words. Keep trying them to decide which approaches are the most useful for you. Write the words down. Write the words again and again. Say the new words aloud many times. Create your own vocabulary notebook. But, always write a simple example sentence to help you remember the meaning of new words. For example, if you want to remember the word 'various', you could write an easy sentence to illustrate the meaning of the word, for instance: ***"You can cook eggs in various ways."***

Tip: Only look up those words you think might be very useful. Don't try to learn every new word.

The Keyword Technique

By 'keywords' I mean words in the text that have a similar meaning to words in the questions. It is not possible or realistic to know the precise meaning of every word you see. Sometimes it is necessary to accept an approximate meaning of words.

The table below shows the keywords that helped my students to find the answers to the test on page 122 of Cambridge IELTS 6.

Keywords in Questions

- conflicting theories
- widespread destruction of life
- existed all over the world
- clear proof
- hunted from the air
- concrete evidence
- have been discovered

Similar Words in the Text

- a matter for disagreement
- wiped out three quarters of species
- colonised all continents
- establishing definitely
- catching fish over open water
- proof of this
- are known today

Note: The table above comes from a General Training test, but the technique is the same for both general and academic tests.

Look for Keywords

Imagine the question asks about "longer days". If you read the text and find "increasing day lengths", you know you have found the answer.

In other words, the technique for finding answers in the IELTS Reading test is to look for keywords (similar words in the questions and in the text).

Exercise 7: Match the keywords (information points) on the left with the similar words or phrases (words with the same meaning) on the right.

Keywords in Questions

1. there is no limit ...
2. depend on insects ...
3. the availability of food ...
4. temperatures are unpredictable
...
5. longer days ...
6. there is plenty of scientific
evidence ...
7. types of birds ...
8. the trigger for ...
9. scientists have yet to determine
...

Similar Words in the Text

- a. require fertilisation by insects
- b. increasing day lengths
- c. adequate food resources
- d. never reach a maximum
- e. the cue for
- f. species of birds
- g. temperatures fluctuate greatly
- h. the amount of experimental
evidence is considerable
- i. it is not yet known

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 5, page 94, to see whether they help you to get the right answer more easily.

Finding Similar Words or Phrases

A useful skill for IELTS Reading is to be able to match words in the questions with words in the text.

Exercise 8: Find words in the following text that are similar to the words in the list below.

What is an 'elevator pitch'?

An “elevator pitch” is an overview of a product, service, person, group, organisation or project, and is often part of a fund-raising, marketing, brand or public relations program. The name "elevator pitch" reflects the idea that it should be possible to deliver a short but effective presentation in the time span of an elevator ride from the ground floor to the directors’ boardroom on the top floor of a building.

An elevator pitch is often used by an entrepreneur pitching an idea to an investor to receive funding. Venture capitalists often ask entrepreneurs to give an elevator pitch in order to quickly weed out bad ideas and weak teams. Other uses include job interviewing, dating and professional services. Proposals for books, screenplays, blogs and other forms of publishing are often delivered via an elevator pitch, which may be presented in oral, written or video formats. (Text adapted from Wikipedia)

1. a summary
2. succinct
3. gain financial backing
4. eliminate
5. spoken

Exercise 9: IELTS Reading is basically a test of your vocabulary knowledge. You need to be able to find words in the text that are similar to words in the questions.

Part A. Read the following text about single-sex education (educating boys and girls separately).

You might have thought that boys brought up in a single-sex environment would find relationships with girls difficult to handle. Now research due to be published tomorrow proves it. It shows that boys taught in single-sex schools are more likely to be divorced or separated from their partner than those who attended a mixed school by their early 40s.

The findings, taken from studying a cohort of all those born in a single week of 1958, will be presented by Professor Diana Leonard, from London University's Institute of Education. The research covered 17,000 adults who had been taught in a range of institutions from private boarding schools to state comprehensives. The majority had been brought up in day schools.

Dr Leonard's findings have fuelled claims from teachers' leaders and education psychologists that boys brought up in a single-sex environment are less able to relate to the opposite sex than those taught in a co-educational school. (Text taken from *The Independent*)

Find words in the text that are similar to the words/phrases below.

- | | |
|-------------------------|--------------------------|
| 1. raised | 5. a variety of |
| 2. to cope with | 6. high schools |
| 3. co-educational | 7. added weight to |
| 4. a group | |

Part B. Read the following text about bad behaviour in schools.

The misbehaviour of children is common in all schools, although most schools manage to maintain tolerable standards of discipline. Low levels of indiscipline can result in a detrimental working environment for children, while poor disciplinary management within a school can cause a more general breakdown in order.

Problems with school discipline have also led to a reduction in the number of people willing to become teachers, especially in schools regarded as difficult. Student misbehaviour and rudeness is the leading cause of teacher resignations. In some areas and countries, this has led to a severe teacher shortage, with classes either not taught, or taught by an unqualified person. In some schools, a class may have up to a dozen different teachers in a single year, as the replacements decide to leave rather than deal with student behaviour. Many countries are now trying to offer incentives to new teachers to remain in such schools, but with very limited success.

Find words or phrases in the text that are similar to those in the list below.

- | | |
|----------------------------|----------------------------|
| 1. sufficient levels | 4. main reason for |
| 2. negative | 5. serious |
| 3. resulted in | 6. as many as twelve |

Should you read the whole passage?

1. Should you read the whole passage before looking at the questions?
2. Should you go to the questions first and then skim and scan to find the answers?

My answer to question 1 is **no**. You don't have time to read the whole passage unless your English is almost 'native speaker' level.

My answer to question 2 is **yes and no**.

Yes - go to the questions first.

No - don't skim or scan unless the question contains a name or number.

My advice is to do the questions one by one. Instead of skimming or scanning, read the passage carefully. The answers to most question sections will be in order in the passage, so **you will gradually read the whole passage** as you find the answers.

Think but DON'T 'over-think' the answer

I've noticed that many students get the wrong answer because they think too much! They worry about small differences in meaning. For example, look at the following part of a reading passage:

The two week planned study into the psychological impact of prison life...

Now decide whether the following statement is true, false or not given:

The study aimed to investigate the mental and behavioural effects of life in prison.

The statement is true, but many students put *not given* because they "over-think" the meaning of 'psychological'. They think that the definition of psychological must be more complex than 'mental and behavioural'.

Don't think too hard about small differences in meanings. 'Mental and behavioural' might not be a perfect definition of 'psychological', but the overall meaning is the same (a simple definition of psychology is the study of the mind and behaviour).

Tip: Keeping this in mind, continue working on the following exercises.

Key Words

Vocabulary is the key to doing well in IELTS Reading. Usually there are "keywords" in the questions that are similar to the words you need to find in the text. For example, if the text contains the word "global", the question might use the word "international".

Matching similar words

Exercise 10: Match the keywords (information points) on the left with the similar words or phrases (words with the same meaning) on the right.

Keywords in Questions

1. about 1900 ...
2. records date from ...
3. intensive burst of energy ...
4. growing international importance ...
5. recognized at a younger age ...
6. aims to develop power ...
7. inadequate diet ...
8. links to ...
9. current knowledge is basic ...

Similar Words or Phrases in the text

- a. increasing global participation
- b. focuses on increasing power
- c. our understanding is fundamental
- d. began keeping records
- e. identified early
- f. the early years of the twentieth century
- g. can lead to
- h. explosive release of energy
- i. deficiencies in minerals

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 4, page 88, to see whether they help you to get the right answer more easily.

Exercise 11: Match the keywords (information points) on the left with the similar words or phrases (words with the same meaning) on the right.

Tip: Remember that you should not look for absolute synonyms. Instead, you should look for word or phrase pairs with the closest meaning similarities.

Keywords in Questions

1. people power ...
2. increases in travelling time ...
3. higher incomes ...
4. avoiding an overcrowded² centre ...
5. benefits of working together ...
6. improve the quality of life ...
7. only averagely good ...

Similar Words in the Text

- a. valuable to place people working in related fields together
- b. commuting¹ times far higher
- c. local pressure groups
- d. reasonable but not special
- e. pushing everyone into the city centre was not the best approach
- f. wealthier
- g. creating a better place to live

Glossary:

1. *Commuting: travelling (into a city) to work.*

2. *Overcrowded: too populated; overpopulated (too many people in one place)*

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 6, page 40, to see whether they help you to get the right answer more easily.

The importance of vocabulary

IELTS Reading is basically a vocabulary test. If you don't understand words or phrases in the text, it will be difficult to get the right answers.

Make a list of words that you don't know. Then, look them up and write them down in your notebook. If you don't have a vocabulary notebook, you should start one now! Make sure to include the **part of speech** and a few **synonyms** of the word like the example below.

chronic /'krA:.nlk/ (adj.): *continuing for a long time; long-term; persistent; recurring*

chronic diseases/conditions

chronic arthritis/pain

There is a chronic shortage of teachers.

Tip: Knowing the meanings of new words is not enough. You should also be able to use them correctly in your sentences, while speaking or writing. Therefore, while preparing your vocabulary notebook, pay enough attention to the pronunciation, spelling and the usage of new words.

Exercise 12: Match the keywords on the left with the similar words or phrases on the right.

Keywords in Questions

1. different from many Western countries ...
2. reluctant to accept ...
3. consulted therapists more often ...
4. in increasing numbers ...
5. over the past 20 years ...
6. had a higher opinion than they do today ...
7. retraining ...
8. long-term medical complaints ...

Similar Words in the Text

- a. taking courses
- b. chronic illnesses
- c. having a conservative attitude to
- d. made more visits to therapists
- e. public has become disillusioned
- f. has seen the popularity climb
- g. unusual in the Western world
- h. during the past 20 years

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 4, page 46, to see whether they help you to get the right answer more easily.

Exercise 13: Match the keywords on the left with the similar words or phrases on the right.

Keywords in Questions

1. the portrayal of feelings ...
2. a co-operative project ...
3. non-verbal ...
4. accurate word frequency counts ...
5. alternative expressions ...
6. lexicographical methods ...
7. traditional ...

Similar Words in the Text

- a. an initiative carried out by several groups
- b. to convey emotion
- c. related phrases
- d. historically
- e. pauses and noises
- f. find out how frequently it is used
- g. the compiling of dictionaries

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 1, page 60, to see whether they help you to get the right answer more easily.

Exercise 14: Match the keywords on the left with the similar words or phrases on the right.

Keywords in Question

1. those who speak the language ...
2. additional information ...
3. focus on ...
4. comment objectively ...
5. the camera might miss things ...
6. allows claims to be checked ...
7. necessary ...
8. various methods ...
9. social situation ...
10. body language ...
11. taking notes on ...

Similar Words in the Text

- a. social setting
- b. written comments on
- c. unavoidable
- d. several direct methods
- e. the camera cannot be everywhere
- f. make unbiased statements
- g. deals only with
- h. non-verbal behavior
- i. enables claims to be checked
- j. supplementary data
- k. native speakers of the language

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 4, page 74, to see whether they help you to get the right answer more easily.

Exercise 15: Match the keywords on the left with the similar words or phrases on the right.

Keywords in Question

1. rehearsal for adult activities ...
2. mental activities ...
3. young animal ...
4. recording how much time ...
5. unusual connections in the brain ...
6. adulthood ...
7. a specific substance ...
8. a wide range of activities ...
9. input concerning physical surroundings ...
10. build up strength ...

Similar Words in the Text

- a. jumping rapidly between activities
- b. environmental data
- c. a particular chemical
- d. get in shape
- e. adult life
- f. link-ups between brain areas that might not normally communicate
- g. if you plot the amount of time
- h. cognitive development
- i. a juvenile
- j. develop the skills they will need to hunt, mate and socialise as adults

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 4, page 50, to see whether they help you to get the right answer more easily.

Exercise 16: Match the keywords on the left with the similar words or phrases on the right.

Keywords in Questions

1. boys are more likely to be left-handed ...
2. when they first developed language ...
3. society is prejudiced against left-handed people ...
4. a common feature ...
5. the two sides of the brain develop ... different functions ...
6. after a stroke ...
7. the left side of the brain ...

Similar Words in the Text

- a. systematic
- b. evolution of speech
- c. left-right asymmetry exists
- d. in a world designed to suit right-handed people
- e. the left hemisphere
- f. there are more left-handed males than females
- g. if a person is brain damaged

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 1, page 40, to see whether they help you to get the right answer more easily.

Exercise 17: Match the keywords on the left with the similar words or phrases on the right.

Tip: To find answers in the reading test, look for words or phrases in the passage that are similar to words in the questions. In the test mentioned below, you need to know that 'exaggerate' is similar to 'overstate', or that 'urgent' is similar to 'pressing'. The table below shows similar words/phrases for the test on page 24 of Cambridge IELTS book 5.

Keywords in Questions

1. more urgent health problem ...
2. long-term ...
3. meet readers' expectations ...
4. exaggerate their claims ...
5. the selection of areas to research ...
6. slow down ...
7. linked to ...
8. pessimistic view of the world ...

Similar Words in the Text

- a. associated with
- b. funding goes mainly to areas
- c. provide what the public wants
- d. most pressing health problem
- e. extend well into future
- f. overstate their arguments
- g. accelerating (opposite of 'slow down')
- h. the world seems to be getting worse

Exercise 18: Match the keywords on the left with the similar words or phrases on the right.

Keywords in Questions

1. a few ...
2. life is a struggle ...
3. to give up ...
4. problems ...
5. present inhabitants ...
6. as a means of sustenance ...
7. respect for ... grows ...
8. understanding remains limited ...
9. negative effects on well-being ...

Similar Words in the Text

- a. a handful of
- b. to abandon
- c. surviving by
- d. life is harsh
- e. descendants
- f. hardships
- g. impact on people's health
- h. still huge gaps in our knowledge
- i. much more credibility

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 6, page 27, to see whether they help you to get the right answer more easily.

Exercise 19: The phrases below come from Cambridge IELTS 5, page 62. Match the similar phrases from the two lists below, and look up any new vocabulary in a dictionary.

- | | |
|---|---|
| 1. a cross-section of socio-economic status ... | a. too little money was invested |
| 2. positive outcomes ... | b. had nothing to do with |
| 3. supplied support and training ... | c. a variety of poor and wealthy families |
| 4. insufficient funding ... | d. the results were phenomenal |
| 5. scored highly in listening and speaking ... | e. guidance was provided |
| 6. bore little or no relationship to ... | f. were more advanced in language development |

Exercise 20: Match the keywords on the left with the similar words or phrases on the right.

Keywords in Questions

1. hearing ...
2. follow ...
3. involved in mating ...
4. underdeveloped ...
5. nerves linked to ...
6. vision is exceptional ...

Similar Words in the Text

- a. rudimentary
- b. acoustic sense
- c. track
- d. part of the courtship ritual
- e. extremely keen vision
- f. nerves serving

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 4, page 23, to see whether they help you to get the right answer more easily.

Exercise 21: Match the keywords on the left with the similar words or phrases on the right.

Keywords in Questions

1. ideas have been reproduced ...
2. protein tests are currently used ...
3. cameras - used by Australians ...
4. exchange of expertise between sports ...
5. sensors will be used in future ...
6. how performance requirements are calculated ...
7. obstacles to achievement ...
8. before an event ...
9. a reason for narrowing the scope of research ...

Similar Words in the Text

- a. they are developing sensors
- b. other countries copying
- c. applying skills learnt in one sport to others
- d. Australian competitions - digital cameras
- e. they prepare a model based on what they expect will be the winning times
- f. developed a test that measures protein
- g. we can't waste time looking at questions that don't help performance
- h. factor that might have impact on ability
- i. before a championship

Note: Try finding the keywords in the table above if you have a copy of the book Cambridge IELTS 6, page 18, to see whether they help you to get the right answer more easily.

Collecting Vocabulary

Whenever you read something in English, it's a good idea to write useful vocabulary in a notebook. But don't just write individual words, write the related words (collocations) too. For example, do you know which verb is usually used with the noun "commitment"?

As an example, read the following short text:

A New Year's resolution is a commitment that an individual makes to a personal goal, project, or the reforming of a habit in the coming year. Some examples include resolutions to lose weight, learn something new, or give up a habit such as smoking.

Recent research shows that while 52% of participants in a resolution study were confident of success with their goals, only 12% actually achieved their goals. A separate study in 2007 at the University of Bristol showed that 78% of those who set New Year's resolutions fail.

Men achieved their goal 22% more often when they engaged in goal setting, a system where small measurable goals are set, while women succeeded 10% more when they made their goals public and got support from their friends.

Here is some key vocabulary from the text:

- make a commitment to something
- give up a habit
- be confident of something
- set measurable goals
- make something public
- get support from

Tip: Remember that understanding the meaning of a word is not the same as being able to use it correctly.

Difficult Vocabulary

Some IELTS reading questions cause problems because of difficult vocabulary.

Read the following sentences from Cambridge IELTS 4, page 46.

- We've had a tradition of doctors being fairly powerful and I guess they are pretty loath to allow any pretenders to their position to come into it.
- A better educated and less accepting public has become disillusioned with the experts in general, and increasingly sceptical about science.
- Those surveyed had experienced chronic illnesses, for which orthodox medicine had been able to provide little relief.

**Exercise 22: Which words in the sentences above have the following meanings?
Write ONE WORD ONLY.**

1. long-term or persistent:
2. having doubts or reservations:
.....
3. reluctant or unwilling:
4. conventional or normal:
5. disappointed when something is
not as good as you thought it
was:

Guessing the meanings of new words from the text (context)

You often don't need to understand every word to carry out the required task. You can often guess the meaning of an unknown word, especially if you can see what the writer is doing.

Exercise 23:

Read the paragraph about obesity and answer the questions below.

Obesity is a medical disorder that affects that approximately 20-30% of the population of the United States of America. It is an excessive accumulation of body fat that results from the storage of excess food energy calories in the body's fat cells.

1. Most Americans suffer from obesity. **True False Not Given**
2. This paragraph presents ...
 - A some example of obesity
 - B a definition of obesity
 - C the different types of obesity
 - D the treatment of obesity

As you may have noticed, both questions can be answered without knowing the meaning of the underlined words. It is not even necessary to understand the meaning of the word obesity.

Guessing is a useful strategy

Read the sentence below from a passage about computer crimes.

Computers have been used for mist kinds of crimes, including fraud, theft, larceny, embezzlement, burglary, sabotage, espionage, murder and forgery, since the first cases were reported in 1958.

You come to the word 'fraud' and realize that you don't know this word. You immediately move on to the next word and see that this word is also unfamiliar. You may stay calm and move on again. There are many words that you don't know but you still move on. Later, you find two of these two things:

- There are no questions relating to this sentence. Therefore, you don't need to understand this sentence to answer the questions.
- There is a question relating to this sentence. So, you go back to the sentence and focus on the word you know. For example, imagine you all the following words in the sentence:

Computers have been used for mist kinds of crimes, including ----, ----, ----, ----, -- --, ----, ----, murder and ----, since the first cases were reported in 1958.

You can see that the sentence is presenting examples of kinds of computer crime. By using your general knowledge and paying attention to the general idea of the sentence, you can guess that the unknown words are types of crime such as stealing money or stealing information. That is enough for you to be able to answer the question.

Tip: Guessing is an important strategy. If there are words that you don't know, don't stop and don't panic. Keep moving forward. Look at the questions after the passage. If there are questions that relate to the words that you don't understand, look at the nearby words and sentences and then guess the meaning of the unknown words.

Exercise 24: Read the paragraph about obesity and answer the questions below.

Obesity results from an imbalance of the body's food intake, physical activity and resting metabolism. A variety of both psychological and physiological factors play a role. Certain endocrine gland disorders, such as hypothyroidism or tumours of the adrenal gland, pancreas or pituitary gland, may cause obesity. Recent research has found that a reduction of the body's resting metabolic rate also has a significant effect on the development of obesity. However, most obesity results from using food excessively as an inappropriate coping mechanism to deal with emotional stress.

Questions:

1. Obesity results from psychological factors only. **True False Not Given**
2. This paragraph present ...
 - A the cause of obesity.
 - B the impact of obesity.
 - C the solution to obesity.
 - D the different types of obesity.
3. What do the following words mean?
 - A obesity
 - B reduction
 - C excessively

Exercise 25: Read the following paragraph about the ozone layer and answer the questions.

The ozone layer is a layer of the upper atmosphere about 20 to 25 km above the earth's surface. It is so named because the unstable form of oxygen called ozone is concentrated in this layer. The ozone layer strongly absorbs ultraviolet radiation from the sun. If this radiation reached the earth's surface at unprotected levels, it would be deleterious to all forms of life. For example, it would raise the incidence of human skin cancers and cataracts, as well as reducing food production in general.

Questions:

1. Ozone is a form oxygen. **True False Not Given**
2. This paragraph presents ...
 - A** a general description of the ozone layer.
 - B** an account of a recent problem involving the ozone layer.
 - C** a recommendation of how to solve the ozone problem.
 - D** a classification of the different types of oxygen.
3. What do the following words mean?
 - A** deleterious
 - B** incidence

Understanding what writers are doing

If you are able to see what the writers are doing, it will be much easier to understand what they are saying. Learning this technique will help you with almost all question types of the reading module. Broadly speaking, writers do the following:

- 1** Writers describe. They present information. They describe processes. They describe what happened. They define and label things. They classify things into different types. This kind of writing is called 'descriptive writing'. A user manual for a microwave oven, a library catalogue, a news article about a car accident, a children's story and a laboratory report are all examples of descriptive texts.
- 2** Writers argue. They give opinions. They express their viewpoints. They make claims. They give reasons. They give evidence to support their claims. They predict what will happen. This is called 'argumentative writing'. A letter to the editor of a newspaper, a newspaper editorial, a political pamphlet and a university essay about the advantages and disadvantages of using computers are all examples of argumentative texts.

Tip: Of course many pieces of writing may include examples of both describing and arguing.

Academic/General Reading Question Types

Now that you have learned enough reading techniques, you are ready to get familiar with various question types of the Academic Reading test.

The following questions types are used in the Academic Reading test:

1. Multiple choice
2. Identifying information
3. Identifying writer's views or claims
4. Matching information
5. Matching headings
6. Matching features or classification
7. Matching sentence endings
8. Sentence completion
9. Summary, note, table, flow-chart completion
10. Diagram label completion
11. Short-answer questions

Note: Any of these question types may appear in any section. Not all question types will appear in an individual Academic Reading test.

1. Reading: Multiple choice

Task Type & Format

In this task type, candidates are required to choose the best answer from four alternatives A, B, C or D, or the best two answers from five alternatives A, B, C, D or E, or the best three answers from seven alternatives A, B, C, D, E, F or G.

Candidates write the letter of the answer they have chosen on the answer sheet. The questions may involve completing a sentence, in which the 'stem' gives the first part of a sentence and candidates choose the best way to complete it from the options, or could involve complete questions, with the candidates choosing the option which best answers them. The questions are in the same order as the information in the text: that is, the answer to the first question in this group will be located in the text before the answer to the second question, and so on. This task type may be used with any type of text.

