



IELTS

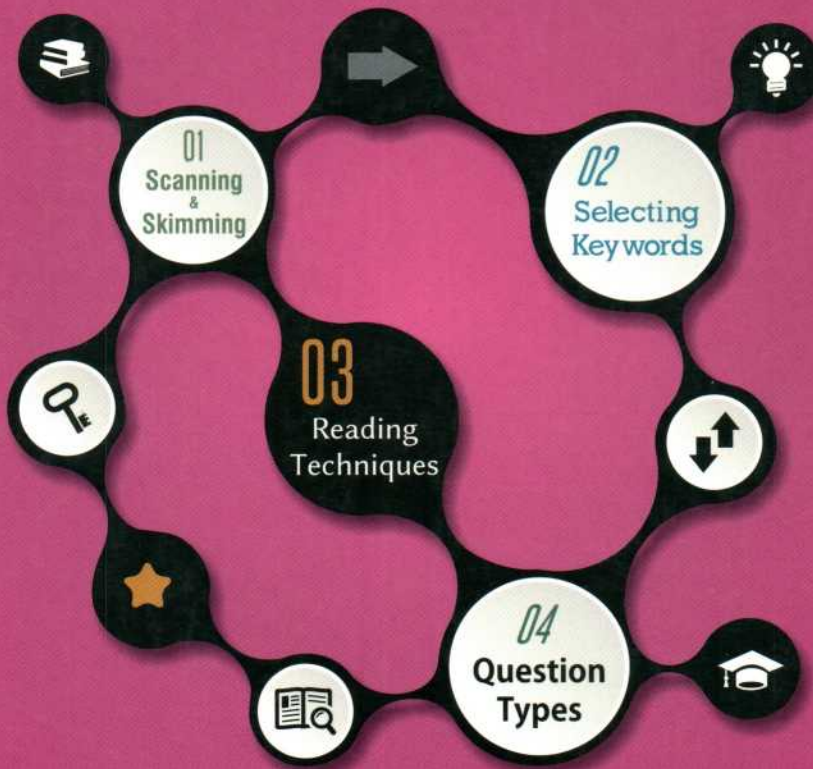
The Complete Guide to Academic Reading

Phil Biggerton

+plus

5

PRACTICE
TESTS



NHÀ XUẤT BẢN
THỜI ĐẠI

NTV

Công ty TNHH
Nhân Trí Việt

IELTS

The Complete Guide to Academic Reading

Plus 5 Complete Practice Tests
with answers

Phil Biggerton



NHÀ XUẤT BẢN
THỜI ĐẠI

NTV

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Nhân Trí Việt



IELTS The Complete Guide to Academic Reading

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Getting Started

Reading is an essential skill to learn if you want to be fluent in a language. Without this ability, you would miss out on the chance to obtain information from a wide range of different types of material like newspapers, magazines, journals, books, leaflets and brochures. Certainly, you would never be allowed to enter a university to study if you were unable to read academic literature.

As a student entering either an undergraduate or postgraduate course, you are expected to have reached a reasonably high level of ability in all four skills – reading, writing, listening and speaking. How high these levels need to be varies from student to student (partly because of the subject they have chosen to study) and from university to university. It might be possible, for example, to start a postgraduate course at a university with an overall IELTS score of 5.0 on the condition that a pre-session course is taken first at the university.

However, due to the amount of reading required to complete your studies at university, it is far better to aim for an IELTS score of at least 6.0 in reading before you go to study. For some students, this score or higher would be a basic requirement that has to be met before they are accepted at a university to study their chosen course.

The IELTS Exam

Your reading level can be measured by taking the IELTS exam. The reading section is made up of three passages with each passage being approximately 700 to 1,000 words in length. These passages are not written specifically for the exam but are taken from a wide range of sources, such as newspapers, books, journals, and magazines, and can be academic or non-academic in style.

Although a wide range of topics are possible, no specialist knowledge is required. However, a fairly extensive vocabulary range is needed if the passage is to be completely understood. Topics can range from subjects such as tea tree oil, herbal medicine, international airports, and beetles.

Some students find that some knowledge of the subject can encourage them to “guess” the answers rather than use the passage to get the correct answers. Many of these “guesses” can be wrong because the student has not read the instructions or questions carefully enough.

The test itself consists of forty questions and a time limit of exactly sixty minutes to finish it. At the end of the test, your answers must be on the answer sheet provided. Note that, unlike the Listening test, no extra time is provided to complete the answer sheet, so a score of zero would be given if this is blank after the allotted time.

The approximate IELTS Band Scores for the Reading test are as follows:

Raw score out of 40	Band score
0	0
1	1
2–3	2
4–5	2.5
6–7	3
8–9	3.5
10–12	4
13–14	4.5
15–18	5
19–22	5.5
23–26	6
27–29	6.5
30–32	7
33–34	7.5
35–36	8
37–38	8.5
39–40	9

No two tests can ever be exactly the same, so adjustments are made to each band score (after pretesting) to standardize the test and ensure that no one gets a harder test than someone else. It is possible to have half scores in all four skills. So, for instance, nineteen correct answers out of forty for reading would be 5.5.

Common Question Types

Questions come in a variety of forms (twelve different question types will be discussed later in this book) and test various skills such as scanning, skimming, reading for detail, recognizing the writer's opinion, comparing and contrasting data from two sentences (a sentence from the passage and a question statement), selecting main ideas, inferring, and so on.

The Purpose of This Book

The Complete Guide to Academic Reading takes you step by step, from a basic understanding of the IELTS exam to a point where you have the necessary skills and confidence to take the exam. It is the intention of this book to provide you with everything you need to know to achieve a high score in reading. It has also been specifically designed to make your journey enjoyable and less frustrating.

Active & Passive Reading

The better type of reading is active reading. This can be more easily understood if we look at the two types of reader.

The Passive Reader



The main problem with a passive reader is that they want the writer to do all of the work. They want the writer to do the thinking, the analyzing, the development of ideas, to state what is important and what is not, what the implications of reading this are, how to use the information in the future, and so on. The result is that the passive reader often reads slowly, has trouble concentrating, and has no real understanding of the structure of the thing they are reading.