Task Focus

This task type tests a wide range of reading skills including detailed understanding of specific points or an overall understanding of the main points of the text.

Tip: Use the key words in the question to help you find the right part of the text. Read the whole of that part, and consider all the options.

Example:

Here is part of a text about poetry and one of the questions.

Poetry is notoriously difficult to define. It is often regarded as the most personal of literary forms, in which the poet pours out his or her soul in an effusion of feeling. Yet there are numerous examples of impassioned prose, both fiction and polemic. Until a century ago, most poetry – in English, at least – used rhythm and rhyme, and the listener – for poetry is usually intended to be heard – could instantly recognize it as poetry rather than prose. Twentieth century developments have put paid to the utility of this distinction when characterizing poetry as a whole, and, incidentally, given several generations the mistaken belief that poetry is necessarily hard to understand. The defining characteristic of poetry, surely, is that it evokes and heightens joy, sorrow, fear or myriad other emotions, and provides catharsis, the release of emotional tension.

Question:

In the writer's opinion, the main difference between poetry and other literature lies in:

- A the amount of effort it requires from the reader
- B its use of rhythm and rhyme
- C its effect on the reader
- D the extent to which it reflects the writer's feelings

Note: Pay attention to phrases like 'in the writer's opinion' in the question as the text may include several different points of views.

Reading: Multiple choice

Tip: Read to the end of the relevant part of the text, because the options may not be in the same order as they are in the text.

Directions: Here is part of a text about tourism and one of the questions. You have to choose two answers from the list of options (A-E) for this type of task.

Mass tourism was made possible by the introduction of cheap flights and a boom in hotel construction. Both had a major impact on the environment, with construction particularly affecting Europe's Mediterranean coast. Mass tourism was primarily motivated by the wish of many northern Europeans to escape stress by spending time on beaches or beside a hotel pool in virtually guaranteed sunshine – which meant traveling to a more southerly country, such as Spain or Greece. This market was dominated by families and groups of friends, such as parties of young men holidaying together before the wedding of one of them.

While such 'sun, sea and sand' destinations remain popular, a trend is apparent of giving greater importance to meeting individual needs rather than family needs. Holidays that include coaching by a golf professional or a cookery course, for instance, are attracting increasing numbers of participants.

Question:

Which TWO of the following reasons for going on holiday does the writer mention?

- A a wish to learn about other cultures
- B an interest in developing skills
- C concern about the environment
- D an intention to visit friends and relations
- E a desire to relax

Multiple Choice Questions Activity

Sample Task

Reading text

[Note: This is an extract from an Academic Reading passage on the subject of government subsidies to farmers. The text preceding this extract explained how subsidies can lead to activities which cause uneconomical and irreversible changes to the environment.]

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of monoculture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America. Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land. The annual value of these subsidies is immense: about \$250 billion, or more than all World Bank lending in the 1980s. To increase the output of crops per acre, a farmer's easiest option is to use more of the most readily available inputs: fertilisers and pesticides. Fertiliser use doubled in Denmark in the period 1960-1985 and increased in The Netherlands by 150 per cent. The quantity of pesticides applied has risen too: by 69 per cent in 1975-1984 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land-clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion.

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidised - and growing them does no less environmental harm than other crops.

Questions 10 – 12

Choose the appropriate letters A, B, C or D.

Write your answers in boxes 10-12 on your answer sheet.

10. Research completed in 1982 found that in the United States soil erosion
- A reduced the productivity of farmland by 20 per cent.
 - B was almost as severe as in India and China.
 - C was causing significant damage to 20 per cent of farmland.
 - D could be reduced by converting cultivated land to meadow or forest.
11. By the mid-1980s, farmers in Denmark
- A used 50 per cent less fertiliser than Dutch farmers.
 - B used twice as much fertiliser as they had in 1960.
 - C applied fertiliser much more frequently than in 1960.
 - D more than doubled the amount of pesticide they used in just 3 years.
12. Which one of the following increased in New Zealand after 1984?
- A farm incomes
 - B use of fertiliser
 - C over-stocking
 - D farm diversification

2. Identifying information

Task Type & Format

The candidate will be given a number of statements and asked: 'Do the following statements agree with the information in the text?'. Candidates are required to write 'true', 'false' or 'not given' in the boxes on their answer sheets. It is important to understand the difference between 'false' and 'not given'. 'False' means that the passage states the opposite of the statement in question; 'not given' means that the statement is neither confirmed nor contradicted by the information in the passage. (Students need to understand that any knowledge they bring with them from outside the passage should not play a part when deciding on their answers.)

Task Focus

This task type assesses the candidate's ability to recognise particular points of information conveyed in the text. It can thus be used with more factual texts.

Tip: Remember that the statements will not be expressed in exactly the same way as in the text, so look for key words in the statements and find similar words or phrases in the text.

Example:

Here is part of a text about the history of Greenland and some of the questions.

The ancestors of the Inuit people of Greenland are thought to have lived in Siberia – the vast eastern region of modern Russia – until 7,000 or 8,000 years ago. There is evidence that they then travelled by boat into Alaska, settling in the northerly part of North America. From there, some migrated to Greenland around 5,000 years ago, and evidence has been found of their existence around the northern tip of the island.

Question:

Do the following statements agree with the information given in the passage?

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

1. The Inuit people are probably descended from inhabitants of Siberia.
2. The Inuit people's ancestors migrated to North America about 5,000 years ago.
3. The north of Greenland was the most attractive area of the island for the earliest settlers.

3. Identifying writer's views or claims

Task Type & Format

The candidate will be given a number of statements and asked: 'Do the following statements agree with the views/claims of the writer?'. Candidates are required to write 'yes', 'no' or 'not given' in the boxes on their answer sheet. It is important to understand the difference between 'no' and 'not given'. 'No' means that the views or claims of the writer explicitly disagree with the statement - i.e. the writer somewhere expresses the view or makes a claim which is opposite to the one given in the question; 'not given' means that the view or claim is neither confirmed nor contradicted. (Students need to understand that any knowledge they bring with them from outside the passage should not play a part when deciding on their answers.)

Task Focus

This task type assesses the candidate's ability to recognise opinions or ideas, and is thus often used with discursive or argumentative texts.

Tip: Remember that 'No' means the statement contradicts the writer's opinion, so it can't be right. 'Not Given' means that there is no information about the writer's opinion in the text, so the statement may or may not be true.

Example:

Here is part of a text about an art installation (or sculpture).

At first glance, Cornelia Parker's 1991 installation *Cold Dark Matter: An exploded View* would seem to be the outcome of a destructive drive in the artist's personality. On the contrary, she is fascinated by the way that change, even change of a violent nature, is a new beginning, an opportunity for something very difficult to emerge. *Cold Dark Matter* consists of a garden shed which Parker filled with objects, then asked the army to blow up. She suspended the resulting fragments in a room and lit them with a single bulb, throwing sinister shadows on the walls. The title is central to understanding the work, alluding to the cold dark matter which, in one version of the 'big bang' theory, led to the creation of the universe.

Question:

Do the following statements agree with the views of the writer?

1. The impulse for the work is the artist's psychological need to destroy.
2. The way in which the shed was destroyed adds to the meaning of the work.

Identifying Information and

Identifying Writer's Views/Claims Activity

Sample Task

The Risks of Cigarette Smoke

Discovered in the early 1800s and named 'nicotianine', the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukaemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a nonsmoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to secondhand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should

have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on nonsmokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

Questions 4 – 7

Do the following statements reflect the claims of the writer in the Sample Passage?

In boxes 4-7 on your answer sheet write

- YES** *if the statement reflects the claims of the writer*
NO *if the statement contradicts the claims of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

4. Thirty per cent of deaths in the United States are caused by smoking-related diseases.
5. If one partner in a marriage smokes, the other is likely to take up smoking.
6. Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
7. Opponents of smoking financed the UCSF study.

Exercise 26:

1. Read this statement:

"Thirty per cent of deaths in the United States are caused by smoking-related diseases."

2. Discuss with your partner which key words in the statement you could scan the text for.

3. Remember synonyms or paraphrasing might be used. Brainstorm some different ways of expressing this same information.

4. Start at the beginning of the text and scan the text until you find the part which this statement refers to. See if you can find the relevant section more quickly than your partner. Underline the sentence(s). Which words from the statement did you find in the text?

Exercise 27

1. Read this statement:

"If one partner in a marriage smokes, the other is likely to take up smoking."

2. Discuss with your partner which key words in the statement you could scan the text for.

3. Remember synonyms or paraphrasing might be used. Brainstorm some different ways of expressing this same information.

4. Start from the place in the text where you found your last answer. You do not need to start at the beginning again as the answers are in the text order. Scan the text until you find the part which this statement refers to. Try to find the relevant section more quickly than your partner. Underline the sentence(s). Which words from the statement did you find in the text?

Exercise 28

1. Repeat the process with the statements:

"Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives."

"Opponents of smoking financed the UCSF study."

Exercise 29

Read each pair of sentences below carefully.

1. **A** Thirty per cent of deaths in the United States are caused by smoking-related diseases.
B *Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer.*

2. **A** If one partner in a marriage smokes, the other is likely to take up smoking.
B *In the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking.*

3. **A** Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
B *It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to secondhand tobacco smoke during childhood and adolescence.*

4. **A** Opponents of smoking financed the UCSF study.
B *A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that secondhand cigarette smoke does more harm to nonsmokers than to smokers. The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking.*

4. Matching information (Which paragraph contains ...?)

Task Type & Format

In this task type, candidates are required to locate specific information in the lettered paragraphs/sections of a text, and to write the letters of the correct paragraphs/sections in the boxes on their answer sheet. They may be asked to find; specific details, an example, a reason, a description, a comparison, a summary, an explanation. They will not necessarily need to find information in every paragraph/section of the text, but there may be more than one piece of information that candidates need to locate in a given paragraph/section. When this is the case, they will be told that they can use any letter more than once. This task type can be used with any text as it may test a wide range of reading skills, from locating detail to recognising a summary or definition etc.

Task Focus

This task type assesses the candidate's ability to scan for specific information. Unlike Task Type 5 (Matching headings), it is concerned with specific information rather than with the main idea.

Matching Information Activity

Sample Task

The Motor Car

- A** There are now over 700 million motor vehicles in the world and the number is rising by more than 40 million each year. The average distance driven by car users is growing too from 8km a day per person in western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.
- B** While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.
- C** Until a hundred years ago, most journeys were in the 20km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. Invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. In the United Kingdom, about 90 per cent of inland freight is carried by road. The world cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting people and goods?
- D** In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban sprawl means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as alienation and aggressive human behaviour.
- E** A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favour of mass transit.

- F** Technical solutions can reduce the pollution problem and increase the fuelled efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.
- G** Some argue that the only long-term solution is to design cities and neighbourhoods so that car journeys are not necessary all essential services being located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local government is already bringing this about in some places. But few democratic communities are blessed with the vision – and the capital – to make such profound changes in modern lifestyles.
- H** A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small ‘low emission’ cars for urban use and larger hybrid or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable and made more feasible by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate.

Questions 14 – 19

Sample Passage 7 has eight paragraphs labelled **A-H**.

Which paragraphs contains the following information?

*Write the correct letter **A-H** in boxes 14-19 on your answer sheet.*

NB You may use any letter more than once.

- 14** a comparison of past and present transportation methods
- 15** how driving habits contribute to road problems
- 16** the relative merits of cars and public transport
- 17** the writer’s prediction on future solutions
- 18** the increasing use of motor vehicles
- 19** the impact of the car on city development

Exercise 30: Synonymous Words or phrases

Look at the following information points on the left. Can you match each one with the sentence with the same meaning on the right?

- | | |
|--|--|
| 1. a comparison of past and present transportation methods | a. the advantages of both trains and cars |
| 2. how driving habits contribute to road problems | b. how the author thinks transport problems will be solved |
| 3. the relative merits of cars and public transport | c. the growth in the amount of kilometres driven by car |
| 4. the writer's prediction on future solutions | d. how the car has influenced the features of cities |
| 5. the increasing use of motor vehicles | e. changes in the types of transport over time |
| 6. the impact of the car on city development | f. the way in which people drive makes road problems worse |

5. Matching headings

Task Type & Format

In this task type, candidates are given a list of headings, usually identified with lower-case Roman numerals (i, ii, iii etc). A heading will refer to the main idea of the paragraph or section of the text. Candidates must match the heading to the correct paragraphs or sections, which are marked alphabetically. Candidates write the appropriate Roman numerals in the boxes on their answer sheets. There will always be more headings than there are paragraphs or sections, so that some headings will not be used. It is also possible that some paragraphs or sections may not be included in the task. One or more paragraphs or sections may already be matched with a heading as an example for candidates. This task type is used with texts that contain paragraphs or sections with clearly defined themes.

Task Focus

This task type tests the candidate's ability to recognise the main idea or theme in the paragraphs or sections of a text, and to distinguish main ideas from supporting ones.

Tip: More than one heading may seem to match a paragraph at first. After reading the paragraph, read each heading and decide which one best sums up the main point of the paragraph.

Example:

Here is part of a text about the scientific system for naming species of animals and plants. You have to choose the correct heading for each paragraph.

List of headings

- i** Examples of the system in use
- ii** Reactions to Linnaeus's work
- iii** The origin of the system
- iv** Which animals are lions and tigers related to?

A The scientific conventions for naming living organisms were established by the 18th century Swedish botanist, physician and zoologist, Carl Linnaeus, who developed binomial nomenclature, a two-word system for naming every species of animal and plant. The first word identified the genus, and the second word is the specific name.

B As an illustration, lions belong to the genus *Panthera*, and their specific name is *leo*. Hence the species is classified as *Panthera leo*. Their relation the tiger, on the other hand, is named *Panthera tigris*. The two-word names indicate the relationship in a way that *lion* and *tiger* do not.

Tip: You should read the headings before reading the text to focus your mind on the main ideas you need to look for.

Matching Headings Activity

Sample Task

Questions 1 – 5

Sample Passage 6 has six sections **A-F**.

Choose the correct heading for sections **A-D** and **F** from the list of headings below.
Write the correct number **i-ix** in boxes 1-5 on your answer sheet.

List of Headings

- i** The probable effects of the new international trade agreement
- ii** The environmental impact of modern farming
- iii** Farming and soil erosion
- iv** The effects of government policy in rich countries
- v** Governments and management of the environment
- vi** The effects of government policy in poor countries
- vii** Farming and food output
- viii** The effects of government policy on food output
- ix** The new prospects for world trade

1 Section A

2 Section B

3 Section C

4 Section D

Example

Section E **vi**

5 Section F

Section A

The role of governments in environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often, however, governments act in an even more harmful way. They actually subsidise the exploitation and consumption of natural resources. A whole range of policies, from farm-price support to protection for coal-mining, do environmental damage and (often) make no economic sense. Scrapping them offers a two-fold bonus: a cleaner environment and a more efficient economy. Growth and environmentalism can actually go hand in hand, if politicians have the courage to confront the vested interest that subsidies create.

Section B

No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area, not counting Antarctica, and the proportion is rising. World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in cultivation, but also because more land has been brought under the plough. Higher yields have been achieved by increased irrigation, better crop breeding, and a doubling in the use of pesticides and chemical fertilisers in the 1970s and 1980s.

Section C

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of monoculture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Section D

Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land. The annual value of these subsidies is immense: about \$250 billion, or more than all World Bank lending in the 1980s. To increase the output of crops per acre, a farmer's easiest option is to use more of the most readily available inputs: fertilisers and pesticides. Fertiliser use doubled in Denmark in the period 1960-1985 and increased in The Netherlands by 150 per cent. The quantity of pesticides applied has risen too: by 69 per cent in 1975-1984 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land-clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion. In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to

treat their land in environmentally friendlier ways, or to leave it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidised - and growing them does no less environmental harm than other crops.

Section E

In poor countries, governments aggravate other sorts of damage. Subsidies for pesticides and artificial fertilisers encourage farmers to use greater quantities than are needed to get the highest economic crop yield. A study by the International Rice Research Institute of pesticide use by farmers in South East Asia found that, with pest-resistant varieties of rice, even moderate applications of pesticide frequently cost farmers more than they saved. Such waste puts farmers on a chemical treadmill: bugs and weeds become resistant to poisons, so next year's poisons must be more lethal. One cost is to human health. Every year some 10,000 people die from pesticide poisoning, almost all of them in the developing countries, and another 400,000 become seriously ill. As for artificial fertilisers, their use world-wide increased by 40 per cent per unit of farmed land between the mid 1970s and late 1980s, mostly in the developing countries. Overuse of fertilisers may cause farmers to stop rotating crops or leaving their land fallow. That, in turn, may make soil erosion worse.

Section F

A result of the Uruguay Round of world trade negotiations is likely to be a reduction of 36 per cent in the average levels of farm subsidies paid by the rich countries in 1986-1990. Some of the world's food production will move from Western Europe to regions where subsidies are lower or non-existent, such as the former communist countries and parts of the developing world. Some environmentalists worry about this outcome. It will undoubtedly mean more pressure to convert natural habitat into farmland. But it will also have many desirable environmental effects. The intensity of farming in the rich world should decline, and the use of chemical inputs will diminish. Crops are more likely to be grown in the environments to which they are naturally suited. And more farmers in poor countries will have the money and the incentive to manage their land in ways that are sustainable in the long run. That is important. To feed an increasingly hungry world, farmers need every incentive to use their soil and water effectively and efficiently.

Top 4 tips for how to answer 'paragraph headings' questions:

1. Do these questions last

'Paragraph headings' questions are difficult, especially because the answers will not be in order in the text. For most other types of question, the answers will be in order in the text. So, do the other questions first, then you will be familiar with the text when you return to the 'paragraph headings' questions. You might even find that you are able to match some of the paragraphs really quickly because you remember what they were about.

2. Start with the shortest paragraphs

Instead of starting with the first paragraph, why not start with the shortest paragraph? If there is a really short paragraph, it should be easier to match it to a heading. Then you will have fewer headings to choose from for the longer paragraphs.

3. Look for similar words

As with most types of IELTS reading question, you should be able to find words in the paragraph that are similar to words in the heading.

4. Move on if you are spending too much time

'Paragraph headings' questions often take a long time. Don't allow yourself to use more than 20 minutes for each reading passage. If you haven't finished after 20 minutes, move on to the next passage.

6. Matching features or classification

Task Type & Format

In this task type, candidates are required to match a set of statements or pieces of information to a list of options. The options are a group of features from the text, and are identified by letters. Candidates may, for example, be required to match different research findings to a list of researchers, or characteristics to age groups, events to historical periods etc. It is possible that some options will not be used, and that others may be used more than once. The instructions will inform candidates if options may be used more than once.

Task Focus

This task type assesses the candidate's ability to recognise relationships and connections between facts in the text and their ability to recognise opinions and theories. It may be used both with texts dealing with factual information as well as opinion-based discursive texts. Candidates need to be able to skim and scan the text in order to locate the required information and to read for detail.

Tip: In the text, underline the names, dates, numbers, etc. from the questions or options, so that you can locate them quickly.

Example:

Here is part of a text about the development of fertilizers in the nineteenth century. In this example the questions follow the order of the text.

Food production was greatly improved in the nineteenth century, one reason being the development of effective fertilizers. The German chemist Justus von Liebig (1803-1873) added considerably to the knowledge of plant nutrition, identifying the crucial importance of nitrogen, and the French scientist Jean Baptiste Boussingault (1802-1887) discovered that different kinds of fertilizers required different amounts of nitrogen. However, a business venture by von Liebig failed: although the fertilizer he sold was much less expensive than the guano it was intended to replace, crops were unable to absorb it adequately. Von Liebig later developed a manufacturing process for making beef extract cubes, which are still used in kitchens around the world.

In Britain, John Bennet Lawes (1814-1900) owned a farm where he experimented with crops and manures: at first he tested the effects of various manures on potted plants, and later worked on crops in the field. In 1842, he patented a successful superphosphate, which was the first artificial manure. Lawes made provision for the experimental farm to continue after his death, and it exists to this day.

Question:

1. He showed that nitrogen is essential for plant nutrition.
2. He demonstrated the need to vary the quantity of nitrogen in fertilizers.
3. He introduced a fertilizer that saved money but was ineffective.
4. He invented a method of processing a food for human consumption.
5. He invented the first synthetic manure.
6. He set up a research establishment that is still in operation.

List of scientists	
A	Boussingault
B	Lawes
C	von Liebig

Tip: Names, numbers and dates may appear more than once, so make sure you read all the relevant parts of the text.

Synonymous Keywords and Phrases

Similar words or phrases in the text

identifying the crucial importance of nitrogen

required different amounts of nitrogen

unable to absorb it adequately

developed a manufacturing process

the first artificial manure

the experimental farm to continue

it exists to this day

Keywords in questions

nitrogen is essential for plant nutrition

the need to vary the quantity of nitrogen

but was ineffective

invented a method of processing

the first synthetic manure

a research establishment

that is still in operation

Matching Features Activity

Sample Task

Questions 11–13

Classify the following statements as being

- A** a finding of the UCSF study
- B** an opinion of the UCSF study
- C** a finding of the EPA report
- D** an assumption of consultants to the tobacco industry

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 11–13 on your answer sheet.

- 11** Smokers' cardiovascular systems adapt to the intake of environmental smoke.
- 12** Smoke-free public places offer the best solution.
- 13** The intake of side-stream smoke is more harmful than smoke exhaled by a smoker.

The Risks of Cigarette Smoke

Discovered in the early 1800s and named 'nicotianine', the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukaemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a nonsmoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to secondhand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that secondhand cigarette smoke does more harm to nonsmokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the *Journal of the American Medical Association (AMA)*, was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on nonsmokers.

They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

7. Matching sentence endings

Task Type & Format

In this task type, candidates are given the first half of a sentence based on the text and choose the best way to complete it from a list of possible options. They will have more options to choose from than there are questions. Candidates must write the letter they have chosen on the answer sheet. The questions are in the same order as the information in the passage: that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be used with any type of text.

Task Focus

This task type assesses the candidate's ability to understand the main ideas.

Matching Sentence Endings Activity

Sample Task

Questions **8 – 10**

Complete each sentence with the correct ending **A-J** from the box below.

Write the correct letter **A-J** in boxes **8-10** on your answer sheet.

NB You may use any letter more than once.

- 8 Passive smoking
- 9 Compared with a nonsmoker, a smoker
- 10 The American Medical Association

- A** includes reviews of studies in its reports.
- B** argues for stronger action against smoking in public places.
- C** is one of the two most preventable causes of death.
- D** is more likely to be at risk from passive smoking diseases.
- E** is more harmful to nonsmokers than to smokers.
- F** is less likely to be at risk of contracting lung cancer.
- G** is more likely to be at risk of contracting various cancers.
- H** opposes smoking and publishes research on the subject.
- I** is just as harmful to smokers as it is to nonsmokers.
- J** reduces the quantity of blood flowing around the body.

The Risks of Cigarette Smoke

Discovered in the early 1800s and named 'nicotianine', the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukaemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

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The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies

over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on nonsmokers.

They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

8. Sentence completion

Task Type & Format

This task type requires candidates to complete sentences in a given number of words taken from the text. Candidates must write their answers on the answer sheet. The instructions will make it clear how many words/numbers candidates should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If candidates write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The questions are in the same order as the information in the passage: that is, the answer to the first question in this group will be found before the answer to the second question, and so on. This task type may be used with any type of text.

Task Focus

This task type assesses the candidate's ability to locate detail/specific information.

Tip: Make sure you use words from the text exactly as they are written in the text, and they fit the sentences grammatically.

Example:

Here is part of a text about public relations. In this example, answers should be no more than one word and/or a number.

Not so long ago, public relations – or PR, as it is usually referred to – was the poor relation of many functions within an organization. While Production, Finance and even Human Resources were usually represented at Board level, the PR function was much further down the hierarchy, simply expected to do its job of issuing press releases and gaining positive publicity for the organization. This is now changing. In addition to these bread-and-butter tasks, PR specialists may now be involved in strategic planning, as senior managers realize how much PR can contribute as the ears and eyes of the organization.

Question:

Complete the sentences below.

1. Some of an organization's other ... used to be considered more important than PR.
2. In the past, an organization's ... was unlikely to include anyone from PR.
3. The role of PR includes trying to ensure that the organization attracts favorable
4. PR now sometimes helps to develop an organization's

9. Summary, note, table, flow-chart completion

Task Type & Format

With this task type, candidates are given some type of summary of a section of the text, and are required to complete it with information drawn from the text. Note that the summary will usually be of only one part of the passage rather than the whole. The given information may be in the form of; several connected sentences of text (referred to as a summary), several notes (referred to as notes), a table with some of its cells empty or partially empty (referred to as a table), a series of boxes or steps linked by arrows to show a sequence of events, with some of the boxes or steps empty or partially empty (referred to as a flow-chart).

The answers will not necessarily occur in the same order as in the text. However, they will usually come from one section rather than the entire text.

There are two variations of this task type. Candidates may be asked either to select words from the text or to select from a list of answers.

Where words have to be selected from the passage, the instructions will make it clear how many words/numbers candidates should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If candidates write more than the number of words asked for, they will lose the mark.

Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words.

Where a list of answers is provided, they most frequently consist of a single word.

Because this task type often relates to precise factual information, it is often used with descriptive texts.

Task Focus

This task type assesses the candidate's ability to understand details and/or the main ideas of a section of the text. In the variations involving a summary or notes, candidates need to be aware of the type of word(s) that will fit into a given gap (for example, whether a noun is needed, or a verb etc.).

Reading: Summary completion (Type A)

Tip: Don't always expect words or phrases in the box to be the same as in the text. They may be words with similar meaning or the same word in a different form, so read both the text and the summary carefully.

Example:

Here is part of a text about innovation in business.

Success, for many companies, depends on their ability to innovate and to create new products and services. Ask anyone which business sectors are the most creative, and the music industry will come fairly high up the list, but creativity is also the lifeblood of other, less obvious fields: the pharmaceutical industry, for instance, relies almost entirely on ideas and inventions that can be developed into new drugs. Just like land, buildings or machinery, ideas can be a valuable asset to a business, but while the former are tangible assets, with a physical existence, ideas are intangible, with no physical manifestation. Once an idea has been developed, whether into a new medical treatment or a new brand of clothing, it becomes intellectual property, and can be legally owned. It is then protected against competitors benefiting by imitating the new product without having had to fund its development.

Question:

Complete the summary using the words in the box below.

Innovation is ...1... for businesses in many sectors, from the most obviously ...2..., such as the music industry, to ones that are less self-evidently so, like the pharmaceutical industry. Like ...3... assets, new ideas may be very valuable, and so, like those, they need to be treated as ...4... to the business. They therefore require legal ...5... to prevent competitors from benefiting from the company's ...6... .

- | | | | | | |
|---|--------------|---|------------|---|------------|
| A | intellectual | B | belonging | C | developing |
| D | creative | E | intangible | F | essential |
| G | protection | H | tangible | I | investment |

Reading: Summary completion (Type B)

Tip: The summary may be based on a part of the text. If the summary has a title, use it to help you locate the area of the text in which the answer may be located.

Example:

Here is part of a text about a research method called 'participant observation'. Answers should be no more than two words and/or a number.

Participant Observation

Cultural anthropologists often adopt a research method known as 'participant observation' to become familiar with a community's customs and behavior, and to gain understanding of them. Users of the method immerse themselves in the life and culture of the people they are studying, with whom they interact in the community's natural environment. Their involvement often extends over a considerable period – some researchers have lived in the community they are studying for a matter of years. They may use a variety of methods, including informal interviews, group discussions and the study of personal documents, as well as observation. Through their involvement in the life of the community, they expect to gain the perspective of an insider on the customs and behavior of the group, while at the same time taking the role of an objective observer.

Question:

Complete the summary below.

'Participant observation' is a research method sometimes used by **1**..... and other researchers to study a community in its **2**..... .

The research may require a commitment lasting several **3**..... . The researcher's goal is to acquire some **4**..... of the community's customs and behavior by viewing them from the community's viewpoint as an **5**..... , while simultaneously remaining a detached **6**..... .

Tip: The answers may not come in the same order as the information in the text.

Reading: Note completion

Tip: Only write the missing words, and make sure you don't repeat words from either side of the gap.

Example:

Here is part of a text about the invention of cellophane. In this example answers should be no more than one word and/or a number.

Cellophane was invented by Jacques Edwin Brandenberger, a Swiss chemist. In 1990, he made a coating to be applied to cloth, to protect it from being stained. The cloth was too stiff, but when he saw that the coating easily peeled off it as a transparent film, he realized the coating could be of value as a material in its own right. He eventually perfected the material, mainly by adding glycerin to soften it, and constructed a machine to make it.

Questions:

Complete the notes below.

Initial experiment:

- Aim: to **1** cloth from stains
- Problem: the cloth became **2**
- Potential value: the coating of film was **3** and could easily be separated from the cloth

Development:

- Used **4** to change the texture of the film

Reading: table completion

Tip: Use the information in the table to help you predict the type of word you need to find in the text. The answers may not follow the order of the text, but are generally in the same part of the text.

Example:

One of Japan's major companies is Sharp Corporation, started by 18-year-old Tokuji Hayakawa in 1912, in Tokyo. At first the company worked with metal, producing snap buckles for belts, then, from 1915, the 'Ever-Sharp Pencil' – a mechanical pencil that gave the company its present name. The Sharp Group is now a major manufacturer of electronic goods, from LCD TVs to solar cells. It had expanded into 25 countries or regions around the world, and has a total of 60,200 employees worldwide, including 32,200 in its home country, where its head office has now moved to Osaka. The company entered the USA market in 1962, setting up Sharp Electronics Corporation (SEC), with its headquarters in New Jersey. SEC now employs 2,500 people.

Question:

Complete the table below:

Company name	Date founded	Original products	Location of head office	Number of employees
Sharp Corporation	1	2 goods	3 Japan	4 in Japan
SEC	5	electronic goods	6 USA	7

Tip: Use words from the text without changing them or using more than the maximum number stated.

Reading: Flow-chart completion

Tip: To work out the order in which activities happen, try to identify particular words in the text that show this.

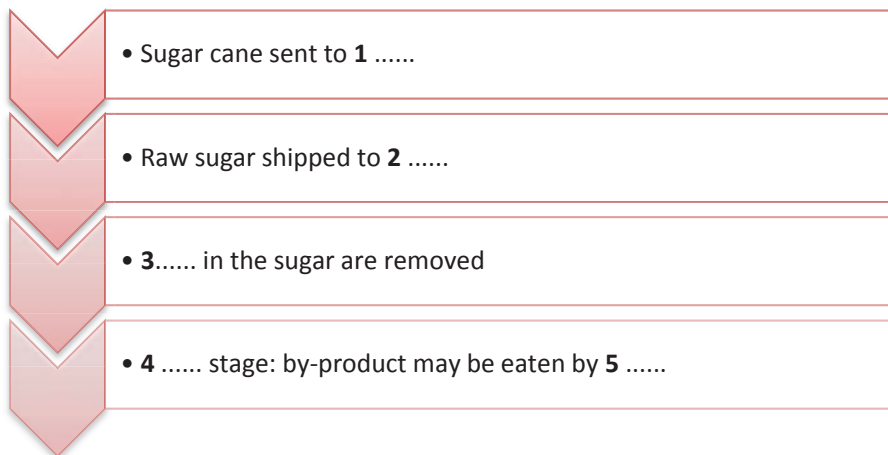
Example:

Here is part of a text about the process of producing sugar. In this example, answers should be no more than one word and/or a number.

Raw sugar comes from sugar cane. When the cane is harvested, it first goes to mills, usually in the same region, and raw sugar is extracted from it. This is then sent in bulk to refineries, which are often located in heavy sugar-consuming countries. There are several stages in the refining process, starting with affination, which includes the removal of various impurities by using a centrifuge. Eventually, the recovery stage is reached, which leaves white sugar and a sweet by-product which is often used as cattle feed.

Question:

Complete the flow chart below.



Summary, Note, Table, Flow-chart Completion Activity
Sample Task

Questions 9 – 13

Complete the table below.

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

Write your answers in boxes 9-13 on your answer sheet.

Species	Size	Preferred climate	Complementary species	Start of active period	Number of generations per year
French	2.5 cm	cool	Spanish	late spring	1 – 2
Spanish	1.25 cm	9		10	11
South African ball roller		12	13		

[Note: This is an extract from an Academic Reading passage on the subject of dung beetles. The text preceding this extract gave some background facts about dung beetles, and went on to describe a decision to introduce nonnative varieties to Australia.]

Introducing dung¹ beetles into a pasture is a simple process: approximately 1,500 beetles are released, a handful at a time, into fresh cow pats² in the cow pasture. The beetles immediately disappear beneath the pats digging and tunnelling and, if they successfully adapt to their new environment, soon become a permanent, self-sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious.

Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels. The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some

surface-dwelling beetles, including a South African species, cut perfectly-shaped balls from the pat, which are rolled away and attached to the bases of plants.

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria, the large French species (2.5 cms long), is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from the winter cold and produce only one or two generations of offspring from late spring until autumn. The latter, which multiply rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a sub-tropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunneling species. In warmer climates, many species are active for longer periods of the year.

Glossary

- 1. dung: the droppings or excreta of animals*
- 2. cow pats: droppings of cows*

10. Diagram label completion

Task Type & Format

In this task type, candidates are required to complete labels on a diagram which relates to a description contained in the text. The instructions will make it clear how many words/ numbers candidates should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If candidates write more than the number of words asked for, they will lose the mark. Numbers can be written using figures or words. Contracted words will not be tested. Hyphenated words count as single words. The answers do not necessarily occur in order in the passage. However, they will usually come from one section rather than the entire text. The diagram may be of some type of machine, or of parts of a building or of any other element that can be represented pictorially. This task type is often used with texts describing processes or with descriptive texts.

Task Focus

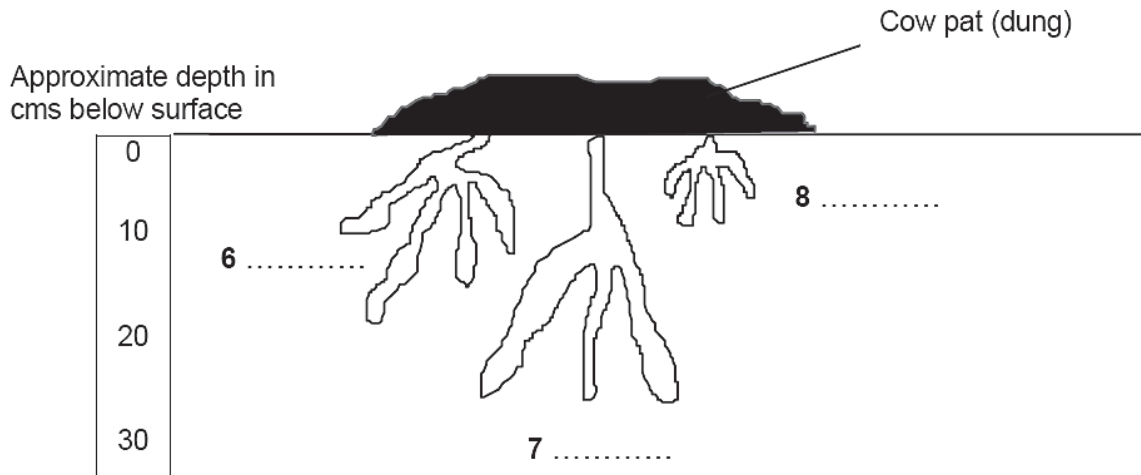
This task type assesses the candidate's ability to understand a detailed description, and to relate it to information presented in the form of a diagram.

Diagram Label Completion Activity
Sample Task

Questions 6 – 8

Label the tunnels on the diagram below using words from the box.

Write your answers in boxes 6-8 on your answer sheet.



Dung Beetle Types	
French	Spanish
Mediterranean	South African
Australian native	South African ball roller

[Note: This is an extract from an Academic Reading passage on the subject of dung beetles. The text preceding this extract gave some background facts about dung beetles, and went on to describe a decision to introduce nonnative varieties to Australia.]

Introducing dung¹ beetles into a pasture is a simple process: approximately 1,500 beetles are released, a handful at a time, into fresh cow pats² in the cow pasture. The beetles immediately disappear beneath the pats digging and tunnelling and, if they successfully adapt to their new environment, soon become a permanent, self-sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious.

Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels

directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels. The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some surface-dwelling beetles, including a South African species, cut perfectly-shaped balls from the pat, which are rolled away and attached to the bases of plants.

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria, the large French species (2.5 cms long), is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from the winter cold and produce only one or two generations of offspring from late spring until autumn. The latter, which multiply rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a sub-tropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunneling species. In warmer climates, many species are active for longer periods of the year.

Glossary

- 1. dung: the droppings or excreta of animals*
- 2. cow pats: droppings of cows*

11. Short-answer questions

Task Type & Format

This task type requires candidates to answer questions, which usually relate to factual information, about details in the text. Thus it is most likely to be used with a text that contains a lot of factual information and detail.

Candidates must write their answers in words or numbers on the answer sheet.

Candidates must write their answers using words from the text. The instructions will make it clear how many words/ numbers candidates should use in their answers, e.g. 'NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage', 'ONE WORD ONLY' or 'NO MORE THAN TWO WORDS'. If candidates write more than the number of words asked for, they will lose the mark.

Numbers can be written using figures or words. Contracted words are not tested. Hyphenated words count as single words.

The questions are in the same order as the information in the text.

Task Focus

This task type assesses the candidate's ability to locate and understand precise information in the text.

Tip: Make sure you copy the words correctly and you spell them as they are spelled in the text.

Example:

Here is part of a text about a vessel that is used to explore the depths of the ocean. Each answer should be no more than two words and/or a number.

A great deal of research into the depths of the ocean has been carried out using submersible Alvin, a craft that can carry three people down to a depth of 4,500 meters. Constructed in 1964, it is operated by the Woods Hole Oceanographic Institution (WHOI) in the USA.

Alvin is manufactured from syntactic foam, a material which is strong enough to withstand the enormous water pressure that the submersible encounters. It is equipped with lights, two robotic arms to manipulate instruments, and a basket for tools and for samples picked up from the ocean floor.

Question:

Answer the questions below.

1. In which year was Alvin built?
2. What material is Alvin made of?
3. What equipment on Alvin can operate instruments?
4. What equipment on Alvin is used as a container?

Tip: The questions and answers follow the order of the text.

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 1-3 on your answer sheet.

1. In which year did the World Health Organisation define health in terms of mental, physical and social well-being?
2. Name the three broad areas which relate to people's health, according to the socio-ecological view of health.
3. During which decade were lifestyle risks seen as the major contributors to poor health?

Changing our Understanding of Health

A

The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

B

For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

C

In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that "health is a complete state of physical, mental and social well-being and is not merely the absence of disease" (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D

The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only

medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

E

During the 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

"The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements."

(WHO, 1986)

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

F

At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986)

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of "enabling people to increase control over and to improve their health" (WHO, 1986).

Reading Advice

Here is a list of advice and techniques for IELTS reading:

1. Don't read the whole text; you haven't got enough time.
2. Look at the title, sub-headings or first few lines to see what the text is about.
3. Then go straight to the questions.
4. 'Paragraph' questions are much easier if you do them last. Do other sections first.
5. The answers to most types of question (multiple choice, gap-fill, T,F,NG) should be in the correct order in the text, so you don't need to go back to the beginning to start looking for the next answer.
6. Read all instructions carefully. Sometimes the answers are "in paragraphs B and C", for example, and students waste time looking through every paragraph.
7. Vocabulary is the key to a high score.
8. There are usually words in the questions that are similar to words you need to find in the text. For example, if the text contains the word "global", the question might use the word "international". If you find the similar words, you have probably found the answer.
9. You must get to the end and answer every question. If you don't finish, you might miss some easy points.
10. Some questions are difficult because their aim is to separate band 8 and band 9. Don't waste time on difficult questions. Miss them, finish the exam, and return to them at the end.

Tip: Don't just test yourself. Study the answers, your mistakes, and the key vocabulary whenever you do a reading test. Try making a keyword table.

Always Analyze your Wrong Answers

It is very important to know why have answered a question wrongly. Knowing why have gone wrong is the key to improvement. Try to ask yourself why you have left a question unanswered or why you have made a mistake. This is sometimes due to:

- not knowing or understanding a key word or an expression
- locating the wrong part of passage as a result of weak scanning and skimming
- jumping into a conclusion about the answer
- over-thinking the answers
- not being familiar with the structures used in a sentence
- misspelling words while transferring the answers to the answer sheet
- not eliminating the wrong options (distracters) while having doubt

Exercise 31: Choose the best title

Read the following article and choose the best title from the list below.

A new survey reveals that a family sit-down at dinnertime may reduce a teenager's risk of trying or using alcohol, cigarettes and drugs. The study surveyed more than 1,000 teens and found that those who dined with their families five to seven times a week were four times less likely to use alcohol, tobacco or marijuana than those who ate with their families fewer than three times a week.

A recent UK survey also found that dining together as a family is a key ingredient in ensuring a child's happiness. Children in the survey reported higher levels of happiness when they dined together with their families at least three times a week. "Contrary to the popular belief that children only want to spend time playing video games or watching TV," said researcher Dr. Maris Iacovou of the University of Essex, "we found that they were most happy when interacting with their parents or siblings."

- A) Children's happiness
- B) Why teenagers use alcohol, cigarettes and drugs
- C) What teenagers really want
- D) Why families should dine together

Exercise 31: True, False, Not Given

Read the following passage from a newspaper article about 'green tourism'.

A) Interested in making your holiday greener and more sustainable, ensuring that local people get a fair cut of the money you've handed over, and that no rivers are being dried up or forests felled to accommodate your trip? Congratulations – for being in a well-meaning minority.

B) A recent survey by the travel trade body, Abta, found that just 20 per cent of travel agents have ever been asked for such holidays or asked questions about sustainability, though they did report a "feeling" that interest in sustainability was growing. Despite apocalyptic warnings about climate change, water scarcity, pollution, and peak oil, there isn't exactly a stampede to the travel industry's door demanding it play its part.

C) "The industry feels there isn't a huge demand out there," says Sue Hurdle, chief executive of the independent charity The Travel Foundation. "They don't have a lot of people banging on the door asking for greener holidays."

D) Others are more specific, such as Professor Harold Goodwin, of the International Centre for Responsible Tourism (ICRT), an independent academic research centre. "There is a big shift in values and approach – it's not just travel, it's a general consumer trend," he says. "If you're worried about where your pork comes from at home, why wouldn't you worry about that when on holiday?"

E) For those of us who are bothered, working out when the travel industry is doing its bit, and when it isn't, and separating good operators from charlatans peddling greenwash, is a bewildering and frustrating experience. England alone usually has around 20 certification schemes or logos on the go at any one time, split into two categories: awards, where hotels and operators are judged independently; and certification schemes, where they generally pay to be included. It also helps to know what the industry is aiming for. We're not talking about genuine eco-tourism – which remains a niche and narrow market – but on what the industry prefers to call "sustainable", or "responsible" tourism.

F) "Many people make the mistake of thinking that when anyone describes a business or activity as being 'green' that they are environmentally friendly," says Jason Freezer, destinations manager for Visit England. "Being green, sustainable, or responsible is about ensuring economic viability, social inclusion and contributing to the natural environment. A sustainable business is doing its most to enhance its own success financially, while contributing to the local economy and minimising or negating the damage it might do to its environment or community."
(from The Independent, 9th October 2011)

Answer the following questions TRUE, FALSE or NOT GIVEN.

- 1) Travel agents report that few people express an interest in sustainability.
- 2) In England, certification schemes make it easy for consumers to judge whether or not hotels and operators are 'green'.
- 3) Sustainable businesses are more successful financially than businesses that are not environmentally friendly.

Exercise 33: Which paragraph contains...?

Read the following passage from a newspaper article about 'green tourism'.

A) Interested in making your holiday greener and more sustainable, ensuring that local people get a fair cut of the money you've handed over, and that no rivers are being dried up or forests felled to accommodate your trip? Congratulations – for being in a well-meaning minority.

B) A recent survey by the travel trade body, Abta, found that just 20 per cent of travel agents have ever been asked for such holidays or asked questions about sustainability, though they did report a "feeling" that interest in sustainability was growing. Despite apocalyptic warnings about climate change, water scarcity, pollution, and peak oil, there isn't exactly a stampede to the travel industry's door demanding it play its part.

C) "The industry feels there isn't a huge demand out there," says Sue Hurdle, chief executive of the independent charity The Travel Foundation. "They don't have a lot of people banging on the door asking for greener holidays."

D) Others are more specific, such as Professor Harold Goodwin, of the International Centre for Responsible Tourism (ICRT), an independent academic research centre. "There is a big shift in values and approach – it's not just travel, it's a general consumer trend," he says. "If you're worried about where your pork comes from at home, why wouldn't you worry about that when on holiday?"

E) For those of us who are bothered, working out when the travel industry is doing its bit, and when it isn't, and separating good operators from charlatans peddling greenwash, is a bewildering and frustrating experience. England alone usually has around 20 certification schemes or logos on the go at any one time, split into two categories: awards, where hotels and operators are judged independently; and certification schemes, where they generally pay to be included. It also helps to know what the industry is aiming for. We're not talking about genuine eco-tourism – which remains a niche and narrow market – but on what the industry prefers to call "sustainable", or "responsible" tourism.

F) "Many people make the mistake of thinking that when anyone describes a business or activity as being 'green' that they are environmentally friendly," says Jason Freezer, destinations manager for Visit England. "Being green, sustainable, or responsible is about ensuring economic viability, social inclusion and contributing to the natural environment. A sustainable business is doing its most to enhance its own success

financially, while contributing to the local economy and minimising or negating the damage it might do to its environment or community."
(from *The Independent*, 9th October 2011)

Which paragraph contains the following information?