The Active Reader

The active reader, on the other hand, develops an ongoing relationship with the writer. Information is read critically and any observations made are related to information previously read, or to experience and knowledge obtained. An understanding of the structure of the text (even a form or newspaper) is essential if a more active approach to reading is used. Scanning, skimming and reading for further detail are all active reading skills and would not normally be used when reading for leisure.

How much studying do I need to do?

Many students like to ask the question “When can I get a score of 6.0?” or similar questions. It really is impossible for your teacher to say unless he knows you very well. Even then the answer given would be more like a guesstimate. People learn at different speeds, and the amount of homework they are prepared to do also varies from person to person. However, an approximate guide suggested by Cambridge ESOL is shown below. Someone requiring an overall score of 6.0, for example, should expect to study (with a teacher) for between 500 and 600 hours if starting with no knowledge of English. Somebody hoping to improve from a score of 5.0 to a score of 6.0 would need about 100 hours of studying.

Hours of studying	IELTS score
1,000–1,200 hours	7.5+
700–800 hours	6.5 – 7.0
500–600 hours	5.0 – 5.5 – 6.0
350–400 hours	3.5 – 4.0 – 4.5
180–200 hours	3.0
90–100 hours	1.0 – 2.0

Source: CEF and Cambridge ESOL recommended guidelines

How should I read?

This might seem a rather obvious question, but it is, nevertheless, worth asking before you start to work through this book: “How should I read?”. If you think carefully about this, you will probably come to the conclusion that it depends on what you are reading and why you are reading it.

Although there are many different types of reading material, it is possible to divide them into two main groups:

1. Things you read for pleasure, like novels
2. Things you read when studying (or fact finding)

When you read for pleasure, you will tend to focus more on being entertained and will enjoy the actual style of writing used, but when you read to study, you do so to collect facts and figures.

With both types of reading material, you can be either a passive reader or an active one. Which one do you think is a better way of reading?

Remember, it is your choice. Do you want to be an active or a passive reader? If you are already an active reader, then just go on. Do not change your style of reading as this is the correct way to read when at university. This style is also essential when studying for and when taking the IELTS test. If you are a passive reader, you **MUST** change and this book will help you to do that.



Unit **ONE**

Scanning and Skimming

One of the key skills to learn as you work through this book is how to look at a passage, not read it. “Don’t read the reading passage.” This might sound rather strange advice. To understand this, look at the passage about a shipwreck and answer the question below to see why this is a useful approach to improving your reading skill.

Question: How far off shore was the wreck that Captain Bill Nagle explored?

The Wreck

The decade began with serious plans to explore the German Battleship Ostfriesland, a wreck lying a long way offshore in 380ft of water. During a milestone wreck diving operation, Gentile, Pete Manchee and Ken Clayton made a single Heliox dive each to the wreck using custom decompression tables designed by Dr Bill Hamilton. The way now had been set; Gentile had shown that these previously inaccessible sites were now slowly becoming a possibility. In 1991, the late Captain Bill Nagle and John Chatterton led a team of experienced amateur shipwreck divers on an expedition to explore an unknown wreck at a site approximately 60 miles east of Point Pleasant, New Jersey. Upon descending to the wreck, the divers discovered what appeared to be the remains of a submarine in approximately 77 meters of water. The general appearance was that of a World War II era submarine wreck. On subsequent dives, it was discovered that there were human remains aboard the wreck, but the identity of the mysterious “U-Who” would not be confirmed as that of U-869 until nearly six years later.

1. Did you read the whole passage?

2. How long did it take to answer the question?

If you did read the whole passage (and it is much smaller than passages in the real test), it would have taken you longer to get the answer (60 miles) than if you had used one very important reading skill that you need to learn – scanning.

Remember: Looking is a lot quicker than reading.

What is scanning?

Scanning can be seen as the ability to look for individual words or short phrases of two to three words. This is done by looking for a few words rather than reading the whole passage. A student who is a skilful scanner will be able to answer certain questions in the test without developing an understanding of the structure or even content of the passage. Developing this skill will save you time.

The ability to get the answer quickly from the short passage about *The Wreck* was not based on understanding the whole passage. Rather, it was based on reading the question carefully and realizing that the answer can be easily found by picking the words **Captain Bill Nagle** (these are known as keywords) and then looking for them. Scanning the passage for capital letters – C, B, N – allows you to focus on looking for (not reading) a name. Knowing that the answer is probably a number also lets you focus on looking for this as well.

Other keywords could have been picked – **off shore** and **explore** – but the word **wreck** would have been a bad choice because it is the title (and topic) of the passage. The word **wreck** appears seven times, and **shipwreck** once, in this passage. Can you think of other types of information that can be found by scanning?

In fact, any word can be found by scanning, but the easiest words to find are those with:

1. Capital letters: names of people, places, cities, countries, companies, etc.
2. Numbers such as 1996, 21st January, 800kg, and 5 million. Remember that numbers can also be written as words like the twentieth century, eighteen fifty-five, three people, and so on.

Depending on the type of word you are looking for, it might be useful to have a better idea of the structure of the passage. In other words, where is the answer more likely to be, at the beginning, the middle or end of the passage? This can be done by skimming.

What is skimming?

Skimming allows you to get the gist (or general understanding) of the structure of the passage and what information it contains. When faced with many books to read at university (or in the case of the IELTS exam, three long reading passages), this skill is

invaluable. Why read something if it is not going to give you the answer you need? Why read a sentence, a paragraph or much worse a whole passage, if it is not going to lead to an answer? Do not waste time by reading what is not important.

One result of the computer age, however, has been a slowing down of the skimming skill on the computer when compared with skimming on paper. Research in 1991 by Paul Muter and Paula Maurutto from the Psychology Department at the University of Toronto suggests that the skimming skill should be practised using books, rather than a computer monitor, but that comprehension and the actual speed of reading are the same for books and computers.

The way we usually read

In English, as indeed in many but not all languages, you learn to read from left to right and from the top of the page to the bottom. From a very early age, you have probably been conditioned to look for information in this way. So, when trying to look for information, many students will try to read all of the passage – from left to right and top to bottom. One problem with this is that many students read very slowly, so they find answers very slowly. Remember that you only have sixty minutes for the whole test. This works out, on average, at one and a half minutes per question.