1. A difficult task for concerned consumers.
2. Confusion about what it means to be green.
3. Lack of interest despite some worrying predictions.

Exercise 34: True, False, Not Given

Read the following article about the effects of television on young children.

Watching television makes toddlers fatter and stupider at primary school, according to new research. Scientists who tracked the progress of pre-school children found that the more television they watched the worse they were at mathematics, the more junk food they ate, and the more they were bullied by other pupils.

The findings, which support earlier evidence indicating television harms cognitive development, prompted calls for the Government to set limits on how much children should watch. American paediatricians advise that under-twos should not watch any television and that older children should view one to two hours a day at most. France has banned shows aimed at under-threes, and Australia recommends that three to five year-olds watch no more than an hour a day. Britain has no official advice.

Researchers said that pre-school is a critical time for brain development and that TV watching displaced time that could be spent engaging in "developmentally enriching tasks". Even incremental exposure to TV delayed development, said the lead author Dr Linda Pagani, of Montreal University.

(The Independent)

According to the article, are these statements TRUE, FALSE or NOT GIVEN?

1. Scientists believe that there is a link between the amount of television young children watch and their mental ability.
2. Shows aimed at under-twos are banned in the USA.
3. Children's television programming is more strictly controlled in France than in Britain.

Exercise 35: Which paragraph contains...?

"Which paragraph contains the following information?" This type of question is not the same as "match the headings to the paragraphs".

Here are some tips for "which paragraph contains?" questions:

- Instead of looking for the main idea of each paragraph, you need to find one piece of information.
- Some paragraphs might not contain any answers.
- The same paragraph might contain more than one answer.
- It's not usually difficult to **understand** the question or answer, but it is difficult to **find** the answer.
- Do these questions last. By doing other questions first, you will become familiar with the passage, and you might remember where some of the answers are.
- Look for the easiest information first: questions that contain names, numbers or big/unusual words might be easier to find.

Exercise 36: Paragraph headings

Read the following paragraphs, taken from The Guardian newspaper.

A) The hunt for intelligent species outside Earth may be a staple of literature and film – but it is happening in real life, too. Nasa probes are on the lookout for planets outside our solar system, and astronomers are carefully listening for any messages being beamed through space. How awe-inspiring it would be to get confirmation that we are not alone in the universe, to finally speak to an alien race. Wouldn't it?

B) Well no, according to the eminent physicist Stephen Hawking. "If aliens visit us, the outcome would be much as when Columbus landed in America, which didn't turn out well for the Native Americans," Hawking has said in a forthcoming documentary made for the Discovery Channel. He argues that, instead of trying to find and communicate with life in the cosmos, humans would be better off doing everything they can to avoid contact.

C) Hawking believes that, based on the sheer number of planets that scientists know must exist, we are not the only life-form in the universe. There are, after all, billions and billions of stars in our galaxy alone, with, it is reasonable to expect, an even greater number of planets orbiting them. And it is not unreasonable to expect some of that alien life to be intelligent, and capable of interstellar communication.

Match each paragraph with one of the headings below.

1. A pessimistic prediction.
2. The probability of life existing on other planets.
3. Astronomers send messages through space.
4. How to avoid contact with aliens.
5. The search for alien life-forms.
6. Life-forms exist on other planets.

Exercise 37: Multiple choice

Read the following text, and chose the best answer to the questions below.

The Placebo Effect

A placebo is a sham or simulated medical intervention. Sometimes patients given a placebo treatment will have a perceived or actual improvement in a medical condition, a phenomenon commonly called the placebo effect.

A study of Danish general practitioners found that 48% had prescribed a placebo at least 10 times in the past year. The most frequently prescribed placebos were antibiotics for viral infections, and vitamins for fatigue. Specialists and hospital-based physicians reported much lower rates of placebo use.

1. The placebo effect refers to

- A) a simulated medical treatment
- B) an improvement in a patient's health as a result of a simulated medical treatment
- C) a common medical phenomenon

2. According to a study, placebos were prescribed in Denmark

- A) mainly by doctors working in hospitals
- B) instead of antibiotics
- C) for fatigued patients or those suffering with viruses

Exercise 38: True, False, Not Given

Read the following text about 'collocation':

Collocation is defined as a sequence of words or terms which co-occur more often than would be expected by chance. Collocation comprises the restrictions on how words can be used together, for example which prepositions are used with particular verbs, or which verbs and nouns are used together. An example of this (from Michael Halliday) is the collocation *strong tea*. While the same meaning could be conveyed through the roughly equivalent *powerful tea*, the fact is that English prefers to speak of tea in terms of being strong rather than in terms of being powerful. A similar observation holds for *powerful computers* which is preferred over *strong computers*.

If the expression is heard often, the words become 'glued' together in our minds. 'Crystal clear', 'middle management', 'nuclear family', and 'cosmetic surgery' are examples of collocated pairs of words. Some words are often found together because they make up a compound noun, for example 'text message' or 'motor cyclist'.

Are the statements below true, false or not given in the text?

1. It is possible, but not normal, to say 'powerful tea'.
2. It is equally acceptable in English to say 'powerful computers' or 'strong computers'.
3. Our brains remember some pairs of words better than others.

Exercise 39: Similar paragraph headings

Sometimes two paragraph headings are very similar, making it difficult to decide which one is correct. Look at this example from Cambridge IELTS 1.

Paragraph:

For the first time, dictionary publishers are incorporating real, spoken English into their data. It gives lexicographers (people who write dictionaries) access to a more vibrant, up-to-date vernacular language which has never really been studied before. In one project, 150 volunteers each agreed to discreetly tie a Walkman recorder to their waist and leave it running for anything up to two weeks. Every conversation they had was recorded. When the data was collected, the length of tapes was 35 times the depth of the Atlantic Ocean. Teams of audio typists transcribed the tapes to produce a computerised database of ten million words.

Which paragraph heading would you chose, and why?

1. New method of research
2. The first study of spoken language

Exercise 40: Paragraph headings

Read the following passage about a chess-playing computer.

A) On February 10, 1996, Deep Blue became the first machine to win a chess game against a reigning world champion (Garry Kasparov) under regular time controls. However, Kasparov won three and drew two of the following five games, beating Deep Blue by a score of 4–2. Deep Blue was then heavily upgraded and played Kasparov again in May 1997, winning the six-game rematch 3½–2½. Deep Blue won the deciding game six, becoming the first computer system to defeat a reigning world champion in a match under standard chess tournament time controls.

B) After the loss, Kasparov said that he sometimes saw deep intelligence and creativity in the machine's moves, suggesting that during the second game, human chess players had intervened on behalf of the machine, which would be a violation of the rules. IBM denied that it cheated, saying the only human intervention occurred between games. The rules provided for the developers to modify the program between games, an opportunity they said they used to shore up weaknesses in the computer's play that were revealed during the course of the match. This allowed the computer to avoid a trap in the final game that it had fallen for twice before. Kasparov demanded a rematch, but IBM refused and dismantled Deep Blue.

Choose the best heading for paragraphs A and B from the list below.

1. The first chess-playing computer
2. Developers' intervention is questioned
3. Chess champion accepts defeat
4. Program developers caught cheating
5. A victory for artificial intelligence

Exercise 41: True, False, Not Given

Read the following text, and decide whether the statements below are true, false or not given.

Iceland has a high concentration of active volcanoes due to unique geological conditions. The island has about 130 volcanic mountains, of which 18 have erupted since the settlement of Iceland, circa 900 CE. Over the past 500 years, Iceland's volcanoes have erupted a third of the total global lava output.

Geologists explain this high concentration of volcanic activity as being due to a combination of the island's position on the Mid-Atlantic Ridge and a volcanic hotspot underneath the island. The island sits astride the boundary between the Eurasian and North American Plates, and most volcanic activity is concentrated along the plate boundary, which runs across the island from the south-west to the north-east of the island. Some volcanic activity occurs offshore, especially off the southern coast. This includes wholly submerged submarine volcanoes and even newly formed volcanic islands such as Surtsey and Jólnir.

The most recent volcanic eruption in Iceland was that of Eyjafjallajökull, which started on April 14, 2010. The Eyjafjallajökull eruption closely followed an eruption in Fimmvörðuháls, which had erupted on March 20.

Questions:

1. People first settled in Iceland at the beginning of the 10th century.
2. The island is situated at the point where two of the earth's plates meet.
3. Volcanic activity also takes place in the ocean near Iceland.

Exercise 42: Summery completion

The articles used in the IELTS reading test often come from magazines like The Economist or The New Scientist. Why not practise for the exam by reading articles from these magazines?

Fill the gaps with one of the following words below:

cutting advances track coming empower chief developing

Pundits have long predicted that ___1___ in genetics will usher in a golden age of individually tailored therapies. But in fact it is much lower-tech wireless devices and internet-based health software that are precipitating the mass customisation of health care, and creating entirely new business models in the process.

The hope is that nimble new technologies, from smart-phones to health-monitoring devices, will ___2___ patients and doctors, and thus improve outcomes while ___3___ costs. The near ubiquity of mobile phones is the ___4___ reason to think this optimistic scenario may come true. Patients with smart-phones can certainly benefit from interactive “wellness” applications that track diet, exercise and vital signs.

Many companies are ___5___ up with “home health” devices embedded with wireless technology. Some are overtly clinical in nature: Medtronic, a devices giant, is ___6___ a bedside monitor that wirelessly tracks the blood sugar levels in diabetic children sleeping nearby. GE has come up with “body sensor networks”, tiny wireless devices that ___7___ the vital signs of those who wear them.

Exercise 43: Multiple choice

Look at the following question from Cambridge IELTS 5 and the section of text that contains the answer. I've underlined the keywords that you need to find.

Question:

The writer suggests that newspapers print items that are intended to

- A) educate readers
- B) meet their readers' expectations
- C) encourage feedback from readers
- D) mislead readers

Passage:

A third source of confusion is the attitude of the media. People are clearly more curious about bad news than good. Newspapers and broadcasters are there to provide what the public wants. That, however, can lead to significant distortions of perception.

Task: Which keywords in the passage match the keywords in the question? What is the correct answer? Why?

Exercise 44: Multiple choice

Read the following text and choose the best answer for each question.

The term "IQ" comes from German "Intelligenz-Quotient", coined by the German psychologist William Stern in 1912, who proposed a method of scoring children's intelligence tests. Since the early 20th century, scores on IQ tests have increased in most parts of the world. The phenomenon of rising score performance means that if test-takers are scored by a constant standard scoring rule, IQ test scores have been rising at an average rate of around three IQ points per decade. This phenomenon was named the Flynn effect in the book *The Bell Curve* after James R. Flynn, the author who did the most to bring this phenomenon to the attention of psychologists.

Questions:

1. "IQ" refers to
 - A) a type of intelligence test for children
 - B) a means of rating intelligence tests
 - C) an area of psychology

2. Flynn noticed that
 - A) IQ scores were constant around the world
 - B) IQ was a global phenomenon
 - C) intelligence scores had gradually risen over several decades

Exercise 45: IELTS Reading: gap-fill summary

Read the following passage about the discovery of penicillin.

The discovery of penicillin is attributed to Scottish scientist Alexander Fleming. Fleming recounted that the date of his breakthrough was on the morning of September 28, 1928. It was a lucky accident: in his laboratory in the basement of St. Mary's Hospital in London, Fleming noticed a petri dish containing Staphylococcus culture that he had mistakenly left open. The culture had become contaminated by blue-green mould, and there was a halo of inhibited bacterial growth around the mould. Fleming concluded that the mould was releasing a substance that was repressing the growth of the bacteria. He grew a pure culture and discovered that it was a Penicillium mould, now known to be Penicillium notatum. Fleming coined the term "penicillin" to describe the filtrate of a broth culture of the Penicillium mould.

Fill the gaps in the summary below using words from the passage.

Alexander Fleming discovered penicillin by ___1___ on September 28, 1928. He found that the growth of bacteria on a petri dish was ___2___ by a blue-green mould that had contaminated the culture. He realised that the mould was producing a substance that was responsible for ___3___ bacterial growth.

Exercise 46: True, False, Not Given

Read the following passage from a text about linguistics.

Before the twentieth century, the term "philology" was commonly used to refer to the science of language, which was then predominantly historical in focus. However, this focus has shifted and the term "philology" is now generally used for the "study of a language's grammar, history and literary tradition", especially in the United States. The term "linguistics" is now the usual academic term in English for the scientific study of language.

Linguistics concerns itself with describing and explaining the nature of human language. Relevant to this are the questions of what is universal to language, how language can vary, and how human beings come to know languages. Humans achieve competence in whatever language is spoken around them when growing up, with apparently little need for explicit conscious instruction.

Linguists assume that the ability to acquire and use language is an innate, biologically-based potential of human beings, similar to the ability to walk. It is generally agreed that there are no strong genetic differences underlying the differences between languages: an individual will acquire whatever language(s) he or she is exposed to as a child, regardless of parentage or ethnic origin.

According to the text, are the following statements true, false or not given?

1. Up until the 1900s, the science of language was usually referred to as 'philology'.
2. In order to learn a language, children need a significant amount of instruction.
3. Research has shown that humans have an inbuilt capacity for language learning.

Exercise 47: Difficult paragraph headings

Sometimes it's difficult to decide between two paragraph headings. Look at this example from Cambridge IELTS 6.

Paragraph:

It was once assumed that improvements in telecommunications would lead to more dispersal in the population as people were no longer forced into cities. However, the ISTP team's research demonstrates that the population and job density of cities rose or remained constant in the 1980s after decades of decline. The explanation for this seems to be that it is valuable to place people working in related fields together. 'The new world will largely depend on human creativity, and creativity flourishes where people come together face-to-face.'

Which paragraph heading would you choose and why?

1. The impact of telecommunications on population distribution
2. The benefits of working together in cities

Exercise 48: True, False, Not Given

Read the text below about the Stanford marshmallow experiment.

The Stanford marshmallow experiment was a study on deferred gratification. The experiment was conducted in 1972 by psychologist Walter Mischel of Stanford University. It has been repeated many times since, and the original study at Stanford is regarded as one of the most successful experiments in the study of human behaviour. In the study, a marshmallow was offered to each child. If the child could resist eating the marshmallow, he was promised two instead of one. The scientists analysed how long each child resisted the temptation of eating the marshmallow, and whether or not doing so had an effect on their future success. The results provided researchers with great insight on the psychology of self control.

Are the following statements true, false or not given?

1. When repeated by other researchers, the experiment was less successful.
2. Children were offered a second marshmallow if they managed not to eat the first one.
3. Scientists found a correlation between resisting temptation and future success.

Exercise 49: True, False, Not Given

Read the following text about photosynthesis in plants.

Although some of the steps in photosynthesis are still not completely understood, the overall photosynthetic equation has been known since the 1800s.

Jan van Helmont began the research of the process in the mid-1600s when he carefully measured the mass of the soil used by a plant and the mass of the plant as it grew. After noticing that the soil mass changed very little, he hypothesised that the mass of the growing plant must come from the water, the only substance he added to the potted plant. His hypothesis was partially accurate—much of the gained mass also comes from carbon dioxide as well as water.

In 1796, Jean Senebier, a Swiss pastor, botanist, and naturalist, demonstrated that green plants consume carbon dioxide and release oxygen under the influence of light. Soon afterwards, Nicolas-Théodore de Saussure showed that the increase in mass of the plant as it grows could not be due only to uptake of CO₂, but also to the incorporation of water.

According to the text, are the following statements true, false or not given?

1. We now fully understand the process of photosynthesis.
2. Van Helmont's hypothesis did not take into account that plants consume carbon dioxide.
3. De Saussure demonstrated that both carbon dioxide and water contribute to an increase in mass in plants as they grow.

Exercise 50: IELTS Reading: true, false, not given

Read the text below about Issac Newton.

Sir Isaac Newton was an English physicist, mathematician, astronomer, natural philosopher, alchemist, and theologian. His *Philosophiæ Naturalis Principia Mathematica* (Latin for "Mathematical Principles of Natural Philosophy"; usually called the *Principia*), published in 1687, is one of the most important scientific books ever written. It lays the groundwork for most of classical mechanics.

Newton is considered by many scholars and members of the general public to be one of the most influential people in human history. French mathematician Joseph-Louis Lagrange often said that Newton was the greatest genius who ever lived. Newton himself had been rather more modest of his own achievements, famously writing in a letter to Robert Hooke in February 1676: "If I have seen further, it is by standing on the shoulders of giants."

Are the following statements TRUE, FALSE or NOT GIVEN?

1. Newton's *Principia* is recognised as a groundbreaking text in its field.
2. Many experts regard Newton as the greatest genius the world has seen.
3. Newton wrote that he had achieved everything without the help of others.

Exercise 51: IELTS Reading: 'paragraph' questions

There are 2 types of questions that ask you about paragraphs:

1. Paragraph headings - match the sub-headings with the paragraphs.
2. Specific information - which paragraph contains the following information? Try an example.
 - For 'paragraph headings' questions, you need to find the main idea of each paragraph. I usually recommend starting with the shortest paragraph first.
 - For 'specific information' questions, remember that one paragraph can contain more than one piece of information (e.g. "paragraph A" could be the answer for questions 1 and 2). Some paragraphs may not contain any information, so it doesn't help to start with the shortest one.

Both types of question are easier if you do the other question sections first (gap-fill, true/false/not given etc.). You will then be more familiar with the text, and you might even remember where some of the 'paragraph' answers are.

Frustrated pupils 'bored by their factory schools'

A) Pupils are being turned into "a seething mass of bored, frustrated, alienated children" by today's education system, a leading professor will claim tonight. James Tooley, a professor of education policy at Newcastle University, will say modern state schools are built on a "factory model" which denies students the chance of an individual education tailored to meet their needs.

B) "The innovation required to transform education is dismally lacking in current schooling," Professor Tooley will say, as he presents one of a series of lectures on education policy, jointly sponsored by The Independent and the Learning Skills Foundation. "One of the most startling deficiencies of schooling today is that the majority of it is still carried out with 20 to 30 children of the same age in a classroom with one teacher. It is the factory model that was there when I was a child and my father and grandfather before me."

C) Professor Tooley advocates the dismantling of the current system and says private providers should be encouraged to set up their own schools. Children should be urged to learn at their own pace through the internet, where they could access curriculum material prepared by academics from elite universities such as Oxford and Cambridge. The Government, Professor Tooley believes, has over the years "crowded out this sort of entrepreneurial thinking from education".

D) "It is a truism, but nonetheless again worth repeating, that many children are languishing in schools where education standards are far too low and their educational and life prospects are dramatically hindered as a result," he will claim. The academic says the advantage of a "competitive market" system of education is that it automatically sets up accountability "between sellers and buyers".

E) He says it is wrong to assume that parents from poor homes will not contribute financially to their child's education – citing examples from Africa, India and China where even the least well-off parents are prepared to pay. Professor Tooley advocates a state-funded voucher system which would let parents buy a place for their child at a school of their choice.

From The Independent (Richard Garner, 10 March 2010)

Which paragraph contains the following information?

NB You may use any letter more than once

1. Pupils could follow online courses produced by the top universities.
2. The current system of schooling has been the norm for several generations.
3. Children's individual needs are not being met.
4. Poor schooling will affect many children's future potential.

Exercise 52: Gap-filling

Read the following text about pedestrian zones in cities.

A large number of European towns and cities have made part of their centres car-free since the early 1960s. These are often accompanied by car parks on the edge of the pedestrianised zone, and, in the larger cases, park and ride schemes. Central Copenhagen is one of the largest and oldest examples: the auto-free zone is centred on Strøget, a pedestrian shopping street, which is in fact not a single street but a series of interconnected avenues which create a very large auto-free zone, although it is crossed in places by streets with vehicular traffic. Most of these zones allow delivery trucks to service the businesses located there during the early morning, and street-cleaning vehicles will usually go through these streets after most shops have closed for the night.

In North America, where a more commonly used term is pedestrian mall, such areas are still in their infancy. Few cities have pedestrian zones, but some have pedestrianised single streets. Many pedestrian streets are surfaced with cobblestones, or pavement bricks, which discourage any kind of wheeled traffic, including wheelchairs. They are rarely completely free of motor vehicles.

Fill the gaps below with NO MORE THAN 3 WORDS from the text.

1. In some cases, people are encouraged to park _____ of the town or city centre.
2. The only vehicles permitted in most pedestrian zones are those used for _____ or _____ cleaning.
3. Certain types of road surface can be used to _____ traffic.

Exercise 53: IELTS Reading: true, false, not given

Read the following paragraph about 'minority languages'.

Minority languages are occasionally marginalised within nations for a number of reasons. These include the small number of speakers, the decline in the number of speakers, and their occasional consideration as uncultured, primitive, or simple dialects when compared to the dominant language. Support for minority languages is sometimes viewed as supporting separatism. Immigrant minority languages are often also seen as a threat and as indicative of the non-integration of these communities. Both of these perceived threats are based on the notion of the exclusion of the majority language speakers. Often this is added to by political systems which do not provide support (such as education and policing) in these languages.

Are the following statements true, false or not given?

1. Minority languages sometimes disappear.
2. Minority languages are simpler to learn than majority languages.
3. Minority languages are sometimes considered to be harmful.

Exercise 54: Paragraph headings

Match the correct headings with the paragraphs below:

1. The causes of stress among employers and employees
2. The increase in work-related stress
3. The increase in visits to physicians
4. Stress has wide-ranging effects on the body and on behaviour

A) The number of stress-related disability claims by American employees has doubled according to the Employee Assistance Professionals Association in Arlington, Virginia. Seventy-five to ninety percent of physician visits are related to stress and, according to the American Institute of Stress, the cost to industry has been estimated at \$200 billion-\$300 billion a year.

B) It is clear that problems caused by stress have become a major concern to both employers and employees. Symptoms of stress are manifested both physiologically and psychologically. Persistent stress can result in cardiovascular disease, a weaker immune system and frequent headaches, stiff muscles, or backache. It can also result in poor coping skills, irritability, jumpiness, insecurity, exhaustion, and difficulty concentrating. Stress may also perpetuate or lead to binge eating, smoking, and alcohol consumption.

Exercise 55: Paragraph headings

The best technique for these questions is to do the shortest paragraphs first. Do long paragraphs last when you have fewer headings to choose from.

Match the paragraphs below with one of the following headings

1. Parents' influence is a key factor
2. Encouragement to make their mark in society
3. The influence of friends
4. A difficult stage in life
5. Teenage culture
6. Trying to find out who they are

Adolescent Psychology

A) Adolescent psychology is associated with notable changes in mood sometimes known as mood swings. Cognitive, emotional and attitudinal changes which are characteristic of adolescence, often take place during this period, and this can be a cause of conflict on one hand and positive personality development on the other. Because adolescents are experiencing various strong cognitive and physical changes, for the first time in their lives they may start to view their friends, their peer group, as more important and influential than their parents/guardians. Because of peer pressure, they may sometimes indulge in activities not deemed socially acceptable, although this may be more of a social phenomenon than a psychological one.