As a quick little test, read all of the passage on page 14 about *Colditz* and time how long it takes. Read at your normal speed. If it takes you, let's say, ten minutes, then you will need at least thirty minutes to read three passages. This leaves only thirty minutes to read forty questions, find forty answers and write these answers on the answer sheet. This is not enough time for most students.

Scanning practice

To help solve this time-wasting style of finding information, and to improve your scanning skill, it is important to learn to look at the passage from left to right, as well as from right to left, as you work down the page. Doing this helps stop you from reading the passage as most people do not read backwards. You might also be able to start scanning in a different part of the passage if you have begun to get a better idea where information is.

Look at the passage on page 14 again and look for the words in List One above it. Take one word at a time and try to find it very quickly. DO NOT mark where you find the words in the passage.

List One

600	Dutch	Bill	1945
Colditz Castle	Straflager	Goering	November 6 th
Jack Best	31	Poles	River Mulde
Polish	RAF	60	Germany

Now use the same passage and try to find all of the words from List Two. Again, look for one word at a time and DO NOT mark where you find the words in the passage.

List Two

tailoring	chapel	sport	troops
bed	two	millet	material
cliff	national	tunnels	six
one	wood	forgery	security

NOTE: Some words can be found more than once in the passage.

COLDITZ

Colditz achieved fame after World War Two as the prisoner of war (POW) camp that no one could escape from. Colditz was an isolated castle built on top of a cliff, overlooking the River Mulde in central Germany. To all intents, it was seemingly impossible to escape from – so the Germans believed. However, this did not mean that men did not try to do so and by putting together the best escapees from POW camps, the Germans effectively made a problem for themselves.

In the early days and months of the war, Colditz was used as a transit camp for Polish troops after the surrender of Poland. On November 6th, 1940, a handful of British RAF officers arrived, quickly followed by six British Army officers. By the end of the year, the numbers had increased and included French, Dutch and Belgium POW's. Colditz was seen by the Germans as a 'super-camp' where men who could not be held by other POW camps were sent. Officially, Colditz was a Sonderlager (Special Camp) but it was also known as a Straflager (Punishment Camp).

Men of all nationalities were brought to Colditz from 1941 onwards. It housed 600 POW's – British, French, Belgium, Dutch and Poles. Each nationality tended to stick to themselves and there was little national intermingling. The French and British did set up language lessons between themselves and some sport was played within the confines of the castle. However, the one thing that united all of them was that they were at Colditz for a good reason, and it was this defiance of German authority, despite being prisoners, that did unite all the POW's at the camp. The Germans had put together in one camp many experts in forgery, lock picking, tailoring and so on – all vital for the success of escaping. With such a collection of experts, it was only a matter of time before escape attempts were made.

Hermann Goering had visited the castle and declared it to be escape-proof. He was proved to be wrong. In the time Colditz was used as a POW camp, there were many escape attempts. One hundred and twenty of these men were recaptured after breaking out, but by the end of the war, 31 POW's had successfully got back home. No other POW camp in World War Two had the same rate of success.

There was little to do at Colditz and time was spent trying to escape. Probably the most famous attempt at escape was the building of a glider in an attic above the castle chapel. When the glider was built, the idea was that the glider could be catapulted from the roof to the other side of the River Mulde with two men on board. The idea came from Bill Goldfinch and Anthony Rolt. Together with Jack Best and Stooze Wardle, they set about designing and building the glider. Using hundreds of pieces of wood – especially bed slats and floorboards – the men constructed the glider which they hoped would glide the 60 metres required to take two men to the other side of the Mulde. The skin of the glider was made from prison sleeping bags and the material's pores were sealed by boiling prison issue millet and smearing it onto the material. However, their daring idea was never put to the test as the war ended before the glider had been completed.

Tunnels were also built but the thickness of the castle walls made digging tunnels very slow work. Also by 1944, the Germans had worked out many of the ways that POW's had been using to escape and these lapses in security had been plugged. Colditz Castle was liberated on April 16th, 1945.

Scanning practice review

You probably found that words from List One were generally easier to find than words from List Two. Therefore, it is usually better to pick keywords like those in List One when trying to find answers from a reading passage.

You might find, however, that your scanning skill is a little poor and more practice is needed even to find the List One type keywords. To help with this, look at the nutrition fact sheet below and answer the following questions.

Nutrition Facts			
Serving Size 2 Tortillas (51g)			
Servings per Container 6			
Amount per Serving			
Calories 110		Calories from Fat 10	
		% Daily Value*	
Total Fat	1g	2%	
Saturated Fat	0g	0%	
Trans Fat	0g	0%	
Cholesterol	0mg	0%	
Sodium	30mg	1%	
Total Carbohydrate	22g	7%	
Dietary Fiber	2g	9%	
Vitamin A	0%	Vitamin C	0%
Calcium	2%	Iron	4%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per Gram			
Fat 9 - Carbohydrate 4 - Protein 4			

Nutrition Facts

Question 1

What type of food is this information about?

Question 2

What percentage of your daily iron do you get per serving?

Question 3

How many calories per gram of fat would you get?

Question 4

How much sodium should you have per day on a 2,000 calorie diet?

Question 5

How many calories would you get with two servings?

Index

Now look at the index on page 17 and write down the page number (or numbers) where information on each topic can be found.

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- | | |
|----------------------------------|-------------------------------|
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| 3. How to find visual keys | 7. Reflected light |
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| | 9. Key highlight |

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Scan – Scan – Scan: Practise as much as you can

It is possible to further develop your scanning skill. If you have a friend who is also studying for IELTS, or simply wants to improve this skill, you can take it in turns to ask each other to find certain words from a text that you both have. For instance, you can both buy a local paper, or photocopy a text from a magazine. Start with the more obvious words with capital letters, or numbers, and then move onto other words. Try not to pick words which are in the text too many times.

Again, DO NOT mark where you find the words in the text. The reason for this is because as soon as you start to put marks on the text, you are beginning to give the reading passage structure. This then starts to make it easier and easier to find other words because you are beginning to build up a reference of what type of information is in which paragraph. So, for the purposes of practising this particular skill, it is better not to mark the paper. It makes you focus more on the text and not rely on what you have already found.

Both scanning and skimming require faster eye movement and the ability to process information quickly. If you find yourself moving your lips as you look for information, then you are probably reading. Stop it! Also, during the times when it is essential to read in more detail, stop yourself from reading quietly to yourself. You can read more quickly mentally than you can physically say the words. Stop your lips from moving!

Skimming practice

There are a number of different ways to skim successfully. You can develop a better understanding of structure in a text by reading the title and subtitle at the beginning of the text, subheadings (if there are any) for each paragraph or section of the text, and by looking at any illustrations or diagrams. Reading the first sentence in each paragraph can also result in a better understanding of content and structure but does take longer, possibly too long if you read quite slowly. However, all of these skills will improve with practice.

Spend time skimming books, newspapers, forms, magazines, and journals. In fact, skim as many different things as you can to develop this skill.

Good writing happens because the writer understands how a reader organises information in his/her mind. In turn, a good reader comes from understanding how people write. The two skills are very intimately connected, so by improving your reading skill, you will be improving your writing skill and vice versa.

Combining scanning and skimming skills

Look at the paragraph below and do three things:

1. Scan the paragraph and underline all proper nouns (those with capital letters) and numbers.
2. Read the first and last sentences of the paragraph. NOW – CLOSE YOUR BOOK.
3. Write one or two sentences explaining what the paragraph is about.

The Tea Trade

When America eventually won its independence from British rule in 1783, it began its own free and independent tea trade with China. The success of this trade made some people in Britain question the wisdom of the East India Company's ongoing monopoly on British trade with the East. In 1813, the Company lost its monopoly on trade with India, but still had a complete monopoly on trade with China, which meant it was heavily dependent on the tea trade. The Company's charter was due for renewal in 1834, and in the decades before that, there was a growing call for the abolition of the monopoly and the instigation of free trade with China as well. Supporters of free trade argued strongly that the Company kept tea prices artificially high in order to maximise its profits, using tactics which included restricting the supply of tea. One anonymous pamphleteer, writing in 1824, stated that 'the lordly grocers of Leadenhall Street [where the Company was based] have most scandalously abused the monopoly of which they are now in possession'. Comparing the prices of tea sold at auction in London with the prices at auction in Hamburg and New York, he thundered that 'the monopoly of the tea trade enjoyed by the East India Company costs the people of this country, on average, not less than two million two hundred thousand pounds sterling a year!'

Even if you do not know exactly what the paragraph is about, spending a little time on scanning and skimming will give you some useful information. Also, by underlining certain words and numbers, you have also added structure to the text.

Remember that the more you know about the structure of each passage you read, the more chance there is that you will know where to look for answers. This will save you a lot of valuable time which you can spend more effectively on detailed reading of the sentences where you know answers are likely to be.

A possible summary of the paragraph on *The Tea Trade* could be:

This paragraph is about the tea trade in the late 18th and early 19th century and the rivalry between America and Britain. The East India Company created a tea monopoly which resulted in very high prices in London.

Unit TWO

Selecting Keywords

As we saw in Unit One, the ability to find individual words or short phrases through scanning is an important skill to develop. This will enable you to find answers to questions much more quickly, particularly when using proper nouns (capital letters) and numbers. Not all paragraphs (or texts) have as many proper nouns or numbers as the examples shown in Unit One but this is one reason why some reading passages might be harder than others.

Any word that you choose from a question or statement to help you find the answer can be called a keyword. The selection of good keywords is an essential part of finding answers to questions more quickly and more accurately. This unit, therefore, will explore in a little more detail how to select good keywords.

Instructions: Look at the questions below that go with the passage on pages 22–24 and underline what you think is the keywords for each question. Then write down what type of answer you expect to find.

Note: DO NOT look at the passage. Only look at the questions below when you are selecting keywords.

Questions 1–8

Answer the questions below.

*Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.*

	Question	What answer do you expect?
1.	How old is the Armenian shoe?	_____
2.	What was found in the shoe?	_____
3.	What environmental factors protected the shoe?	_____
4.	What was the shoe covered with?	_____
5.	How old was the shoe originally thought to be?	_____

6.	What two things were tested to determine the age of the shoe?	
7.	Who found the shoe?	
8.	When did Irish people wear similar shoes?	

Now find the answers from the reading passage below. There are eight questions, so it should (on average) take twelve minutes to complete. Do not forget to quickly scan the passage first for proper nouns and numbers and underline what you find.

World's oldest leather shoe found in Armenia



A perfectly preserved shoe, 1,000 years older than the Great Pyramid of Giza in Egypt and 400 years older than Stonehenge in the UK, has been found in a cave in Armenia. The 5,500-year-old shoe, the oldest leather shoe in the world, was discovered by a team of international archaeologists.

The cowhide shoe dates back to 3500 BC (the Chalcolithic period) and is in perfect condition. It was made of a single piece of leather and was shaped to fit the wearer's foot. It contained grass; although the archaeologists were uncertain as to whether this was to keep the foot warm or to maintain the shape of the shoe, a precursor to the modern shoe tree perhaps. "It is not known whether the shoe belonged to a man or woman," said lead author of the research, Dr Ron Pinhasi, University College Cork, Ireland, "as while small (European size 37; US size 7 women), the shoe could well have fitted a man from that era." The cave is situated in the Vayots Dzor province of Armenia, on the Armenian, Iranian, Nakhichevanian and Turkish borders, and was known to regional archaeologists due to its visibility from the highway below.

The stable, cool and dry conditions in the cave resulted in exceptional preservation of the various objects that were found, which included large containers, many of which held well-preserved wheat and barley, apricots and other edible plants. The preservation was also helped by the fact that the floor of the cave was

covered by a thick layer of sheep dung which acted as a solid seal over the objects, preserving them beautifully over the millennia!

“We thought initially that the shoe and other objects were about 600-700 years old because they were in such good condition,” said Dr Pinhasi. “It was only when the material was dated by the two radiocarbon laboratories in Oxford, UK, and in California, US that we realised that the shoe was older by a few hundred years than the shoes worn by Ötzi, the Iceman.”

Three samples were taken in order to determine the absolute age of the shoe and all three tests produced the same results. The archaeologists cut two small strips of leather off the shoe and sent one strip to the Oxford Radiocarbon Accelerator Unit at the University of Oxford and another to the University of California-Irvine Accelerator Mass Spectrometry Facility. A piece of grass from the shoe was also sent to Oxford to be dated and both shoe and grass were shown to be the same age.