B) The home is an important aspect of adolescent psychology. Home environment and family have a substantial impact on the developing minds of teenagers, and these developments may reach a climax during adolescence. Responsible parenting has a number of significant benefits for parents themselves, their communities, and most importantly, their children. For example, children who experience significant father involvement tend to exhibit higher scores on assessments of cognitive development, enhanced social skills and fewer behaviour problems.

C) In the search for a unique social identity for themselves, adolescents are frequently confused about what is 'right' and what is 'wrong.' G. Stanley Hall denoted this period as one of "Storm and Stress" and, according to him, conflict at this developmental stage is normal and not unusual. Margaret Mead, on the other hand, attributed the behaviour of adolescents to their culture and upbringing.

D) Positive psychology is sometimes brought up when addressing adolescent psychology as well. This approach towards adolescents refers to providing them with

motivation to become socially acceptable and notable individuals, since many adolescents find themselves bored, indecisive and/or unmotivated.

E) Adolescents may be subject to peer pressure within their adolescent time span, consisting of the need to have relationships with the opposite sex, consume alcoholic beverages, use drugs, defy their parental figures, or commit any act which other people, particularly adults, may not deem appropriate. Peer pressure is a common experience between adolescents and may result briefly or on a larger scale.

It should also be noted that adolescence is the stage of a psychological breakthrough in a person's life when the cognitive development is rapid and the thoughts, ideas and concepts developed at this period of life greatly influence the individual's future life, playing a major role in character and personality formation.

Exercise 56: Gap-filling

Read the following text about universities.

Religion was central to the curriculum of early European universities. However, its role became less significant during the 19th century, and by the end of the 1800s, the German university model, based on more liberal values, had spread around the world. Universities concentrated on science in the 19th and 20th centuries, and became increasingly accessible to the masses. In Britain, the move from industrial revolution to modernity saw the arrival of new civic universities with an emphasis on science and engineering.

The funding and organisation of universities vary widely between different countries around the world. In some countries, universities are predominantly funded by the state, while in others, funding may come from donors or from fees which students attending the university must pay.

Complete the sentences below with NO MORE THAN THREE WORDS from the passage.

1. The German university model, which became popular in the 19th century, promoted _____.
2. Over the last 200 years, a university education has become _____ the general public.
3. Depending on the country, universities may be funded by the state, by donors, or by fee-paying _____.

Exercise 57: True, False, Not Given

Read the following text about sharks, then answer the questions below.

Contrary to the common wisdom that sharks are instinct-driven "eating machines", recent studies have indicated that many species possess powerful problem-solving skills, social skills and curiosity. The brain- to body-mass ratios of sharks are similar to those of mammals and birds, and migration patterns in sharks may be even more complex than in birds, with many sharks covering entire ocean basins. However, shark behaviour has only begun to be formally studied, so there is much more to learn.

A popular myth is that sharks are immune to disease and cancer; however, this remains to be proven. The evidence that sharks are at least resistant to cancer and disease is mostly anecdotal and there have been few, if any, scientific or statistical studies that show sharks to have heightened immunity to disease.

According to the text, are the following statements true, false or not given?

1. Research shows that sharks are more intelligent than most people think.
2. Relative to their body size, sharks have bigger brains than birds.
3. There is no real evidence proving that sharks are resistant to diseases.

Exercise 58: Paragraph heading

Read the paragraph below and choose the best heading from the list.

1. The appearance of the first public libraries.
2. Intensive and extensive reading habits.
3. The reading revolution.

Paragraph:

Reading underwent serious changes in the 18th century. Until 1750, reading was done “intensively”: people tended to own a small number of books and read them repeatedly, often to a small audience. After 1750, people began to read “extensively”, finding as many books as they could, and increasingly reading them alone. Libraries that lent out their material for a small price started to appear, and occasionally bookstores would offer a small lending library to their patrons. Coffee houses commonly offered books, journals and sometimes even popular novels to their customers.

Exercise 59: True, False, Not Given

Look at the following extract from a text about a psychology experiment:

In the year 1971, Zimbardo accepted a tenured position as professor of psychology at Stanford University. There he conducted the Stanford prison study, in which 21 normal college students were randomly assigned to be "prisoners" or "guards" in a mock prison located in the basement of the psychology building at Stanford. The two week planned study into the psychological impact of prison life ended only after 6 days due to emotional trauma being experienced by the participants.

Are the following statements true, false or not given?

1. The participants in the study were all psychology students.
2. They were given the choice of playing the role of prisoner or guard.
3. A real prison was used in the experiment.
4. The study aimed to investigate the mental and behavioural effects of life in prison.

Exercise 60: Multiple choice

Read the following text and answer the questions below.

The ethos of the aristocracy, as exemplified in the English public schools, greatly influenced Pierre de Coubertin. The public schools subscribed to the belief that sport formed an important part of education, an attitude summed up in the saying 'mens sana in corpore sano', a sound mind in a sound body. In this ethos, a gentleman was one who became an all-rounder, not the best at one specific thing. There was also a prevailing concept of fairness, in which practising or training was considered tantamount to cheating.

Questions:

1. De Coubertin agreed with the idea that:

- A) sport is an activity for gentlemen.
- B) schooling should promote both physical and mental health.
- C) sport is the most important part of a child's education.

2. In De Coubertin's view:

- A) it is easier to be good at many sports, rather than the best at one sport.
- B) training is necessary if you want to be an all-rounder.
- C) training gives the athlete an unfair advantage.

Exercise 61: True, False, Not Given

Look at the following extract from a text about diaries:

Many diaries of notable figures have been published and form an important element of autobiographical literature. Samuel Pepys (1633-1703) is the earliest diarist who is well-known today; his diaries, preserved in Magdalene College, Cambridge, were first transcribed and published in 1825. Pepys was amongst the first who took the diary beyond mere business transaction notation, into the realm of the personal.

According to the text, are the following statements true, false, or not given?

1. Samuel Pepys is more famous today than he was during his own lifetime.
2. Pepys kept a diary for purely business reasons.

Exercise 62: Paragraph heading

Choose the correct heading for the paragraph from the list below.

- A) The environmental impact of estuaries
- B) The human impact on certain coastal areas
- C) Why estuaries will disappear

An estuary is a partly enclosed coastal body of water with one or more rivers or streams flowing into it, and with a free connection to the open sea. Estuaries are amongst the most heavily populated areas throughout the world, with about 60% of the world's population living along estuaries and the coast. As a result, estuaries are suffering degradation by many factors, including overgrazing and other poor farming practices; overfishing; drainage and filling of wetlands; pollutants from sewage inputs; and diking or damming for flood control or water diversion.

Exercise 63: Multiple choice

Read the following text and answer the multiple choice questions below.

In linguistics, a corpus (plural corpora) is a large and structured set of texts (now usually electronically stored and processed). A corpus may be used to help linguists to analyse a language, or for the purpose of dictionary writing or language teaching. The British National Corpus (BNC) is a 100-million-word text corpus of samples of written and spoken English from a wide range of sources. The corpus covers British English of the late twentieth century from a wide variety of genres with the intention that it be a representative sample of spoken and written British English of that time.

1. What is a corpus?

- A) A type of large dictionary.
- B) A single written text.
- C) A tool for language analysis.

2. Why was the BNC compiled?

- A) For the purpose of language teaching.
- B) To document written and spoken English from a particular period in time.
- C) To document the history of the English language.

Exercise 64: IELTS Reading: paragraph headings

Read the following paragraph and choose the best heading.

'Phonics' refers to a method for teaching speakers of English to read and write that language. Young learners are taught to associate the sounds of spoken English with letters or groups of letters. For example, they might be taught that the sound /k/ can be represented by the spellings c, k, ck, ch, or q. Using phonics, the teacher shows the learners how to blend the sounds of letters together to produce approximate pronunciations of unknown words. Phonics is a widely used method of teaching children to read and decode words. Children begin learning to read using phonics usually around the age of 5 or 6.

Questions:

- A) A new method for language learning
- B) How phonics benefits children in the UK
- C) Children learn to link sounds with spellings
- D) Children learn the rules of spelling

Exercise 65: Practice test

Sample Academic Reading B: Questions

You should spend about 20 minutes on **Questions 1-14**, which are based on Reading Passage 1.

Investigating Children's Language

A For over 200 years, there has been an interest in the way children learn to speak and understand their first language. Scholars carried out several small-scale studies, especially towards the end of the 19th century, using data they recorded in parental diaries. But detailed, systematic investigation did not begin until the middle decades of the 20th century, when the tape recorder came into routine use. This made it possible to keep a permanent record of samples of child speech, so that analysts could listen repeatedly to obscure extracts, and thus produce a detailed and accurate description. Since then, the subject has attracted enormous multi-disciplinary interest, notably from linguists and psychologists, who have used a variety of observational and experimental techniques to study the process of language acquisition in depth.

B Central to the success of this rapidly emerging field lies the ability of researchers to devise satisfactory methods for eliciting linguistic data from children. The problems that have to be faced are quite different from those encountered when working with adults. Many of the linguist's routine techniques of enquiry cannot be used with children. It is not possible to carry out certain kinds of experiments, because aspects of children's cognitive development – such as their ability to pay attention, or to remember instructions – may not be sufficiently advanced. Nor is it easy to get children to make systematic judgments about language, a task that is virtually impossible below the age of three. And anyone who has tried to obtain even the most basic kind of data – a tape recording of a representative sample of a child's speech – knows how frustrating this can be. Some children, it seems, are innately programmed to switch off as soon as they notice a tape recorder being switched on.

C Since the 1960s, however, several sophisticated recording techniques and experimental designs have been devised. Children can be observed and recorded through one-way-vision windows or using radio microphones, so that the effects of having an investigator in the same room as the child can be eliminated. Large-scale sampling programmes have been carried out, with children sometimes being recorded for several years. Particular attention has been paid to devising experimental techniques that fall well within a child's intellectual level and social experience. Even pre-linguistic infants have been brought into the research: acoustic techniques are used to analyse their vocalisations, and their ability to perceive the world around them

is monitored using special recording equipment. The result has been a growing body of reliable data on the stages of language acquisition from birth until puberty.

D There is no single way of studying children's language. Linguistics and psychology have each brought their own approach to the subject, and many variations have been introduced to cope with the variety of activities in which children engage, and the great age range that they present. Two main research paradigms are found.

E One of these is known as 'naturalistic sampling'. A sample of a child's spontaneous use of language is recorded in familiar and comfortable surroundings. One of the best places to make the recording is in the child's own home, but it is not always easy to maintain good acoustic quality, and the presence of the researcher or the recording equipment can be a distraction (especially if the proceedings are being filmed). Alternatively, the recording can be made in a research centre, where the child is allowed to play freely with toys while talking to parents or other children, and the observers and their equipment are unobtrusive.

F A good quality, representative, naturalistic sample is generally considered an ideal datum for child language study. However, the method has several limitations. These samples are informative about speech production, but they give little guidance about children's comprehension of what they hear around them. Moreover, samples cannot contain everything, and they can easily miss some important features of a child's linguistic ability. They may also not provide enough instances of a developing feature to enable the analyst to make a decision about the way the child is learning. For such reasons, the description of samples of child speech has to be supplemented by other methods.

G The other main approach is through experimentation, and the methods of experimental psychology have been widely applied to child language research. The investigator formulates a specific hypothesis about children's ability to use or understand an aspect of language, and devises a relevant task for a group of subjects to undertake. A statistical analysis is made of the subjects' behaviour, and the results provide evidence that supports or falsifies the original hypothesis.

H Using this approach, as well as other methods of controlled observation, researchers have come up with many detailed findings about the production and comprehension of groups of children. However, it is not easy to generalize the findings of these studies. What may obtain in a carefully controlled setting may not apply in the rush of daily interaction. Different kinds of subjects, experimental situations, and statistical procedures may produce different results or interpretations. Experimental research is therefore a slow, painstaking business; it may take years before researchers are convinced that all variables have been considered and a finding is genuine.

Questions 1 – 5

Reading Passage 1 has eight paragraphs, **A-H**.

Which paragraph contains the following information?

Write the correct letter, **A-H**, in boxes 1-5 on your answer sheet.

NB You may use any letter more than once.

- 1 the possibility of carrying out research on children before they start talking
- 2 the difficulties in deducing theories from systematic experiments
- 3 the differences between analysing children's and adults' language
- 4 the ability to record children without them seeing the researcher
- 5 the drawbacks of recording children in an environment they know

Questions 6 – 9

Do the following statements agree with the information given in Reading Passage 1?

In boxes 6-9 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 6 In the 19th century, researchers studied their own children's language.
- 7 Attempts to elicit very young children's opinions about language are likely to fail.
- 8 Radio microphones are used because they enable researchers to communicate with a number of children in different rooms.
- 9 Many children enjoy the interaction with the researcher.

Questions 10 – 14

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 10-14 on your answer sheet.

Ways of investigating children's language

One method of carrying out research is to record children's spontaneous language use. This can be done in their homes, where, however, it may be difficult to ensure that the recording is of acceptable **10** Another venue which is often used is a **11**..... , where the researcher can avoid distracting the child. A drawback of this method is that it does not allow children to demonstrate their comprehension.

An alternative approach is to use methodology from the field of **12** In this case, a number of children are asked to carry out a **13** , and the results are subjected to a **14**

Exercise 66: Practice test

The question sections are "paragraph headings" and "true, false, not given". Remember the techniques we've used:

1. Do the T, F, NG section first. These questions will be in the correct order in the text. Look for words in the text that are similar to words in the questions.
2. Do the paragraph headings section last. It should be easier when you are already familiar with the text. Start with the shorter paragraphs or paragraphs that you have already studied for the T, F, NG section.

Sample Academic Reading A: Questions

You should spend about 20 minutes on **Questions 1-13**, which are based on the Reading Passage.

Questions 1 – 7

Reading Passage 1 has seven sections, **A-G**.

Choose the correct heading for each section from the list of headings below.

Write the correct number, **i-x**, in boxes 1-7 on your answer sheet.

List of Headings

- i** Legislation brings temporary improvements
- ii** The increasing speed of suburban development
- iii** A new area of academic interest
- iv** The impact of environmental extremes on city planning
- v** The first campaigns for environmental change
- vi** Building cities in earthquake zones
- vii** The effect of global warming on cities
- viii** Adapting areas surrounding cities to provide resources
- ix** Removing the unwanted by-products of city life
- x** Providing health information for city dwellers

- 1** Section A
- 2** Section B
- 3** Section C
- 4** Section D
- 5** Section E
- 6** Section F
- 7** Section G

The US City and the Natural Environment

A

While cities and their metropolitan areas have always interacted with and shaped the natural environment, it is only recently that historians have begun to consider this relationship. During our own time, the tension between natural and urbanized areas has increased, as the spread of metropolitan populations and urban land uses has reshaped and destroyed natural landscapes and environments.

B

The relationship between the city and the natural environment has actually been circular, with cities having massive effects on the natural environment, while the natural environment, in turn, has profoundly shaped urban configurations. Urban history is filled with stories about how city dwellers contended with the forces of nature that threatened their lives. Nature not only caused many of the annoyances of daily urban life, such as bad weather and pests, but it also gave rise to natural disasters and catastrophes such as floods, fires, and earthquakes.

In order to protect themselves and their settlements against the forces of nature, cities built many defences including flood walls and dams, earthquake-resistant buildings, and storage places for food and water. At times, such protective steps sheltered urbanites against the worst natural furies, but often their own actions – such as building under the shadow of volcanoes, or in earthquake-prone zones – exposed them to danger from natural hazards.

C

City populations require food, water, fuel, and construction materials, while urban industries need natural materials for production purposes. In order to fulfil these needs, urbanites increasingly had to reach far beyond their boundaries. In the nineteenth century, for instance, the demands of city dwellers for food produced rings of garden farms around cities.

In the twentieth century, as urban populations increased, the demand for food drove the rise of large factory farms. Cities also require fresh water supplies in order to exist – engineers built waterworks, dug wells deeper and deeper into the earth looking for groundwater, and dammed and diverted rivers to obtain water supplies for domestic and industrial uses. In the process of obtaining water from distant locales, cities often transformed them, making deserts where there had been fertile agricultural areas.

D

Urbanites had to seek locations to dispose of the wastes they produced. Initially, they placed wastes on sites within the city, polluting the air, land, and water with industrial and domestic effluents. As cities grew larger, they disposed of their wastes by transporting them to more distant locations. Thus, cities constructed sewerage

systems for domestic wastes. They usually discharged the sewage into neighbouring waterways, often polluting the water supply of downstream cities.

The air and the land also became dumps for waste disposal. In the late nineteenth century, coal became the preferred fuel for industrial, transportation, and domestic use. But while providing an inexpensive and plentiful energy supply, coal was also very dirty. The cities that used it suffered from air contamination and reduced sunlight, while the cleaning tasks of householders were greatly increased.

E

In the late nineteenth and early twentieth centuries, reformers began demanding urban environmental cleanups and public health improvements. Women's groups often took the lead in agitating for clean air and clean water, showing a greater concern than men in regard to quality of life and health-related issues. The replacement of the horse, first by electric trolleys and then by the car, brought about substantial improvements in street and air sanitation. The movements demanding clean air, however, and reduction of waterway pollution were largely unsuccessful. On balance, urban sanitary conditions were probably somewhat better in the 1920s than in the late nineteenth century, but the cost of improvement often was the exploitation of urban hinterlands for water supplies, increased downstream water pollution, and growing automobile congestion and pollution.

F

In the decades after the 1940s, city environments suffered from heavy pollution as they sought to cope with increased automobile usage, pollution from industrial production, new varieties of chemical pesticides and the wastes of an increasingly consumer-oriented economy. Cleaner fuels and smoke control laws largely freed cities during the 1940s and 1950s of the dense smoke that they had previously suffered from. Improved urban air quality resulted largely from the substitution of natural gas and oil for coal and the replacement of the steam locomotive by the diesel-electric. However, great increases in automobile usage in some larger cities produced the new phenomenon of smog, and air pollution replaced smoke as a major concern.

G

During these decades, the suburban out-migration, which had begun in the nineteenth century with commuter trains and streetcars and accelerated because of the availability and convenience of the automobile, now increased to a torrent, putting major strains on the formerly rural and undeveloped metropolitan fringes. To a great extent, suburban layouts ignored environmental considerations, making little provision for open space, producing endless rows of resource-consuming and fertilizer-dependent lawns, contaminating groundwater through leaking septic tanks, and absorbing excessive amounts of fresh water and energy. The growth of the outer city

since the 1970s reflected a continued preference on the part of many people in the western world for space-intensive single-family houses surrounded by lawns, for private automobiles over public transit, and for the development of previously untouched areas. Without better planning for land use and environmental protection, urban life will, as it has in the past, continue to damage and stress the natural environment.

Questions 8 – 13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 8-13 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

8 In the nineteenth century, water was brought into the desert to create productive farming land.

9 Women were often the strongest campaigners for environmental reform.

10 Reducing urban air and water pollution in the early twentieth century was extremely expensive.

11 The introduction of the car led to increased suburban development.

12 Suburban lifestyles in many western nations fail to take account of environmental protection.

13 Many governments in the developed world are trying to halt the spread of the suburbs.

Exercise 67: True, False, Not Given

Read the following text about "green taxes" in Britain.

According to a survey, most Britons believe "green" taxes on 4x4s, plastic bags and other consumer goods have been imposed to raise cash rather than change our behaviour, while two-thirds of Britons think the entire green agenda has been hijacked as a ploy to increase taxes.

The UK is committed to reducing carbon emissions by 60 per cent by 2050, a target that most experts believe will be difficult to reach. The results of the poll by Opinium, a leading research company, indicate that maintaining popular support for green policies may be a difficult act to pull off and attempts in the future to curb car use and publicly fund investment in renewable resources will prove deeply unpopular.

The findings were released as the Prince of Wales yesterday called on Britain's business leaders to take "essential action" to make their firms more sustainable. Speaking in central London to some of the country's leading chief executives, Prince Charles said: "What more can I do but urge you, this country's business leaders, to take the essential action now to make your businesses more sustainable. I'm exhausted with repeating that there really is no time to lose."

Are the following statements true, false, or not given in the text?

1. Most Britons think that the Government wants to change people's behaviour.
2. By the year 2050 the Government will have imposed higher green taxes.
3. The survey predicts that it will be difficult to change people's dependence on cars.
4. The Prince of Wales believes that most businesses are not sustainable.

Exercise 68: Paragraph headings

Match two of the following headings with the paragraphs below.

1. Rapid sales of printing presses.
2. The revolutionary impact of the printing press.
3. New information and ideas.
4. The printing boom.

From a single point of origin, Mainz, Germany, printing spread within several decades to over two hundred cities in a dozen European countries. By 1500, printing presses in operation throughout Western Europe had already produced more than twenty million volumes. In the 16th century, with presses spreading further afield, their output rose tenfold to an estimated 150 to 200 million copies. The operation of a press became so synonymous with the enterprise of printing that it lent its name to an entire new branch of media, the press.

In Renaissance Europe, the arrival of mechanical movable type printing introduced the era of mass communication which permanently altered the structure of society. The relatively unrestricted circulation of information and ideas transcended borders and threatened the power of political and religious authorities. The sharp increase in literacy broke the monopoly of the literate elite on education and learning and bolstered the emerging middle class.

Exercise 69: True, False, Not Given

Read the following paragraph about the effects of coffee on health.

Coffee consumption has been shown to have minimal or no impact, positive or negative, on cancer development. However, researchers involved in an ongoing 22-year study by the Harvard School of Public Health state that "the overall balance of risks and benefits [of coffee consumption] are on the side of benefits." Other studies suggest coffee consumption reduces the risk of being affected by Alzheimer's disease, Parkinson's disease, heart disease, diabetes mellitus type 2, cirrhosis of the liver, and gout. A longitudinal study in 2009 showed that those who consumed a moderate amount of coffee or tea (3–5 cups per day) at midlife were less likely to develop dementia and Alzheimer's disease in late-life compared with those who drank little coffee or avoided it altogether.

According to the text, decide whether the following statements are true, false or not given.

1. Scientists have linked coffee consumption to accelerated cancer development.
2. Some scientists believe that the benefits of drinking coffee outweigh the drawbacks.
3. Recent research links coffee consumption with a reduced risk of some illnesses.

Exercise 70: True, False, Not Given

The following exercise comes from Cambridge IELTS 5, page 43.

Most of the questions contain a person's name. This makes it easy to scan the text to find where the answers are. However, the text is difficult, so you need to study it carefully.

Here are the questions with the relevant part of the text below each one. Study the questions and the text sentences carefully. Decide whether the statements are true, false or not given.

1. Arthur Koestler considered laughter biologically important in several ways.

- Arthur Koestler dubbed it the luxury reflex: 'unique in that it serves no apparent biological purpose'.

2. Plato believed humour to be a sign of above-average intelligence.

- Plato expressed the idea that humour is simply a delighted feeling of superiority over others.

3. Kant believed that a joke involves the controlled release of nervous energy.

- Kant felt that joke-telling relies on building up a psychic tension which is safely punctured.