The shoe was discovered by Armenian PhD student, Ms Diana Zardaryan, of the Institute of Archaeology, Armenia, in a pit that also included a broken pot and wild goat horns. “I was amazed to find that even the shoelaces were preserved,” she recalled. “We couldn’t believe the discovery,” said Dr Gregory Areshian, Cotsen Institute of Archaeology at UCLA, US, co-director who was at the site with Mr Boris Gasparyan, co-director, Institute of Archaeology, Armenia when the shoe was found. “The crusts had sealed the artefacts and archaeological deposits and artefacts remained fresh dried, just like they were put in a can,” he said.

The oldest known footwear in the world, to the present time, are sandals made of plant material that were found in a cave in the Arnold Research Cave in Missouri in the US. Other contemporaneous sandals were found in the Cave of the Warrior, Judean Desert, Israel, but these were not directly dated so that their age is based on various other associated artefacts found in the cave.

Interestingly, the shoe is very similar to the ‘pampooties’ worn on the Aran Islands (in the West of Ireland) up to the 1950s. “In fact, enormous similarities exist between the manufacturing technique and style of this shoe and those found across Europe at later periods, suggesting that this type of shoe was worn for thousands of years across a large and environmentally diverse region,” said Dr Pinhasi.

“We do not know yet what the shoe or other objects were doing in the cave or what the purpose of the cave was,” said Dr Pinhasi. “We know that there are children’s graves at the back of the cave but so little is known about this period that we cannot say with any certainty why all these different objects were found together.” The team will continue to excavate the many chambers of the cave.

A review of the exercise on the passage above

Did you find that the keywords you chose helped you? Did you find it easier to find the answers when you knew the kind of information you were looking for? Also, if you scanned the passage first for proper nouns and numbers, you could have found four of the answers before you had even read the questions. These would have been **Question 1** (5,500 years old), **Question 5** (600–700 years old), **Question 7** (Ms Diana Zardaryan) and **Question 8** (1950s).

The selection of good keywords and scanning can be a very quick and efficient way of getting information. As soon as you know that you are looking for a name of a person, a city, a country – indeed any kind of proper nouns – or a number of some kind, you can rescan the passage, looking at what you have underlined. Detailed reading of only the sentence that contains that keyword might be necessary so that you can check that the word you have found is the correct one and fits the question.

Selecting the best keywords

As you have already seen, the best keywords to take from a question or a statement are usually proper nouns and numbers. There are times, however, when both proper nouns and figures are more difficult to find. Can you think why this might happen?

Proper nouns

The first situation to cause problems is when the intended proper noun is the subject of the passage. For example, you might see a question in a reading passage entitled *Paris in the modern world* that asks:

What are some of the major industries in Paris?

Unless you scan the passage before reading this question, you do not know how many times the word **Paris** appears in the passage. It is possible, because Paris seems to be the

focus of the topic, that the word will appear many times. Imagine a situation where the passage has the word **Paris** in eight different sentences. Which sentence should you read to get the answer? Do any of the sentences have the answer? Maybe you read all eight sentences and end up with no answer. Imagine how much time you have wasted. What would be a better keyword to pick from the question above?

Skimming the passage might already have told you that several paragraphs focused on jobs or the economy in Paris. Words you might have underlined could have been percentages relating to the economy and names of companies relating to jobs. The best keyword to have picked from this question would have been **industries**.

Remember: Picking keywords from the heading (or subheading) is probably going to waste time.

Numbers

Like proper nouns, numbers can be seen very quickly when scanning a passage. If you do not agree, then this is a sign that you must keep practising the scanning exercises introduced to you in Unit One. There are some situations, however, when numbers become harder to see. The main problem is when the number has been changed from numerals (1, 2, 3, 4, 5) to actual letters (one, two, three, four, five). It is obvious which ones are easier to see. If you do not believe this, then scan the paragraph below and underline any numbers you see.

San Francisco Earthquake

A major earthquake struck San Francisco, and the coast of Northern California, on Wednesday April 18, 1906, at 5:12 A.M. This quake was es-



timated at a magnitude of from 7.8 to 8.3. The main shock, lasting from forty-seven seconds to almost one minute, occurred about two miles offshore from this major California city. However, shaking from this quake was felt all the way from Coos Bay, Oregon, the state directly north of California, southward to Los Angeles and San Juan Bautista in Southern California. According to the U.S. Weather Bureau on Post Street in San Francisco, the quake was felt over an area of about 375,000 square miles.

Did you find all of the numbers? There are nine of them altogether.

Little tricks that might confuse you

Another problem is when the question states something like:

What happened in the middle of the 20th century to greatly influence the American civil rights movement?

The answer you are looking for might be in a sentence stating:

The assassination of Martin Luther King in 1968 had a profound effect on the civil rights movement in America.

Looking for either 20th or century would not have helped you and would have wasted time. Also, you can see that 1968 is not exactly in the middle of the 20th century but around “the middle”. This type of situation can happen in the IELTS Reading test and, although there is no way of telling when this might happen, you must always be prepared. Time can be lost if you are not prepared for these little tricks that might be used to hide the answer.

It is possible that the answer to this type of question would be made easier if you scan the passage before reading the question as it might show that information is in chronological (time) order.

Picking poor keywords can waste time

It is fairly obvious that picking the best keyword from every question or statement is what you have to try and do. If every question or statement had a proper noun or number to pick as a keyword, the IELTS test would then have become much, much easier. However, this will never happen.

It is possible, however, that the following might happen:

1. You read a question or statement.
2. You pick a keyword.
3. You look for the keyword in the passage.
4. You cannot find the word you chose.
5. You read the question or statement again.
6. You pick another keyword.
7. You look for this keyword in the passage and still find nothing.

More and more time is being taken in trying to answer any one question, leaving less and less time to answer enough questions to get the score you need. And remember, there is never any guarantee that you can answer the question, even when you find the correct sentence. A lot of time has gone but there is no answer!

To illustrate this more clearly, imagine you have picked the word **produce** as your keyword after reading a question about salmon. You then start to scan the passage for your keyword. You start with the first paragraph and progress through the whole passage until you reach the end. You do not find the original keyword – **produce** – even though it is there and would have led you to the correct answer. A need for more scanning practice is called for if this happens.

Another possibility is that you do not find the keyword because you do not know the synonym that has replaced it. For instance, do you know the word **spawn**? This is a synonym of the keyword used here.

This does not mean that verbs are bad keywords. In many cases, it is possible to find the correct sentence in the passage – the sentence with the answer in – by picking a verb as a keyword. However, begin to develop your confidence in picking keywords. If you think it is the best choice – pick it. But also begin to know when you have spent enough time on a question and need to move onto the next question.

Synonyms

Look at the list of words below and decide which ones are synonyms of the keyword **to build**.

1. compile	7. improve
2. develop	8. institute
3. establish	9. manufacture
4. fabricate	10. produce
5. form	11. strengthen
6. formulate	12. synthesize

Did you pick all of them? If you did, then you did very well. Remember, however, that not all synonyms of a particular word can be used in the same context because exact meanings can vary from word to word and context to context. For instance, you can hire or rent a car but you can only hire a person (not rent a person). These examples show the need to continue to develop your vocabulary range as much as possible through reading.

Vocabulary level check

Knowing how good your vocabulary range is can be tested in many different ways, but the method used here is a series of frequency-based vocabulary lists developed by Batia Laufer & Paul Nation.

There are eighteen questions in each test and you have to decide which word is missing from each sentence. The first few letters have been given to you to help. Read each sentence carefully and try to fully understand the meaning. Then write down what you think the answer is for each sentence.

It is suggested that if you score below fifteen out of eighteen on either of the two tests given here, your vocabulary range is below university level and work needs to be done to further improve your range.

University Level Check – One

1.	I've had my eyes tested and the optician says my vi _____ is good.
2.	The anom _____ of his position is that he's chairman of the committee, but cannot vote.
3.	In their geography class, the children are doing a special pro _____ on North America.
4.	In a free country, people are not discriminated against on the basis of colour, age, or s _____.
5.	A true dem _____ should ensure equal rights and opportunities for all citizens.
6.	The drug was introduced after medical res _____ indisputably proved its effectiveness.
7.	These courses should be taken in seq _____, not simultaneously.
8.	Despite his physical condition, his int _____ was unaffected.
9.	Governments often cut budgets in times of financial cri _____.
10.	The job sounded interesting, but when he realized what it involved, his excitement sub _____.
11.	Research ind _____ that men find it easier to give up smoking than women.
12.	In a lecture, a lecturer does most of the talking. In a seminar, students are expected to part _____ in the discussion.
13.	The airport is far away. To en _____ that you catch your plane, you'll have to leave early.
14.	It's difficult to ass _____ a person's true knowledge by one or two tests.
15.	The new manager's job was to res _____ the company to its former profitability.
16.	Although he didn't do well in the midterm exam, he got the highest mark in the fi _____.
17.	His plan to leave home wasn't well thought out. It was not based on rat _____ considerations.
18.	The challenging job required a strong, successful, and dyn _____ candidate.

Final Score ____ / 18

University Level Check – Two

1.	There has been a recent tr_____ among prosperous families toward a smaller number of children.
2.	The ar_____ of his office is 25 square meters.
3.	Phil_____ examines the meaning of life.
4.	Good oxygen in_____ is a sign of a healthy adult, but the workout routine has shown other health benefits of diabetes.
5.	Spending many years together deepened their inti_____.
6.	He usually read the sports sec_____ of the newspaper first.
7.	Because of the doctors' strike, the cli_____ is closed today.
8.	There are several mis_____ on each page of this text.
9.	The suspect had both opportunity and mot_____ to commit the murder.
10.	They insp_____ all products before sending them out to stores.
11.	A considerable amount of evidence was accum_____ during the investigation.
12.	The victim's shirt was satu_____ with blood.
13.	He is ir_____. You cannot rely on him for help.
14.	It's impossible to eva_____ these results without knowing about the research methods that were used.
15.	He finally att_____ a position of power in the company.
16.	The story tells about a crime and subs_____ punishment.
17.	In a hom_____ class, all students are of a similar proficiency.
18.	The urge to survive is inh_____ in all creatures.

Final Score ____ /18

Unit **THREE**

Reading Techniques

This unit will look more closely at the general approach needed to take the IELTS Reading test. Although there are many types of questions, the approach you can take in answering each question is surprisingly similar from question type to question type.

Ordering your answers

Many of the different question types that you will learn about later in this book have their answers in order; that is, the first answer nearer the beginning of the text and the last answer nearer the end of the text. This is an important point to realise because it leads to other time-saving skills. This knowledge gives you two possible ways of taking the reading part of the IELTS exam.

Method One: Answering in order, from Question 1 to Question 40

Method Two: Answering out of order – selecting the easier questions to answer first

Try to think of the advantages and disadvantages of both approaches.

	Advantages	Disadvantages
Method One		
Method Two		

Look at an example passage about the dodo (on pages 32 and 33) to see how Method Two can help you more than Method One in answering the more difficult questions.

First, scan the passage for proper nouns and numbers and underline them as you find them.

DO NOT try to find the answers yet.

The Dodo



The dodo formerly known as '*Didus ineptus*' has been renamed '*Raphus cucullatus*'. The dodo is the most famous extinct species in the history of planet Earth. Its first contact with Europeans was in 1598, when a Dutch expedition headed by Admiral Jacob Cornelius van Neck landed on an island, thick with dense forests of bamboo and ebony, off the east coast of Africa. The island was named Mauritius by the adventurous and artistic admiral – the first man to draw the extraordinary and unique flightless bird, now universally known as the dodo (from the Dutch word '*dodoor*' meaning sluggard). The demise of the dodo has been attributed to hungry Dutch sailors en route to the Spice Islands of Indonesia. They would take a dinner break on the tropical island and consume the defenceless dodo, but it was clearly an acquired taste as the sailors named it '*valghvogel*' – meaning disgusting bird.

The island of Mauritius is only 10 million years old and until the arrival of European settlers, there were no island predators to threaten the easy-going existence of the dodo, a bird that had evolved from the African fruit-eating pigeons of the genus '*Treron*'. This benign, predator-free paradise had allowed the dodo to evolve into a pedestrian bird with tiny wings unable to rise even a few inches off the ground. The dodo was no match for the cunning, domestic pets of Europe and within less than 100 years after the first landing of van Neck and his band of adventurers, the dodo was extinct – the last egg devoured, no doubt, by an over-stuffed rat whose ancestors had emigrated from the sewers of Amsterdam with the original Dutch colonists.