4. Current thinking on humour has largely ignored Aristotle's view on the subject.

- Most modern humour theorists have settled on some version of Aristotle's belief.

5. Graeme Richie's work links jokes to artificial intelligence.

- Graeme Richie studies the linguistic structure of jokes in order to understand not only humour but language understanding and reasoning in machines.

6. Most comedians use personal situations as a source of humour.

- A comedian will present a situation followed by an unexpected interpretation.

7. Chimpanzees make particular noises when they are playing.

- Chimpanzees have a 'play-face' - a gaping expression accompanied by a panting 'ah, ah' noise.

Exercise 71: Paragraph headings

Try this 'paragraph headings' question from Cambridge IELTS 7, page 48-50.

Choose the correct heading for the paragraph below.

1. Co-operation of district officials.
2. Government authorities' instructions.

It would have been easy to criticise the MIRTP for using in the early phases a 'top-down' approach, in which decisions were made by experts and officials before being handed down to communities, but it was necessary to start the process from the level of the governmental authorities of the district. It would have been difficult to respond to the requests of villagers and other rural inhabitants without the support and understanding of district authorities.

Exercise 72: True, False, Not Given

Read the following text about the oil spill in the Gulf of Mexico.

(The Independent, June 21, 2010).

The *Deepwater* Horizon oil spill is making Americans think more about a clean energy future – but not yet to the extent of having to pay for it, or to tackle climate change, one of the leading US thinkers on global warming policy said yesterday.

US citizens are "horrified" by the pollution in the Gulf of Mexico, and are starting to think more about cleaner energy sources such as wind and wave power, said Eileen Clausen, president of America's foremost climate think-tank, the Washington-based Pew Center on Global Climate Change.

However, she said, when consumers are asked by pollsters if they would be willing to pay more for such a future, they say no, and say the government should pay. Furthermore, Ms Clausen said, the Gulf disaster was giving US energy policy "a nudge rather than a shift" in the direction of clean energy, but it would probably not be enough to bring forward legislation to curb carbon emissions, at least for the present.

Are the following statements true, false or not given according to the text?

1. The oil spill in the Gulf of Mexico was the result of a human error.
2. US citizens accept that they will need to pay for a clean energy future.
3. In spite of the disaster, the government is unlikely to introduce laws to reduce carbon emissions.

Exercise 73: True, False, Not Given

Read the following text and answer true, false or not given.

The killer whale, commonly referred to as the orca, and less commonly as the blackfish, is a toothed whale belonging to the oceanic dolphin family. Killer whales are found in all oceans, from the frigid Arctic and Antarctic regions to tropical seas. As a species they have a diverse diet, although individual populations often specialize in particular types of prey. Some feed exclusively on fish, while others hunt marine mammals such as sea lions, seals, walrus and even large whales. Killer whales are regarded as apex predators, lacking natural predators and preying on even large sharks.

Killer whales are highly social; some populations are composed of family groups which are the most stable of any animal species. Their sophisticated hunting techniques and vocal behaviors, which are often specific to a particular group and passed across generations, have been described as manifestations of culture.

Questions:

1. Killer whales are predominantly found in cold water areas.
2. Some killer whale groups only eat fish.
3. They may even eat large sharks.
4. Killer whales are able to pass on skills to their young.

Exercise 74: Reading to get ideas

You shouldn't think that reading practice is only useful for the reading test. Reading articles in newspapers, magazines or online is also a great way to improve your vocabulary knowledge and collect ideas for the writing and speaking tests.

For example, a recent question in the writing test asked whether or not it's useful to study history. I did a quick search online and found this article:

You don't need to read the full article, but it would be useful to note down some of the main ideas. Can you find 3 arguments **against** studying history, and 3 reasons why we **should** study it?

(Why study history, Next Page)

Why Study History?

By Peter N. Stearns

People live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from living in the present and anticipating what is yet to come, why bother with what has been? Given all the desirable and available branches of knowledge, why insist—as most American educational programs do—on a good bit of history? And why urge many students to study even more history than they are required to?

Any subject of study needs justification: its advocates must explain why it is worth attention. Most widely accepted subjects—and history is certainly one of them— attract some people who simply like the information and modes of thought involved. But audiences less spontaneously drawn to the subject and more doubtful about why to bother need to know what the purpose is.

Historians do not perform heart transplants, improve highway design, or arrest criminals. In a society that quite correctly expects education to serve useful purposes, the functions of history can seem more difficult to define than those of engineering or medicine. History is in fact very useful, actually indispensable, but the products of historical study are less tangible, sometimes less immediate, than those that stem from some other disciplines.

In the past history has been justified for reasons we would no longer accept. For instance, one of the reasons history holds its place in current education is because earlier leaders believed that a knowledge of certain historical facts helped distinguish the educated from the uneducated; the person who could reel off the date of the

Norman conquest of England (1066) or the name of the person who came up with the theory of evolution at about the same time that Darwin did (Wallace) was deemed superior—a better candidate for law school or even a business promotion. Knowledge of historical facts has been used as a screening device in many societies, from China to the United States, and the habit is still with us to some extent. Unfortunately, this use can encourage mindless memorization—a real but not very appealing aspect of the discipline.

History should be studied because it is essential to individuals and to society, and because it harbors beauty.

History should be studied because it is essential to individuals and to society, and because it harbors beauty. There are many ways to discuss the real functions of the subject—as there are many different historical talents and many different paths to historical meaning. All definitions of history's utility, however, rely on two fundamental facts.

History Helps Us Understand People and Societies

In the first place, history offers a storehouse of information about how people and societies behave. Understanding the operations of people and societies is difficult, though a number of disciplines make the attempt. An exclusive reliance on current data would needlessly handicap our efforts. How can we evaluate war if the nation is at peace—unless we use historical materials? How can we understand genius, the influence of technological innovation, or the role that beliefs play in shaping family life, if we don't use what we know about experiences in the past? Some social scientists attempt to formulate laws or theories about human behavior. But even these recourses depend on historical information, except for in limited, often artificial cases in which experiments can be devised to determine how people act. Major aspects of a society's operation, like mass elections, missionary activities, or military alliances, cannot be set up as precise experiments. Consequently, history must serve, however imperfectly, as our laboratory, and data from the past must serve as our most vital evidence in the unavoidable quest to figure out why our complex species behaves as it does in societal settings. This, fundamentally, is why we cannot stay away from history: it offers the only extensive evidential base for the contemplation and analysis of how societies function, and people need to have some sense of how societies function simply to run their own lives.

History Helps Us Understand Change and How the Society We Live in Came to Be

The second reason history is inescapable as a subject of serious study follows closely on the first. The past causes the present, and so the future. Any time we try to know why something happened—whether a shift in political party dominance in the American Congress, a major change in the teenage suicide rate, or a war in the Balkans

or the Middle East—we have to look for factors that took shape earlier. Sometimes fairly recent history will suffice to explain a major development, but often we need to look further back to identify the causes of change. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change.

The importance of history in explaining and understanding change in human behavior is no mere abstraction. Take an important human phenomenon such as alcoholism. Through biological experiments scientists have identified specific genes that seem to cause a proclivity toward alcohol addiction in some individuals. This is a notable advance. But alcoholism, as a social reality, has a history: rates of alcoholism have risen and fallen, and they have varied from one group to the next. Attitudes and policies about alcoholism have also changed and varied. History is indispensable to understanding why such changes occur. And in many ways historical analysis is a more challenging kind of exploration than genetic experimentation. Historians have in fact greatly contributed in recent decades to our understanding of trends (or patterns of change) in alcoholism and to our grasp of the dimensions of addiction as an evolving social problem.

One of the leading concerns of contemporary American politics is low voter turnout, even for major elections. A historical analysis of changes in voter turnout can help us begin to understand the problem we face today. What were turnouts in the past? When did the decline set in? Once we determine when the trend began, we can try to identify which of the factors present at the time combined to set the trend in motion. Do the same factors sustain the trend still, or are there new ingredients that have contributed to it in more recent decades? A purely contemporary analysis may shed some light on the problem, but a historical assessment is clearly fundamental—and essential for anyone concerned about American political health today.

History, then, provides the only extensive materials available to study the human condition. It also focuses attention on the complex processes of social change, including the factors that are causing change around us today. Here, at base, are the two related reasons many people become enthralled with the examination of the past and why our society requires and encourages the study of history as a major subject in the schools.

The Importance of History in Our Own Lives

These two fundamental reasons for studying history underlie more specific and quite diverse uses of history in our own lives. History well told is beautiful. Many of the

historians who most appeal to the general reading public know the importance of dramatic and skillful writing—as well as of accuracy. Biography and military history appeal in part because of the tales they contain. History as art and entertainment serves a real purpose, on aesthetic grounds but also on the level of human understanding. Stories well done are stories that reveal how people and societies have actually functioned, and they prompt thoughts about the human experience in other times and places. The same aesthetic and humanistic goals inspire people to immerse themselves in efforts to reconstruct quite remote pasts, far removed from immediate, present-day utility. Exploring what historians sometimes call the "pastness of the past"—the ways people in distant ages constructed their lives—involves a sense of beauty and excitement, and ultimately another perspective on human life and society.

History Contributes to Moral Understanding

History also provides a terrain for moral contemplation. Studying the stories of individuals and situations in the past allows a student of history to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration. "History teaching by example" is one phrase that describes this use of a study of the past—a study not only of certifiable heroes, the great men and women of history who successfully worked through moral dilemmas, but also of more ordinary people who provide lessons in courage, diligence, or constructive protest.

History Provides Identity

History also helps provide identity, and this is unquestionably one of the reasons all modern nations encourage its teaching in some form. Historical data include evidence about how families, groups, institutions and whole countries were formed and about how they have evolved while retaining cohesion. For many Americans, studying the history of one's own family is the most obvious use of history, for it provides facts about genealogy and (at a slightly more complex level) a basis for understanding how the family has interacted with larger historical change. Family identity is established and confirmed. Many institutions, businesses, communities, and social units, such as ethnic groups in the United States, use history for similar identity purposes. Merely defining the group in the present pales against the possibility of forming an identity based on a rich past. And of course nations use identity history as well—and sometimes abuse it. Histories that tell the national story, emphasizing distinctive features of the national experience, are meant to drive home an understanding of national values and a commitment to national loyalty.

Studying History Is Essential for Good Citizenship

A study of history is essential for good citizenship. This is the most common justification for the place of history in school curricula. Sometimes advocates of citizenship history hope merely to promote national identity and loyalty through a history spiced by vivid stories and lessons in individual success and morality. But the importance of history for citizenship goes beyond this narrow goal and can even challenge it at some points.

History that lays the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past. History provides data about the emergence of national institutions, problems, and values—it's the only significant storehouse of such data available. It offers evidence also about how nations have interacted with other societies, providing international and comparative perspectives essential for responsible citizenship. Further, studying history helps us understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More important, studying history encourages habits of mind that are vital for responsible public behavior, whether as a national or community leader, an informed voter, a petitioner, or a simple observer.

What Skills Does a Student of History Develop?

What does a well-trained student of history, schooled to work on past materials and on case studies in social change, learn how to do? The list is manageable, but it contains several overlapping categories.

The Ability to Assess Evidence. The study of history builds experience in dealing with and assessing various kinds of evidence—the sorts of evidence historians use in shaping the most accurate pictures of the past that they can. Learning how to interpret the statements of past political leaders—one kind of evidence—helps form the capacity to distinguish between the objective and the self-serving among statements made by present-day political leaders. Learning how to combine different kinds of evidence—public statements, private records, numerical data, visual materials—develops the ability to make coherent arguments based on a variety of data. This skill can also be applied to information encountered in everyday life.

The Ability to Assess Conflicting Interpretations. Learning history means gaining some skill in sorting through diverse, often conflicting interpretations. Understanding how societies work—the central goal of historical study—is inherently imprecise, and the same certainly holds true for understanding what is going on in the present day. Learning how to identify and evaluate conflicting interpretations is an essential citizenship skill for which history, as an often-contested laboratory of human experience, provides training. This is one area in which the full benefits of historical

study sometimes clash with the narrower uses of the past to construct identity. Experience in examining past situations provides a constructively critical sense that can be applied to partisan claims about the glories of national or group identity. The study of history in no sense undermines loyalty or commitment, but it does teach the need for assessing arguments, and it provides opportunities to engage in debate and achieve perspective.

Experience in Assessing Past Examples of Change. Experience in assessing past examples of change is vital to understanding change in society today—it's an essential skill in what we are regularly told is our "ever-changing world." Analysis of change means developing some capacity for determining the magnitude and significance of change, for some changes are more fundamental than others. Comparing particular changes to relevant examples from the past helps students of history develop this capacity. The ability to identify the continuities that always accompany even the most dramatic changes also comes from studying history, as does the skill to determine probable causes of change. Learning history helps one figure out, for example, if one main factor—such as a technological innovation or some deliberate new policy—accounts for a change or whether, as is more commonly the case, a number of factors combine to generate the actual change that occurs.

Historical study, in sum, is crucial to the promotion of that elusive creature, the well-informed citizen. It provides basic factual information about the background of our political institutions and about the values and problems that affect our social well-being. It also contributes to our capacity to use evidence, assess interpretations, and analyze change and continuities. No one can ever quite deal with the present as the historian deals with the past—we lack the perspective for this feat; but we can move in this direction by applying historical habits of mind, and we will function as better citizens in the process.

History Is Useful in the World of Work

History is useful for work. Its study helps create good businesspeople, professionals, and political leaders. The number of explicit professional jobs for historians is considerable, but most people who study history do not become professional historians. Professional historians teach at various levels, work in museums and media centers, do historical research for businesses or public agencies, or participate in the growing number of historical consultancies. These categories are important—indeed vital—to keep the basic enterprise of history going, but most people who study history use their training for broader professional purposes. Students of history find their experience directly relevant to jobs in a variety of careers as well as to further study in fields like law and public administration. Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to

identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. Work in history also improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacity to identify, assess, and explain trends is essential. Historical study is unquestionably an asset for a variety of work and professional situations, even though it does not, for most students, lead as directly to a particular job slot, as do some technical fields. But history particularly prepares students for the long haul in their careers, its qualities helping adaptation and advancement beyond entry-level employment. There is no denying that in our society many people who are drawn to historical study worry about relevance. In our changing economy, there is concern about job futures in most fields. Historical training is not, however, an indulgence; it applies directly to many careers and can clearly help us in our working lives.

What Kind of History Should We Study?

The question of why we should study history entails several subsidiary issues about what kind of history should be studied. Historians and the general public alike can generate a lot of heat about what specific history courses should appear in what part of the curriculum. Many of the benefits of history derive from various kinds of history, whether local or national or focused on one culture or the world. Gripping instances of history as storytelling, as moral example, and as analysis come from all sorts of settings. The most intense debates about what history should cover occur in relation to identity history and the attempt to argue that knowledge of certain historical facts marks one as an educated person. Some people feel that in order to become good citizens students must learn to recite the preamble of the American constitution or be able to identify Thomas Edison—though many historians would dissent from an unduly long list of factual obligations. Correspondingly, some feminists, eager to use history as part of their struggle, want to make sure that students know the names of key past leaders such as Susan B. Anthony. The range of possible survey and memorization chores is considerable—one reason that history texts are often quite long.

There is a fundamental tension in teaching and learning history between covering facts and developing historical habits of mind. Because history provides an immediate background to our own life and age, it is highly desirable to learn about forces that arose in the past and continue to affect the modern world. This type of knowledge requires some attention to comprehending the development of national institutions and trends. It also demands some historical understanding of key forces in the wider

world. The ongoing tension between Christianity and Islam, for instance, requires some knowledge of patterns that took shape over 12 centuries ago. Indeed, the pressing need to learn about issues of importance throughout the world is the basic reason that world history has been gaining ground in American curriculums. Historical habits of mind are enriched when we learn to compare different patterns of historical development, which means some study of other national traditions and civilizations.

The key to developing historical habits of mind, however, is having repeated experience in historical inquiry. Such experience should involve a variety of materials and a diversity of analytical problems. Facts are essential in this process, for historical analysis depends on data, but it does not matter whether these facts come from local, national, or world history—although it's most useful to study a range of settings. What matters is learning how to assess different magnitudes of historical change, different examples of conflicting interpretations, and multiple kinds of evidence. Developing the ability to repeat fundamental thinking habits through increasingly complex exercises is essential. Historical processes and institutions that are deemed especially important to specific curriculums can, of course, be used to teach historical inquiry. Appropriate balance is the obvious goal, with an insistence on factual knowledge not allowed to overshadow the need to develop historical habits of mind.

Exposure to certain essential historical episodes and experience in historical inquiry are crucial to any program of historical study, but they require supplement. No program can be fully functional if it does not allow for whimsy and individual taste. Pursuing particular stories or types of problems, simply because they tickle the fancy, contributes to a rounded intellectual life. Similarly, no program in history is complete unless it provides some understanding of the ongoing role of historical inquiry in expanding our knowledge of the past and, with it, of human and social behavior. The past two decades have seen a genuine explosion of historical information and analysis, as additional facets of human behavior have been subjected to research and interpretation. And there is every sign that historians are continuing to expand our understanding of the past. It's clear that the discipline of history is a source of innovation and not merely a framework for repeated renderings of established data and familiar stories.

Why study history? The answer is because we virtually must, to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally "salable" skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—

is essential to function beyond childhood. Some history depends on personal taste, where one finds beauty, the joy of discovery, or intellectual challenge. Between the inescapable minimum and the pleasure of deep commitment comes the history that, through cumulative skill in interpreting the unfolding human record, provides a real grasp of how the world works.

Further Reading

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- Hexter, J. H. *The History Primer*. New York: Basic Books, 1971.
- Gagnon, Paul, ed. *Historical Literacy*. New York: MacMillan, 1989.
- Oakeshott, Michael. *On History*. Totowa, N.J.: Barnes and Noble, 1983.
- Stearns, Peter N. *Meaning over Memory: Recasting the Teaching of History and Culture*. Chapel Hill, N.C.: University of North Carolina Press, 1993.
- © 1998, American Historical Association.

Preparing for the IELTS reading test

Note: The reading text below is longer than usual and is used as the basis for all the questions and examples in this section. However, in the real IELTS test the 40 questions will be based on three texts not just one text. In addition, the questions will not test your understanding of a point in the text more than once, as they may do here.

Sample reading text:

Lessons from the Titanic

- A** From the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travelers. With limited communication facilities, and shipping technology still in its infancy in the early nineteenth hundreds, we consider ocean travel to have been a risky business. But to the people of the time it was one of the safest forms of transport. At the time of the Titanic's maiden voyage in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. And the Titanic was confidently proclaimed to be unsinkable. She represented the pinnacle of technological advance at the time. Her builders, crew and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.
- B** The RMS Titanic left Southampton for New York on April 10, 1912. On board were some of the richest and most famous people of the time who had paid large sums of money to sail on the first voyage of the most luxurious ship in the world. Imagine her placed on her end: she was larger at 269 meters than many of the tallest buildings of the day. And with nine decks, she was as high as an eleven storey building. The Titanic carried 329 first class, 285 second class and 710 third class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five day journey.
- C** RMS Titanic was believed to be unsinkable because the hull was divided into sixteen watertight compartments. Even if two of these compartments flooded, the ship could still float. The ship's owners could not imagine that, in the case of an accident, the Titanic would not be able to float until she was rescued. It was largely as a result of this confidence in the ship and in the safety of ocean travel that the disaster could claim such a great loss of life.

- D** In the ten hours prior to the Titanic's fatal collision with an iceberg at 11.40pm, six warnings of icebergs in her path were received by the Titanic's wireless operators. Only one of these messages was formally posted on the bridge; the others were in various locations across the ship. If the combined information in these messages of iceberg positions had been plotted, the ice field which lay across the Titanic's path would have been apparent. Instead, the lack of formal procedures for dealing with information from a relatively new piece of technology, the wireless, meant that the danger was not known until too late. This was not the fault of the Titanic crew. Procedures for dealing with warnings received through the wireless had not been formalized across the shipping industry at the time. The fact that the wireless operators were not even Titanic crew, but rather contracted workers from a wireless company, made their role in the ship's operation quite unclear.
- E** Captain Smith's seemingly casual attitude in increasing the speed on this day to a dangerous 22 knots or 41 kilometers per hour, can then be partly explained by his ignorance of what lay ahead. But this only partly accounts for his actions, since the spring weather in Greenland was known to cause huge chunks of ice to break off from the glaciers. Captain Smith knew that these icebergs would float southward and had already acknowledged this danger by taking a more southerly route than at other times of the year. So why was the Titanic travelling at high speed when he knew, if not of the specific risk, at least of the general risk of icebergs in her path? As with the lack of coordination of the wireless messages, it was simply standard operating procedure at the time. Captain Smith was following the practices accepted on the North Atlantic, practices which had coincided with forty years of safe travel. He believed, wrongly as we now know, that the ship could turn or stop in time if an iceberg was sighted by the lookouts.
- F** There were around two and a half hours between the time the Titanic rammed into the iceberg and its final submersion. In this time 705 people were loaded into the twenty lifeboats. There were 473 empty seats available on lifeboats while over 1,500 people drowned. These figures raise two important issues. Firstly, why there were not enough lifeboats to seat every passenger and crew member on board. And secondly, why the lifeboats were not full.
- G** The Titanic had sixteen lifeboats and four collapsible boats which could carry just over half the number of people on board her maiden voyage and only a third of the Titanic's total capacity. Regulations for the number of lifeboats required were based on outdated British Board of Trade regulations written in 1894 for ships a quarter of the Titanic's size, and had never been revised. Under these requirements, the Titanic was only obliged to carry enough lifeboats to seat 962

people. At design meetings in 1910, the shipyard's managing director, Alexander Carlisle, had proposed that forty eight lifeboats be installed on the Titanic, but the idea had been quickly rejected as too expensive. Discussion then turned to the ship's décor, and as Carlisle later described the incident ... 'we spent two hours discussing carpet for the first class cabins and fifteen minutes discussing lifeboats'.

- H** The belief that the Titanic was unsinkable was so strong that passengers and crew alike clung to the belief even as she was actually sinking. This attitude was not helped by Captain Smith, who had not acquainted his senior officers with the full situation. For the first hour after the collision, the majority of people aboard the Titanic, including senior crew, were not aware that she would sink, that there were insufficient lifeboats or that the nearest ship responding to the Titanic's distress calls would arrive two hours after she was on the bottom of the ocean. As a result, the officers in charge of loading the boats received a very halfhearted response to their early calls for women and children to board the lifeboats. People felt that they would be safer, and certainly warmer, aboard the Titanic than perched in a little boat in the North Atlantic Ocean. Not realizing the magnitude of the impending disaster themselves, the officers allowed several boats to be lowered only half full.
- I** Procedures again were at fault, as an additional reason for the officers' reluctance to lower the lifeboats at full capacity was that they feared the lifeboats would buckle under the weight of 65 people. They had not been informed that the lifeboats had been fully tested prior to departure. Such procedures as assigning passengers and crew to lifeboats and lifeboat loading drills were simply not part of the standard operation of ships nor were they included in crew training at this time.
- J** As the Titanic sank, another ship, believed to have been the Californian, was seen motionless less than twenty miles away. The ship failed to respond to the Titanic's eight distress rockets. Although the officers of the Californian tried to signal the Titanic with their flashing Morse lamp, they did not wake up their radio operator to listen for a distress call. At this time, communication at sea through wireless was new and the benefits not well appreciated, so the wireless on ships was often not operated around the clock. In the case of the Californian, the wireless operator slept unaware while 1,500 Titanic passengers and crew drowned only a few miles away.
- K** After the Titanic sank, investigations were held in both Washington and London. In the end, both inquiries decided that no one could be blamed for the sinking. However, they did address the fundamental safety issues which had contributed

to the enormous loss of life. As a result, international agreements were drawn up to improve safety procedures at sea. The new regulations covered 24 hour wireless operation, crew training, proper lifeboat drills, lifeboat capacity for all on board and the creation of an international ice patrol.