The popular image of a fat and stupid creature comes from the celebrated painting of the dodo by Jan Savery (1589–1654). On his visits to the Oxford University

Museum, Lewis Carroll was inspired by this image and the only remaining dodo skull and claw (both are still on display there) to create his own fictional version for 'Alice's Adventures in Wonderland'. "When they had been running half an hour or so, the dodo suddenly called out, 'The race is over', and they all crowded round it, panting, and asking, 'But who has won?'"

That image of the weird, flightless, dim-witted dodo is now being challenged by contemporary scientific research. Dr Andrew Kitchener has created two life-size reproductions of the dodo – one is housed in the Royal Museum of Scotland in Edinburgh and the other is in the Oxford University Museum. They are based on research using hundreds of actual dodo skeletons and bones unearthed by naturalists in the Mare aux Songes swamp in South-East Mauritius.

The new slimmer, streamlined dodo is very different from the fat, cuddly buffoon celebrated in the picture of Jan Savery. Dr Kitchener's research presents us with a lithe, active, smart dodo superbly adapted to live and survive prosperously in the forests of its native Mauritius. The popular image of a fat, immobile, flightless dodo was drawn by Savery and his contemporaries because the live specimens that they used as models had been shipped over to Europe on a diet of ships biscuits and weevils and then overstuffed by their overzealous owners as they exhibited them to the general public.

In 1991, further credence was given to this new image of the dodo, when a series of long-lost drawings by Harmanszoon dating from 1601 were discovered in the Hague after having been lost for over 150 years. These drawings confirm the thin streamlined image first seen in van Neck's drawings of the dodo from 1598. We will never know exactly what the dodo looked like, but this enduring symbol of casual, careless extinction will continue to fascinate generations to come.

Method Two – Selecting the easier questions to answer first

Now, after you have scanned the passage and underlined proper nouns and numbers, look at the seven questions on the next page. Select the best keyword from each question and decide which THREE questions you will do first.

DO NOT look for the answers yet.

Questions 1–7

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

	Question
1.	The Dutch would rest in _____ on the way to Indonesia.
2.	The dodo is a descendant of the _____.
3.	It was impossible for the dodo to fly because it had _____.
4.	It took under _____ for the last egg to be consumed.
5.	Lewis Carroll saw parts of a dodo in a _____.
6.	_____ discovered an abundant source of skeletons.
7.	More recent ideas of the dodo suggest that it was _____.

Possible questions to answer first

Let's imagine that you have decided that the best keyword for each question and the question order for the first three questions are:

	Best Keyword	Question Order
1.	Indonesia	1
2.	descendant	
3.	fly	
4.	egg	
5.	Lewis Carroll	2
6.	skeletons	3
7.	recent	

Remember, answers can often be found with more than one keyword. This means that not everyone will pick the same keyword but still get the correct answer. However, look at what has been picked here and see if you agree. The order of answering the questions is based on how good you think the keywords are, how easy you think the

keywords are to find, and how easy you think the answers are to find. Answers for both questions 1 and 6 are likely to be proper nouns.

Questions 1, 5 and 6

Go back to pages 32 and 33 and do the first three questions in the order suggested in the table above – Questions 1, 5 and 6. DO NOT look for Questions 2, 3, 4 and 7. Also, time how long it takes you to answer these three questions.

How long did it take you to answer Questions 1, 5 and 6? If it took you less than three minutes, you did very well. The passage is now shown again on pages 37 and 38. Notice that four different types of information have been scanned and underlined and not just proper nouns and numbers.

- **Proper nouns** – e.g. Mauritius, Lewis Carroll, Europe
- **Numbers** – e.g. 1598, 150 years, 1991
- **Words in italics** – e.g. '*dodoor*', '*valghvogel*'
- **Words or short phrases in quotation marks** – e.g. 'Treron', 'Didus ineptus'

You will notice that in the case of the examples for words in italics, they are also in quotation marks.

By scanning for these four types of information, you can already tell that the passage mentions:

- **People** – e.g. Jan Savery
- **Years and periods of time** – e.g. 1601, 1589–1654
- **Buildings** – e.g. Royal Museum of Scotland
- **Countries, cities, places** – e.g. Oxford
- **Different names for the dodo** – e.g. '*Raphus cucullatus*'

This is a huge help in deciding what information each paragraph contains. You can now see the highlighted results of the three answers for Questions 1, 5 and 6 in the same passage on pages 37 and 38.

You should have found that the answers were:

- **Question 1** – Mauritius
- **Question 5** – museum
- **Question 6** – naturalists

You need to write **Naturalists** with a capital letter on the answer sheet because it comes at the beginning of the sentence in the question.

You can now be fairly certain that:

- Answers 2, 3 and 4 are between answers 1 and 5.
- Answer 7 is after answer 6.

This means that all of the questions still to answer have become easier because their general position in the passage has been located.

Remember: Answers for most questions are usually in order.

Now try to answer the four other questions – 2, 3, 4 and 7, using the keywords that you picked from the passage. Try to find all four answers in six minutes or less. Remember, on average you have one and a half minutes per question.

Now, turn to pages 37 and 38 and answer Questions 2, 3, 4 and 7.



The Dodo

The dodo formerly known as 'Didus ineptus' has been renamed 'Raphus cucullatus'. The dodo is the most famous extinct species in the history of planet Earth. Its first contact with Europeans was in 1598, when a Dutch expedition headed by Admiral Jacob Cornelius van Neck landed on an island, thick with dense forests of bamboo and ebony, off the east coast of Africa. The island was named (Mauritius) by the adventurous and artistic admiral – the first man to draw the extraordinary and unique flightless bird, now universally known as the dodo (from the Dutch word 'dodoor' meaning sluggish). The demise of the dodo has been attributed to hungry Dutch sailors en route to the Spice Islands of Indonesia. They would take a dinner break on the tropical island and consume the defenceless dodo, but it was clearly an acquired taste as the sailors named it 'valghvogel' – meaning disgusting bird.