Summary Completion

Note: What is being tested is your ability to skim the text for information and paraphrase the original text.

Sample task: Complete the summary below. Choose your answers from the box at the bottom of the page and write them in boxes 1-8 on your answer sheet.

NB There are more words than spaces so you will not use them all.

You may use any of the words more than once.

List of Words

passengers happy float advanced lifeboats confident
dangers ocean worried inadequate enormous
excitement fast handbook water afloat
record procedures orders drown size
sink safety

The Finest Ship Ever Built

The North Atlantic Ocean crossing on the Titanic was expected to set a new standard for ... (1) ... travel in terms of comfort and ... (2) ... The shipping industry had an excellent safety ... (3) ... on the North Atlantic Crossing over the previous forty years and the Titanic was the finest and safest liner ever built. The Titanic combined the greatest technology of the day with sheer ... (4) ..., luxury and new safety features. The Titanic's owners were ... (5) ... that even if the Titanic were letting in ... (6) ... she would ... (7) ... indefinitely until help arrived. In hindsight we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were ... (8) ... and humans did not follow safe ... (9) ... whether because of arrogance or ignorance.

Matching headings to paragraphs

Note: What is being tested is your ability to identify the main idea of a paragraph.

Sample task: Choose the heading which best sums up the primary cause of the problem described in paragraphs D, E, G, H and I of the text. Write the appropriate numbers (i – x) in the boxes on your answer sheet.

List of Headings

- i Ignorance of the impending disaster
- ii Captain's orders ignored
- iii Captain's over-confidence
- iv Rough sea conditions
- v Faulty design
- vi Iceberg locations not plotted
- vii Low priority placed on safety
- viii Number of lifeboats adequate
- ix Inadequate training
- x Ice warnings ignored

Identifying the writer's views

Note: What is being tested is your ability to identify opinion and attitude, skim for detailed information and make inferences.

Sample task: Do the following statements agree with the views of the writer in the reading passage? In boxes 1-7 on your answer sheet write:

Yes If the statement agrees with the writer

No If the statement contradicts the writer

Not Given If it is impossible to say what the writer thinks about this

1. The enormous loss of life on the Titanic was primarily caused by inadequate equipment, training and procedures.
2. Nobody had thought of installing enough lifeboats to accommodate all the passengers and crew in the event of an emergency.
3. Captain Smith didn't inform his officers of the true situation because he didn't want to cause a panic.
4. The lifeboats would have buckled if they had been fully loaded.
5. After the Titanic sank the lifeboats which were not full should have returned to rescue as many people from the water as they could.
6. The Captain of the Californian could have brought his ship to the rescue if he had realized that the Titanic was sinking.
7. The sinking of the Titanic prompted an overhaul of standard operating procedures which made ocean travel much safer.

Multiple choice

Sample task: Choose the appropriate letters A-D and write your answers in boxes 1-3 on your answer sheet.

1. ***Which is most at fault for the magnitude of the Titanic disaster?***

- A. The ship
- B. The Titanic's owners and builders
- C. Standard operating procedure
- D. The captain and crew

2. *The number of lifeboats on the Titanic ...*

- A. would have been sufficient if all boats had been filled to capacity
- B. met the regulations for much smaller ships but not the Titanic
- C. had been designed in 1894 by the British Board of Trade
- D. could carry more people than required under the regulations

3. *The Titanic was ...*

- A. higher than the tallest buildings of her day
- B. divided into 16 watertight compartments
- C. unsinkable
- D. the most technologically advanced liner of her time

Table completion

Note: What is being tested is your ability to skim for specific information and understand gist and paraphrase.

Sample task: Complete the table below using information from the reading passage. Write no more than three words for each answer. Write your answers in boxes 1-8 on your answer sheet.

Problem	Cause of the problem	Regulated after the Titanic disaster? (Write Yes, No or Doesn't say)
Position of icebergs not plotted	... (1) ... scattered all over the ship	Doesn't say
Insufficient lifeboats	... (2) ... regulations	... (3) ...
Lifeboats not full	a) ignorance of the extent of the danger	... (4) ...
	b) fear that the lifeboats would ... (5) (6) ...
Californian didn't listen to the distress calls	No ... (7) ... wireless operation	... (8) ...

Sentence completion

Note: What is being tested is your ability to skim for general information read for details, and understand paraphrase in the incomplete sentences.

Sample task: Complete the sentences below using words taken from the reading passage. Use no more than three words for each answer. Write your answers in boxes 1-3 on your answer sheet.

1. One positive outcome was that the inquiries into the Titanic disaster sought to improve safety procedures by initiating ...(1)...
2. The Titanic's safety feature, which convinced most people that she wouldn't sink, was her ...(2)...
3. Passenger ships across the North Atlantic Ocean had had an excellent safety record in the ...(3)...

Short answer questions

Note: What is being tested is your ability to skim for general information, read for details, identify the focus of the question and understand paraphrase in the question.

Sample task: Using no more than three words, answer the following questions. Write your answers in boxes 1-3 on your answer sheet.

1. Alexander Carlisle implied that the Titanic's owners were more concerned about the ship's appearance than what?
2. The laws of which government regulated the lifeboat requirements that the Titanic conformed to in 1912?
3. What term used in the passage tells the reader that this was the Titanic's first journey?

PERSONAL TIME MANAGEMENT

Since the early work of Halberg(1960),the existence of human "circadian rhythms" has been well-known to biologists and psychologists. Circadian rhythms dictate that there are certain times of the day when we are at our best both physically and psychologically. At its simplest, the majority of us feel more alive and creative in the mornings, while come the evenings we are fit only for collapsing with a good book or in front of the television. Other of us note that in the morning we take a great deal of time to get going physically and mentally, but by the evening are full of energy and bright ideas, while a very few of us feel most alert and vigorous in the late afternoon .

Irrespective of our personal rhythms, most of us have a productive period between 10a.m. and noon, when the stomach, pancreas, spleen and heart all appear to be in their most active phases. Conversely, the majority of us experience a low period in the hour or two after lunch (a time when people in some societies sensibly take a rest), as most of our energy is devoted to the process of digestion. The simple rules here are: don't waste too much prime time having a coffee break around 11a.m.when you should be doing some of your best work, and don't make the after-lunch period even less productive by overloading your digestion. A short coffee or tea break is ,in fact, best taken on arrival at the office ,when it helps us start the day in a positive mood, rather than mid-morning when it interrupts the flow of our activities. Lunch is best taken early, when we are just beginning to feel hungry, and we are likely to eat less than if we leave it until later. An early lunch also means that we can get back into our productive stride earlier in the afternoon.

Changes in one's attitude can also enhance personal time management. For example, the notion of pro-action is eminently preferable to reaction. To pro-act means to anticipate events and be in a position to take appropriate action as soon as the right moment arrives. To react, on the other hand, means to have little anticipation and do something only when events force you to do so. Pro-actors tend to be the people who are always one step ahead of other people, who always seem to be in the right place at the right time, and who are always better informed than anyone else. Many of us like an easy life, and so we tend to be reactors. This means that we aren't alert to the challenges and opportunities coming our way, with the consequence that challenges bother us or opportunities pass us by before we're even properly aware they're upon us. We can train ourselves in pro-action by regularly taking the time to sit down and appraise the likely immediate future, just as we sit down and review the immediate past.

Psychologists recognise that we differ in the way in which we characteristically attribute responsibility for the various things that happen to us in life. One of the ways in which we do this is known as locus of control (Weiner,1979), which refers to assigning responsibility. At its simplest, some individuals have a predominantly external locus of control, attributing responsibility to outside causes (for example, the faults of others or the help given by them) ,while with other individuals the locus of control is predominantly internal, in which responsibility is attributed to oneself (for example, one's own abilities or lack of them, hard work, etc.).

However, the picture usually isn't as simple as this. Many people's locus of control is more likely to be specific to a particular situation, for example internal in certain areas, such as their social lives, and external in others, such as their working lives. Or, to take another example, they may attribute certain kinds of results to themselves, such as their successes, and certain kinds of results to other people, such as their failures. Obviously the best kind of locus of control is one that is realistic and able to attribute every effect to its appropriate cause, and this is particularly important when it comes to time management. Certainly, there are occasions when other people are more responsible for our time loss than we are, but for most of us, and for most of the time, the blame must fall fairly and squarely upon ourselves.

Choose ONE phrase (A-J) from the list in the box below to complete each key point below. Write the appropriate letters (A-J) in boxes 1-6 on your answer sheet.

The information in the completed sentences should be an accurate summary of points made by the writer.

NB There are more phrases (A-J) than sentences, so you will not use them all. You may use any phrase more than once.

Questions 1-6

Time management-key points

Answer

Example Our patterns of circadian rhythms... **G**

1. A proactive person...
2. A reactive person...
3. Analysing circadian rhythms...
4. The idea that the best time to work is in the morning...

5. The notion of feeling alert in the late afternoon...
6. Productivity appears to be enhanced...

List of phrases

- a. ...agrees with the circadian rhythms of most people.
- b. ...makes us feel alive and creative.
- c. ...conforms to the circadian rhythms of a minority of people.
- d. ...if our energy is in a low phase.
- e. ...is more able to take advantage of events when they happen.
- f. ...enables one to gauge physical potential at particular times throughout the day.
- g. ...can affect us physically and mentally.
- h. ...when several specific internal organs are active.
- i. ...takes a more passive attitude toward events.
- j. ...when we eat lunch early

Questions 7-13

Complete the sentences below with words taken from Reading Passage 1, "Personal Time Management." **Use NO MORE THAN THREE WORDS** for each answer. Write your answers in *boxes 7-13* on your answer sheet.

Example Most people are less productive..... **after lunch**

7. Our influence our physical and mental performance
8. We are more likely to be productive in the afternoon if we have
9. A person who reacts tends not to see when they are approaching.
10. Assessing the aids us in becoming proactive.
11. A person with a mainly internal locus of control would likely direct blame toward
12. A person with a mainly external locus of control would likely direct failure toward
13. A person with a healthy and balanced locus of control would attribute a result, whether negative or positive, to

READING PASSAGE 2

You are advised to spend about 20 minutes on Questions 14-25 which are based on Reading Passage 2, "The Muang Faai Irrigation System of Northern Thailand".

Questions 14-19

Reading Passage 2 has 7 sections.

Choose the most suitable heading for each section from the list of headings (A-L) below. Write the appropriate letter (A-L) in boxes 14-19 on your answer sheet.

N.B. There are more headings than sections, so you will not use all of them.

List of Headings

- a. Rituals and beliefs
- b. Topography of Northern Thailand
- c. The forests of Northern Thailand
- d. Preserving the system
- e. Agricultural practices
- f. Village life
- g. Water distribution principles
- h. Maintaining natural balances
- i. Structure of the irrigation system
- j. User's rights
- k. User's obligations
- l. Community control

14. Section 1

15. Section 2

16. Section 3

17. Section 4

Example Section 5 **A**

18. Section 6

19. Section 7

THE MUANG FAAI IRRIGATION SYSTEM OF NORTHERN THAILAND

SECTION 1

Northern Thailand consists mainly of long mountain chains interspersed with valley bottoms where streams and rice fields dominate the landscape. Most of the remaining forests of the North are found at higher altitudes. The forests ensure regular seasonal rainfall for the whole area and at the same time moderate runoff, so that there is water throughout the year.

SECTION 2

The lowland communities have developed an agricultural system adapted to, and partially determining, the distinctive ecosystems of their areas. Practicing wet-rice agriculture in the valley-bottoms, the lowlanders also raise pigs, ducks and chickens and cultivate vegetable gardens in their villages further up the slopes. Rice, beans, corn and native vegetables are planted in hill fields above the villages, and wild vegetables and herbal medicines are gathered and wild game hunted in the forests higher up the hillsides. The forests also serve as grazing grounds for cows and buffalo, and are a source of wood for household utensils, cooking fuel, construction and farming tools. Fish are to be found in the streams and in the irrigation system and wet-rice fields, providing both food and pest control.

SECTION 3

In its essentials, a muang faai system consists of a small reservoir which feeds an intricate, branching network of small channels carrying water in carefully calibrated quantities through clusters of rice terraces in valley bottoms. The system taps into a stream above the highest rice field and, when there is sufficient water, discharges back into the same stream at a point below the bottom field. The water in the reservoir at the top, which is diverted into a main channel (lam muang) and from there into the different fields, is slowed or held back not by an impervious dam, but by a series of barriers constructed of bunches of bamboo or saplings which allow silt, soil and sand to pass through.

SECTION 4

Water from the lam muang is measured out among the farmers according to the extent of their rice fields and the amount of water available from the main channel. Also considered are the height of the fields, their distance from the main channel and their soil type. The size and depth of side-channels are then adjusted so that only the allocated amount of water flows into each farmer's field.

SECTION 5

Rituals and beliefs connected with muang faai reflect the villagers' submission to, respect for, and friendship with nature, rather than an attempt to master it. In mountains, forests, watersheds and water, villagers see things of great value and power. This power has a favourable aspect, and one that benefits humans. But at the same time, if certain boundaries are overstepped and nature is damaged, the spirits will punish humans. Therefore, when it is necessary to use nature for the necessities of life, villagers take care to inform the spirits what they intend to do, simultaneously begging pardon for their actions.

SECTION 6

Keeping a muang faai system going demands cooperation and collective management, sometimes within a single village, sometimes across three or four different subdistricts including many villages. The rules or common agreements arrived at during the yearly meeting amount to a social contract. They govern how water is to be distributed, how flow is to be controlled according to seasonal schedules, how barriers are to be maintained and channels dredged, how conflicts over water use are to be settled, and how the forest around the reservoir is to be preserved as a guarantee of a steady water supply and a source of materials to repair the system.

SECTION 7

The fundamental principle of water rights under muang faai is that everyone in the system must get enough to survive; while many patterns of distribution are possible, none can violate this basic tenet. On the whole, the systems also rest on the assumption that local water is common property. No one can take control of it by force, and it must be used in accord with the communal agreements. Although there are inequalities in land holding, no one has the right to an excessive amount of fertile land. The way in which many muang faai systems expand tends to reinforce further the claims of community security over those of individual entrepreneurship. In the gradual process of opening up new land and digging connecting channels, each local household often ends up with scattered holdings over the whole irrigation areas. Unlike modern irrigation systems, under which the most powerful people generally end up closest to the sources of water, this arrangement encourages everyone to take care that no part of the system is unduly favoured or neglected.

Questions 20-23

The chart below illustrates the agricultural system of the lowland communities.

Select words from Reading Passage 2 to fill the spaces in the chart. Use *UP TO THREE WORDS* for each space. Write your answers in boxes 20-23 on your answer sheet.

Area	Activity
<i>Example</i>	
Forests	grazing <u>cows, buffalo</u>

Forests: gathering (20), hunting wild animals

Hill fields: cultivating (21)

Villages: raising (22) cultivating vegetables

Valley bottom: growing (23)

Question 24

From the list below, select the three main structures which constitute the muang faai irrigation system. Write the THREE appropriate letters, in any order, in box 24 on your answer sheet.

- A) channels
- B) saplings
- C) dam
- D) barriers
- E) reservoir
- F) water

Question 25

From the list below, select two criteria for allocating water to farmers. Write TWO appropriate letters, in any order, in box 25 on your answer sheet.

- A) field characteristics
- B) social status
- C) location of field
- D) height of barriers
- E) fees paid
- F) water available

READING PASSAGE 3

You are advised to spend about 20 minutes on Questions 26-39 which are based on Reading Passage 3 below.

THE ORIGINS OF INDO-EUROPEAN LANGUAGES

The traditional view of the spread of the Indo-European languages holds that an Ur-language, ancestor to all the others, was spoken by nomadic horsemen who lived in what is now western Russia north of the Black Sea near the beginning of the Bronze Age. As these mounted warriors roamed over greater and greater expanses, they conquered the indigenous peoples and imposed their own proto-Indo-European language, which in the course of succeeding centuries evolved in local areas into the European languages we know today. In recent years, however, many scholars, particularly archaeologists, have become dissatisfied with the traditional explanation.

The starting point of the problem of the origins of Indo-European is not archaeological but linguistic. When linguists look at the languages of Europe, they quickly perceive that these languages are related. The connections can be seen in vocabulary, grammar and phonology (rules for pronunciation). To illustrate the numbers from one to ten in several Indo-European languages. Such a comparison makes it clear that there are significant similarities among many European languages and also Sanskrit, the language of the earliest literary texts of India, but that languages such as Chinese or Japanese are not members of the same family (see figure 1).

ENGLISH	OLD GERMAN	LATIN	GREEK	SANSKRIT	JAPANESE
ONE	AINS	UNUS	HEIS	EKAS	HITOTSU
TWO	TWAI	DUO	DUO	DVA	FUTATSU
THREE	THRIJA	TRES	TREIS	TRYAS	MITTSU
FOUR	FIDWOR	QUATTOUR	TETTARES	CATVARAS	YOTTSU
FIVE	FIMF	QUINQUE	PENTE	PANCA	ITSUTSU
SIX	SAIHS	SEX	HEKS	SAT	MUTTSU
SEVEN	SIBUM	SEPTEM	HEPTA	SAPTA	NANATSU
EIGHT	AHTAU	OCTO	OKTO	ASTA	YATTSU
NINE	NIUN	NOVEM	ENNEA	NAVA	KOKONOTSU
TEN	TAIHUM	DECEM	DEKA	DASA	TO

FIGURE 1 Words for numbers from one to ten show the relations among Indo-European languages and the anomalous character of Japanese, which is not part of that family. Such similarities stimulated interest in the origins of Indo-European languages.

The Romance languages served as the first model for answering the question. Even to someone with no knowledge of Latin, the profound similarities among Romance languages would have made it natural to suggest that they were derived from a common ancestor. On the assumption that the shared characteristics of these languages came from the common progenitor (whereas the divergences arose later, as the languages diverged), it would have been possible to reconstruct many of the characteristics of the original proto-language. In much the same way it became clear that the branches of the Indo-European family could be studied and a hypothetical family tree constructed, reading back to a common ancestor: proto-Indo-European.

This is the tree approach. The basic process represented by the tree model is one of divergence: when languages become isolated from one another, they differ increasingly, and dialects gradually differentiate until they become separate languages.

Divergence is by no means the only possible tendency in language evolution. Johannes Schmidt introduced a "wave" model in which linguistic changes spread like waves, leading ultimately to convergence; that is, growing similarity among languages that were initially quite different.

Today, however, most linguists think primarily in terms of linguistic family trees. It is necessary to construct some explicit models of how language change might occur according to a process-based view. There are four main classes of models.

The first is the process of initial colonization, by which an uninhabited territory becomes populated; its language naturally becomes that of the colonizers. Second are processes of divergence, such as the linguistic divergence arising from separation or isolation mentioned above in relation to early models of the Indo-European languages. The third group of models is based on processes of linguistic convergence. The wave model, formulated by Schmidt in the 1870's, is an example, but convergence methods have not generally found favour among linguists.

Now, the slow and rather static operation of these processes is complicated by another factor: linguistic replacement. That factor provides the basis for a fourth class of models. In many areas of the world the languages initially spoken by the indigenous people have come to be replaced, fully or partially, by languages spoken by people coming from outside. Were it not for this large complicating factor, the world's linguistic history could be faithfully described by the initial distribution of Homo Sapiens, followed by the gradual, long-term workings of divergence and convergence. So linguistic replacement also has a key role to play in explaining the origins of the Indo-European languages.

Questions 26-32

Below is a summary of part of Reading Passage 3, "The Origins of Indo-European Languages".

Read the summary and then select the best word or phrase from the box below to fill each gap. according to the information in the Reading Passage. Write the corresponding letters (A-L) in boxes 26-32 on your answer sheet.

N.B. There are more words and phrases than you will need to fill the gaps. You may use a word or phrase more than once if you wish.

Summary-Models of Language Change

Answer

Example There are four main models of language **K**

The first is the process of initial colonization where an uninhabited territory becomes populated: the language spoken will therefore be that of the(26).....

Processes of(27)..... occur where different dialects, and then languages, develop from a common(28)..... Many of the original characteristics of this common ancestor can be reconstructed from what we know of the present separate(29).....

Processes of linguistic(30)..... occur when languages which were initially different become more similar through contact. The wave model, formulated by Schmidt in the 1870s, is an example.

The final model is that of linguistic(31)..... In this model, a new language replaces the language spoken by the(32).....

- A** colonizers **G** languages **B** invaders **H** waves
C proto-language **I** replacement **D** indigenous people
J convergence **E** linguists **K** development **F** model
L divergence

Questions 33-36

Several aspects of language development discussed in Reading Passage 3 are listed below.

Match each aspect with the appropriate model from the box below, according to the information in the Reading Passage. Write the appropriate letter (A,B,C,or D) in boxes 33-36 on your answer sheet.

Aspects of language development

Example Population of territory **A**

- 33. "wave" model
- 34. Romance languages
- 35. proto-Indo-European
- 36. European languages

Models			
A	<i>Colonization</i>	C	<i>Convergence</i>
B	<i>Divergence</i>	D	<i>Replacement</i>

Questions 37-39

Answer the following questions using **NO MORE THAN THREE WORDS**, according to the information in the Reading Passage. Write your answers in boxes 37-39 on your answer sheet.

- 37. What are three ways in which the languages of Europe are related?
- 38. On what basis does the author decide that Chinese and Japanese are not related to European languages?
- 39. According to the tree model, what was the original proto-language for English?

READING PASSAGE 1

Of Ducks and Duck Eggs

For people who like to keep poultry, ducks offer certain advantages over hens. Ducks are immune to some common diseases found in hens and are less vulnerable to others. Some breeds of duck produce bigger eggs than hens. In addition, ducks lay eggs over a longer season than do hens.

Poultry keepers with gardens have less to worry about if they keep ducks rather than hens because the former are less apt to dig up plants and destroy roots. While both hens and ducks benefit the garden by eating pests, hens are known to damage herb and grass beds. Ducks, on the other hand, will search for insects and snails more carefully. Only very delicate plans are at risk from the broad, webbed feet of ducks.

Like all waterbirds, ducks need access to water, and duck keepers typically provide this by building a pond. Something this large is not absolutely necessary, however; ducks need only to be able to dip their heads in the water to keep their nostrils clean. If a pond is provided, though, it is important to keep ducklings away from it until they are old enough to withstand the cool temperature of the water - about eight weeks.

When keeping ducks, one has to consider just how many the land will support. Generally the rule is 100 ducks per half hectare. If more than this proportion is introduced, there is a risk of compacting the soil, which can lead to muddy conditions for long periods as the rain is not easily absorbed into the ground.

While ducks offer many advantages over hens, they must be given a greater quantity of food, especially if regular eggs are desired. An adult duck will eat between 170 to 200 grams of food a day. If the ducks have access to grass and a pond, they will be able to find for themselves approximately 70% of their daily dietary requirements in warmer months but less than half that in colder times. Therefore, it is important that they be fed enough food, such as grain, every day.

Experienced duck keepers raise duckings every three years or so because it is after this period of time that ducks' egg-laying powers begin to seriously weaken. If the aim is to hatch duckings, keepers should be aware that not all ducks make good mothers, and that certain breeds of duck appear to be worse than others. The poor mothers abandon their eggs a few days after laying them. A sure way of making sure the rejected eggs hatch is to place them next to chicken eggs under a hen.

The eggs of ducks as food for humans have a mixed reputation. This is because of a number of cases of salmonella food poisoning in Europe in the 1970s. Although it was never conclusively shown that duck eggs were to blame, the egg-eating public stopped

buying and many duck egg producers went bankrupt. Indeed, there is a risk of salmonella poisoning when ducks lay their eggs in damp conditions, such as on ground that is constantly wet, but the same can be said for the eggs of hens. And commercial duck egg production in France and England, where the outbreaks of salmonella poisoning took place, followed the same standards as those used in the hen egg industry, which experienced no salmonella problems. (Storage of eggs, whether those of hen or duck, can also be a factor in contamination. Studies have found that bacterial growth reaches C or greater. °potentially dangerous levels at storage temperatures of 5

The salmonella scare was over by the early 1980s, but, at least in smaller markets like Australia and New Zealand, few producers wished to risk investment in ducks for fear of problems. No large-scale commercial duck egg production exists in these countries. It has thus been left to small producers, and, more commonly, home duck keepers.

poultry: farm birds (e.g., chickens, geese, ducks)

Questions 1-6

Classify the characteristics listed below as belonging to:

D Ducks

H Hens

NI If there is no information in the reading passage

Write the appropriate letters in boxes 1-6 on your answer sheet.

Example more vulnerable to illness **Answer: H**

1. more eggs per week
2. lengthier laying period
3. less likely to uproot plants
4. dangerous to grass
5. eat more grain
6. better mothers

Questions 7-10

Complete the partial summary below: Choose **ONE** or **TWO** words from the passage for each answer. Write your answers in boxes 7-10 on your answer sheet.

To prevent their ... (7) ... from getting dirty, ducks should have access to water. This may be provided by building a pond, but ducklings under ... (8) ... of age should be prevented from entering it because of the ... (9) ... of the water. If too many ducks are kept on a plot of land, the soil may eventually become ... (10) ... as a result of compaction. For this reason, it is advised that one limits the number of ducks per half hectare of land to 100.

Questions 11 and 12

Choose the appropriate letters (**A-D**) and write them in boxes 11-12 on your answer sheet.

11. Salmonella food poisoning ...
- A** resulted from consumption of duck eggs.
 - B** created difficulties for the duck egg business.
 - C** occurred all over Europe.
 - D** was found in both duck and hen eggs.
12. Duck eggs ...
- A** have been produced in large quantities in New Zealand since the early 1980s.
 - B** are more at risk of salmonella contamination than hen eggs.
 - C** may be contaminated when laid in wet conditions.
 - D** should be kept at 5C to prevent contamination.

READING PASSAGE 2

You are advised to spend about 20 minutes on **Questions 13-28** which are based on Reading Passage 2.

Questions 13-17

The Reading Passage 'Job Sharing' has 6 sections, A-F. Choose the most suitable headings for sections A, C, D, E and F from the list of headings at the top of the next page. Write the appropriate numbers (**i-x**) in boxes 13-17 on your answer sheet.

N.B. There are more headings than sections so you will not use all of them. You may use any of the headings more than once.

List of headings

- i** Characteristics of job sharers
- ii** Employer acceptance of job sharing
- iii** Sharing work v. sharing jobs
- iv** Rejection of job sharing by industry
- v** Definition of job sharing
- vi** Finding a job share partner
- vii** Ingredients of successful job sharing
- viii** Creating employment through job sharing
- ix** Women sharing work
- x** Job sharers as bosses

13. Section A

Example Section B **Answer: iii**

14. Section C

15. Section D

16. Section E

Job Sharing

Section A

Job sharing refers to situation in which two people divide the responsibility of one full-time job. The two people willingly act as part-time workers, enough hours between them to fulfill the duties of a full-time worker. If they each work half the job, for example, they each receive 50 per cent of the job's wages, its holidays and its other benefits. Of course, some job sharers take a smaller or larger share of the responsibilities of the position, receiving a lesser or greater share of the benefits.

Job sharing differs from conventional part-time work in that it is mainly (although not exclusively) occurring in the more highly skilled and professional areas, which entail higher levels of responsibility and employee commitment . Until recently, these characteristics were not generally seen as compatible with anything less than full-time employment. Thus, the demands of job sharing are reciprocated by better pay and conditions and, ideally, more satisfaction than conventional part-time work.

Section B

Job sharing should not be confused with the term work sharing, which pertains to increasing the number of jobs by reducing the number of hours of each existing job ,thus offering more positions to the growing number of unemployed people. Job sharing, by contrast, is not designed to address unemployment problems; its focus, rather, is to provide well-paid work for skilled workers and professionals who want more free time for other pursuits.

Section C

As would be expected, women comprise the bulk of job sharers. A survey carried out in 1988 by Britain's Equal Opportunities Commission (EOC) revealed that 78per cent of shares were female, the majority of whom were between the ages of 20 and 40 years of age. Subsequent studies have come up with similar results. Many of these women were re-entering the job market after having had children, but they chose not to seek part-time work because it would have meant reduced wages and lower status. Job sharing also offered an acceptable transition back into full-time work after a long absence.

Section D

Although job sharing is still seen as too radical by many companies, those that have chosen to experiment with it include large businesses with conservative reputations. One of Britain's major banks, the National Westminster Bank, for example, offers a limited number of shared positions intended to give long-serving employees a break from full-time work. British Telecom, meanwhile, maintains 25 shared posts because, according to its personnel department, 'some of the job sharers might otherwise have left the company and we are now able to retain them.' Two wide-ranging surveys carried out in the country in 1989 revealed the proportion of large and medium-sized private-sector businesses that allow job sharing to be between 16 and 25 per cent. Some 78 per cent of job sharers, however, work in public-sector jobs.

Section E

The types of jobs that are shared vary, but include positions that involve responsibility for many subordinates. Research into shared senior management positions suggests that even such high-pressure work can be shared between two people with little adjustment, provided the personalities and temperaments of the sharers are not vastly different from one another. A 1991 study of employees working under supervisory positions shared by two people showed that those who prefer such a situation do so for several reasons. Most prevalent were those who felt there was less bias in the evaluation of their work because having two assessments provided for a greater degree of fairness.

Section F

The necessity of close cooperation and collaboration when sharing a job with another person makes the actual work quite different from conventional one-position, one-position jobs. However, to ensure a greater chance that the partnership will succeed, each person needs to know the strengths, weaknesses and preferences of his or her partner before applying for a position. Moreover, there must be an equitable allocation of both routine tasks and interesting ones. In sum, for a position to be job-shared well, the two individuals must be well-matched and must treat each other as equals.

Questions 18-22

Complete the notes below for SECTION A. Choose **ONE** or **TWO WORDS** from the section for each answer. Write your answers in boxes 18-22 on your answer sheet.

JOB SHARING

Common job sharing areas:

- highly skilled (Example)
- ... (18) ...

Job sharing requires a greater degree of:

- ... (19) ...
- ... (20) ...

Benefits of job sharing over part-time work:

- ... (21) ...
- better conditions
- ... (22) ...

Questions 23-27

Do the following statements reflect the claims of the writer in Reading Passage 2? In boxes 23-27 write:

YES if the statement reflects the claims of the writer

NO if the statement contradicts the writer's claims

NOT GIVEN if there is no information about this in the passage

23. The majority of male job sharers are between 20 and 40 years of age.
24. Job sharers have no intention of later resuming full-time work.
25. Employers may allow job sharing to keep or attract good workers.
26. Fewer job sharers are employed in the private sector than in the public sector.
27. Most employees prefer to work under a shared supervisory position.

Question 28

Choose the appropriate letter **A-D** and write it in box 28 on your answer sheet.

28. What is the main aim of the writer of 'Job Sharing'?
A to encourage employers to allow more job sharing

- B** to introduce the reader to the concept of job sharing
- C** to advise people who wish to try job sharing
- D** to discuss the implications of job sharing for industry

READING PASSAGE 3

You are advised to spend about 25 minutes on **Questions 29-42** which are based on Reading Passage 3 (next page).

Question 29

From the list below choose the most suitable title for the whole of Reading Passage 3. Write the appropriate letter **A-D** in box 29 on your answer sheet.

- A** The Growing Incidence of Malaria
- B** The Worldwide Spread of Malaria
- C** Malaria Prevention Using Vaccines
- D** The Elimination of the Malaria Parasite

The renewed spread of malaria in recent years, particularly in parts of sub-Saharan Africa, has been a cause of great concern to health workers and officials around the world. The global health community was once confident that the disease had been brought under control, with many successes in ridding large areas of malaria over the previous decades, but now increasingly large numbers of people are dying from the mosquito-borne ailment. Forty per cent of the world's population live in areas that are infected with malaria, and each year brings approximately 270 million new cases. Table 1 summarises recent distribution by geographic area.

The resurgence of malaria is occurring in several parts of the world. However, it is most acute in Africa, south of the Sahara Desert, where according to a 1993 World Health Organisation (WHO) report, between 1.4 and 2.8 million people, half of them children, now die each year from the disease. This is triple the annual number of people in the same region who die of AIDS. Actual numbers of malaria deaths may be even larger because the symptoms, such as chronic fever, are often mistaken for other, unrelated illnesses, such as influenza or pneumonia.

Table 1: Annual distribution of malaria infection, approximate, selected regions

	Sub-Saharan Africa	Southeast Asia	Indian subcontinent	South America	Northeast Asia
New cases (average per year)					
of which children (average per year)	135 million	66 million	46 million	17 million	6 million
Deaths (average per year)	48 million	23 million	19 million	5.1 million	1.7 million
	2.1 million	360 000	320 000	110 000	57 000

Incidences of cerebral malaria, which is caused by *Plasmodium falciparum*, the more dangerous of the two main malaria parasites, have been responsible for the growing number of fatalities in East Africa since the late 1980s. When treatment using chloroquine, which in many cases is not even effective, is not available, victims of cerebral malaria may survive as little as 24 hours.

In the 1950s, sub-tropical regions in the United States, southern Europe and elsewhere were sprayed with DDT, which eliminated the malaria parasite where used appropriately but resulted in resistant mosquitoes where sprayed too often. In other parts of the world at this time, chloroquine was introduced as a means of preventing infection, and it was thought to be effective in bringing down the number of malaria cases until the 1970s, when chloroquine-resistant strains of the parasite began to appear. The resistance kept getting stronger as time went on, and in some areas, such as Malawi and Kenya, malaria is now no longer preventable with commonly used drugs.

Increasing urbanisation is also responsible for the renewed spread of malaria in Africa. Because the parasite is more commonly found in rural areas where mosquitoes can breed in large numbers, people who are raised there have a significantly higher immunity to it than those reared in the towns and cities. Indeed, 5% of children in the countryside die of malaria, and the many who survive it go on to become adults with a high degree of natural resistance. This is not the case with people living in urban areas; when such people go to visit relatives in the countryside, they are at a much higher risk of contracting malaria.

Health workers, discouraged by the diminishing effectiveness of malarial drugs, are seeking to promote physical barriers to infection rather than chemical ones. The concept of mosquito nets hung over beds to keep mosquitoes away is certainly not new, but recent efforts to improve them have led to some success in protecting people from malaria. In experiments in Gambia, the number of children dying from malaria has dropped 50% since using nets soaked in insecticide. To remain effective, the nets need to be re-soaked only twice a year, and no drugs need to be taken for prevention. The nets provide additional benefits to the families who use them in that they prevent other types of irritating insects from getting too close.

Whether or not mosquito nets would be effective on a large scale remains to be seen, as conditions vary from place to place. Some users complain it is too hot under the nets to be able to sleep. Furthermore, their cast limits the number of people who can take advantage of them.

Thus the search for a vaccine for malaria continues. Manuel Patarroyo, a medical researcher from Columbia, stated in 1993 that he had been successful in trying a new vaccine on some 20000 people in South America. Similar testing of the vaccine is being done in Africa, but health officials there are not convinced it will be effective because the rate at which new cases of malaria develops is many times higher than that in South America.

Although not a vaccine, arthemeter, derived from the Chinese herb qinghao, appears to offer an effective way of protecting people from malaria parasites. It proved to have tripled the effectiveness of chloroquine in research carried out in 1993 along the border of Thailand and Cambodia, an area not unlike sub-Saharan Africa in the strength of the parasite's resistance to conventional malarial drugs. There are plans for the new drug to be produced in China and marketed internationally by a French pharmaceutical company.

Questions 30-35

Use the information in Reading Passage 3 to indicate the relationship between the two items given for each question below. Classify them as:

- A** if there is a positive correlation
- B** if there is a negative correlation
- C** if there is little or no correlation

D if there is no information

Write the appropriate letters **A-D** in boxes 30-35 on your answer sheet.

Example number of new malaria cases

number of malaria deaths **Answer:**

A

30. malaria growth rate

incidence of influenza

31. chloroquine used in 1950s

number of new malaria cases

32. amount of chloroquine taken per day

effectiveness against disease

33. resistance of parasite

number of new malaria cases

34. growth of cities

number of new malaria cases

35. use of soaked mosquito nets

number of new malaria cases

Questions 36-38

Choose ONE phrase **A-H** from the list below to complete each key point. Write the appropriate letters **A-H** in boxes 36-38 on your answer sheet.

The information in the completed sentences should be an accurate summary of points made by the writer.

NB There are more phrases **A-H** than sentences so you will not use them all. You may use any phrase more than once.

36. Malaria infection ...

37. Arthemeter ...

38. Use of DDT ...

A has spread to 40% of the population.

B is preventable without the need for drugs.

C has not been recorded in Northeast Asia.

D is especially effective in aiding victims of Plasmodium falciparum.

- E** effectively rid parts of the world of malaria parasite.
- F** has been found to be effective in South America.
- G** is claimed to be better at fighting infection than chloroquine.
- H** is limited to malaria prevention.

Questions 39-42

Answer each of the following question using **NUMBERS** or **NO MORE THAN TWO WORDS** taken from Reading Passage 3. Write your answers in boxes 39-42 on your answer sheet.

39. Approximately how many children contract malaria each year in sub-Saharan Africa?
40. Identify ONE symptom of malaria as discussed in the passage.
41. Identify ONE country in which conventional drugs are no longer effective in preventing malaria.
42. Identify ONE problem with the use of mosquito nets.

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Answer Key

Ex. 1

Libraries are quite difficult to define.

Libraries are organized in three ways.

Nowadays libraries are under the threat for a number of reasons.

It is difficult to predict the future of libraries.

Ex. 2

1. 4
2. 5
3. 10
4. 14

Ex. 3

1. Audio visual materials, CD ROMs and newspapers
2. 3
3. Hardware and personnel costs

4. A building, physical places

Ex. 4

1. Ludwig Zamenhof
2. In 1887
3. 1 million people
4. Brazil & Japan
5. China
6. Western languages/Latin
7. Adjectives

Ex. 5

1. B
2. B
3. D

Ex. 6

1. T
2. T
3. F
4. NG

5. T
6. F
7. NG
8. F

Ex. 7

1. D
2. A
3. C
4. G
5. B
6. H
7. F
8. E
9. I

Ex. 8

1. An overview
2. Short but effective
3. Receive funding
4. Weed out
5. Oral

Ex. 9

1. Brought up
2. To handle
3. Mixed
4. A cohort
5. A range of
6. (state) comprehensives
7. Fuelled

Ex. 10

1. F
2. D
3. H
4. A
5. E
6. B
7. I
8. G
9. C

Ex. 11

1. C
2. B
3. F
4. E
5. A
6. G
7. D

Ex. 12

1. G
2. C
3. D
4. F
5. H
6. E
7. A
8. B

Ex. 13

1. B
2. A

3. E
4. F
5. C
6. G
7. D

Ex. 14

1. K
2. J
3. G
4. F
5. E
6. I
7. C
8. D
9. A
10. H
11. B

Ex. 15

1. J
2. H
3. I
4. G
5. F
6. E
7. C
8. A
9. B
10. D

Ex. 16

1. F
2. B
3. D
4. A
5. C
6. G
7. E

Ex. 17

1. D
2. E
3. C
4. F
5. B
6. G
7. A
8. H

Ex. 18

1. A
2. D
3. B
4. F
5. E
6. D
7. I
8. H
9. G

Ex. 19

1. C
2. D

3. E
4. A
5. F
6. B

Ex. 20

1. B
2. C
3. D
4. A
5. F
6. E

Ex. 21

1. B
2. F
3. D
4. C
5. A
6. E
7. H
8. I
9. G

Ex. 22

1. Chronic
2. Skeptical
3. Loath
4. Orthodox
5. Disillusioned

Ex. 23

1. F
2. B

Ex. 24

1. F
2. A
3. A being overweight
B decreasing
C too much

Ex. 25

1. T
2. A
3. A harmful
B frequency

Reading multiple choice Page 42

C

Second passage Page 43

B & E

**Multiple choice questions activity
Pages 44 & 45**

10 C

11 B

12 D

Identifying information Page 47

1. True
2. False

3. Not given

17 H

Identifying writer's views or claims

18 A

Page 48

19 D

1. No

2. Not given

Ex. 30

Identifying information Page 52

1. E

4 No

2. F

5 Not given

3. A

4. B

6 Yes

5. C

6. D

7 Not given

Matching headings Page 60

Ex. 26

A iii

Not needed

B i

Ex. 27

Matching headings activity Page 61

Not needed

A v

Ex. 28

B vii

1. No

C ii

2. Not given

D iv

3. Yes

E vi

4. Not given

F i

Matching information activity Page 56

Matching features or classification Page 65

14 C

15 F

1. C

16 E

2. A

3. C
4. C
5. B
6. B

Matching features activity

11 A

12 B

13 C

Matching sentence endings Page 71

8 E

9 G

10 H

Sentence completion Page 75

1. Functions
2. Board
3. Publicity
4. Planning

Summary completion Type A Page 77

1. F
2. D
3. H
4. B
5. G
6. I

Summary completion Type B Page 78

1. Cultural anthropologists
2. Natural environment
3. Years
4. Understanding
5. Insider
6. Observer

Note completion Page 79

1. Protect
2. Stiff
3. Transparent
4. Glycerin

Table completion Page 80

1. 1912
2. Metal
3. Osaka
4. 32,200
5. 1962
6. New Jersey
7. 2,500

Flow-chart completion Page 81

1. Mills
2. Refineries
3. Impurities
4. Recovery

Summary, Note, Table, Flow-chart Completion Activity Page 82

9 temperate

10 early spring

11 2-5 (two to five)

12 sub-tropical

13 (South African) tunneling

Diagram label completion Page 85

6 South African

7 French

8 Spanish

Short-answer questions Page 88

1. In 1964
2. Syntactic foam
3. Robotic arms
4. A basket

Page 89

1. 1946
2. Social, economic, environmental
3. 1970's

Ex. 31 & 32

D

1. True
2. False
3. Not given

Ex. 33

1. E
2. F

3. B

Ex. 34

1. True
2. Not given
3. True

Ex. 35

NA

Ex. 36

A 5

B 1

C 2

Ex. 37

1. B
2. C

Ex. 38

1. True
2. False
3. Not given

Ex. 39

1. ✓

Ex. 40

A 5

B 2

Ex. 41

1. True
2. True
3. True

Ex. 42

1. Advances
2. Empower
3. Cutting
4. Chief
5. Coming
6. Developing

Ex. 43

B ✓

Ex. 44

1. B
2. C

Ex. 45

1. (a lucky) accident
2. Inhibited
3. Repressing

Ex. 46

1. True
2. False
3. Not given

Ex. 47

2 ✓

Ex. 48

1. Not given
2. True
3. Not given

Ex. 49

1. False
2. True
3. True

Ex. 50

1. True
2. Not given
3. False

Ex. 51

1. C
2. B
3. A
4. D

Ex. 52

1. On the edge
2. Delivery street
3. Discourage

Ex. 53

1. Not given
2. Not given
3. True

Ex. 54

A 2

B 4

Ex. 55

A 4

B 1

C 6

D 2

E 3

Ex. 56

1. Liberal values
2. Accessible to
3. Students

Ex. 57

1. True
2. False
3. True

Ex. 58

3 ✓

Ex. 59

1. Not given
2. False
3. False
4. True

Ex. 60

1. B

2. C

Ex. 61

1. Not given
2. False

Ex. 62

B ✓

Ex. 63

1. C
2. B

Ex. 64

C ✓

Ex. 65

1. C
2. H
3. B
4. C
5. E
6. True
7. True
8. False
9. Not given
10. Acoustic quality
11. Research center
12. Experimental psychology
13. Relevant task
14. Statistical analysis

Ex. 66

1. iii
2. iv
3. viii
4. ix
5. v
6. i
7. ii
8. false
9. true
10. not given
11. true
12. true
13. not given

Ex. 67

1. False
2. Not given
3. True
4. Not given

Ex. 68

First paragraph 4

Second paragraph 2

Ex. 69

1. False
2. True
3. True

Ex. 70

1. False
2. Not given
3. True
4. False
5. True
6. Not given
7. True

Ex. 71

1 ✓

Ex. 72

1. Not given
2. False
3. True

Ex. 73

1. Not given
2. True
3. True
4. True

Lessons from the Titanic Page 147

Summary completion

1. Ocean
2. Safety
3. Record
4. Size
5. Confident
6. Water
7. Float
8. Inadequate

9. Procedures

3. D

Match the headings

H i

E iii

D vi

G vii

I ix

Table completion

1. Ice warnings
2. Outdated/out of date
3. Yes
4. Doesn't say
5. Buckle
6. Yes
7. 24 hour
8. Yes

Identifying the writer's views

1. Yes
2. No
3. Not given
4. No
5. Not given
6. Yes
7. Yes

Sentence completion

1. International agreements/new regulations
2. Sixteen water tight compartments
3. Previous forty years

Multiple choice

1. C
2. B

Short answer questions

1. Safety/life boats
2. Britain/the British government
3. Maiden

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