Answer to
Question 1

The island of Mauritius is only 10 million years old and until the arrival of European settlers, there were no island predators to threaten the easy-going existence of the dodo, a bird that had evolved from the African fruit-eating pigeons of the genus 'Treron'. This benign, predator-free paradise had allowed the dodo to evolve into a pedestrian bird with tiny wings unable to rise even a few inches off the ground. The dodo was no match for the cunning, domestic pets of Europe and within less than 100 years after the first landing of van Neck and his band of adventurers, the dodo was extinct – the last egg devoured, no doubt, by an overstuffed rat whose ancestors had emigrated from the sewers of Amsterdam with the original Dutch colonists.

Answers to
Questions 2, 3
and 4 in this
area

The popular image of a fat and stupid creature comes from the celebrated painting of the dodo by Jan Savery (1589–1654). On his visits to the Oxford University (Museum), Lewis Carroll was inspired by this image and the only remaining dodo skull and claw

Answer to
Question 5

(both are still on display there) to create his own fictional version for 'Alice's Adventures in Wonderland'. "When they had been running half an hour or so, the dodo suddenly called out, 'The race is over', and they all crowded round it, panting, and asking, 'But who has won?'"

That image of the weird, flightless, dim-witted dodo is now being challenged by contemporary scientific research. Dr Andrew Kitchener has created two life-size reproductions of the dodo – one is housed in the Royal Museum of Scotland in Edinburgh and the other is in the Oxford University Museum. They are based on research using hundreds of actual dodo skeletons and bones unearthed by naturalists in the Mare aux Songes swamp in South-East Mauritius.

Answer to
Question 6

The new slimmer, streamlined dodo is very different from the fat, cuddly buffoon celebrated in the picture of Jan Savery. Dr Kitchener's research presents us with a lithe, active, smart dodo superbly adapted to live and survive prosperously in the forests of its native Mauritius. The popular image of a fat, immobile, flightless dodo was drawn by Savery and his contemporaries because the live specimens that they used as models had been shipped over to Europe on a diet of ships biscuits and weevils and then overstuffed by their overzealous owners as they exhibited them to the general public.

Answer to
Question 7
in this area

In 1991, further credence was given to this new image of the dodo, when a series of long-lost drawings by Harmanszoon dating from 1601 were discovered in the Hague after having been lost for over 150 years. These drawings confirm the thin streamlined image first seen in van Neck's drawings of the dodo from 1598. We will never know exactly what the dodo looked like, but this enduring symbol of casual, careless extinction will continue to fascinate generations to come.

Method One – Answering in order, from Question 1 to Question 40

Because most questions in the IELTS Reading test have their answers in order, you can use this “answering in order” method to answer most questions in the test. There are usually about twelve questions for each passage and these could be divided into 3 or 4 different types of question. For each set of questions, you need to scan for keywords and look for the information in order of the passage.

Which reading passage is the easiest – 1, 2 or 3?

Let's look at the question that seems very obvious “Which reading passage is the easiest – 1, 2 or 3?” You probably answer “Reading passage 1”, but let's think about this more carefully and think about what you have learnt so far.

When you do a practice test, or a real IELTS exam, where do you think you make the most mistakes? Reading passage 1, 2 or 3? Does it seem to vary from test to test? With the real exam, it is impossible for you to know where you made mistakes but when you do practice tests, you can find them out. Have a look at some of your previous tests (or wait until you have done some in this book) and see which passage was harder.

Answer these questions:

- Do you make most of your mistakes in Reading passage 3?
- Are certain question types harder than others?

If you have said, for example, “I find heading-matching questions very difficult”, will Reading passage 1 become harder if it contains heading-matching questions or is Reading passage 3 still the hardest?

Also, do you always have more problems with vocabulary in Reading passage 3 or do you find that any passage can be a problem because words in them are more difficult to understand?

Thinking about the test in this way helps show you that the type of topic and the types of question in a text might make one reading passage harder than another. Remember, everyone is different. Different likes and dislikes for the question types and having different vocabulary ranges will make different students see a particular IELTS exam in different ways.

Ideally, you should be good at every question type but this takes time, and time is something not every student has. You are eager to take the test and a deadline (the start of a course at university) has to be met. However, it is important for you to practise every skill shown in this book and try to become skilful in each one.

Where should you start?

By now, you should be thinking that it might not be a good idea to take the IELTS exam by starting with Question 1 and working through the whole test in order and finishing with Question 40. So, how do you know which are the more difficult questions? In which order should you do the questions?

Complete the table below, which reviews what you have studied in Units One, Two and Three.

1.	What do you scan a text for?
	a. _____
	b. _____
	c. _____
	d. _____
2.	What do you skim a text for?
	a. _____
	b. _____
	c. _____
	d. _____
	e. _____
3.	How can you decide which keywords are not so good?
	a. _____
	b. _____
4.	How can you decide what are good keywords?
	a. _____
	b. _____
	c. _____
	d. _____
5.	What questions do you do first?
	a. _____
	b. _____

Unit **FOUR**

Question Types

This unit will introduce the twelve different question types commonly used in the IELTS exam. Each complete test of three reading passages will use a selection of these for the 40 questions. As you work through Unit Four, you will see that most question types rely on the skills and strategies discussed in previous units: scanning, skimming, reading for detail, selecting good keywords, underlining these keywords, developing a clearer understanding of the structure of a text, and being aware of what types of answer you are looking for.

The table below lists the different question types shown in this book and indicates whether answers are usually in order. As you can see, most of them are. Use this knowledge to your advantage when studying these different question types and when you do the five complete practice tests in this book.

	Question Types	Are answers usually in order?	
1.	Short Answers	YES	
2.	Sentence Completion	YES	
3.	Summary Completion	YES	
4.	Multiple Choice	YES	
5.	Table Completion	YES	
6.	Labelling Flow Charts / Processes	YES	
7.	Matching		NO
8.	Paragraph Selection		NO
9.	True / False / Not Given	YES	
10.	Yes / No / Not Given	YES	
11.	Heading Matching		NO
12.	Labelling Diagrams	YES	

1. Short Answers

In this question type, you are given a number of questions that can be answered in a few words – usually between one to three – that must be taken from a passage. The instructions will tell you how many words you can use for any particular set of questions.

Look at the short passage below and try to answer the two questions that follow.

US food waste worth more than offshore drilling

Recent estimates suggest that 16 per cent of the energy consumed in the US is used to produce food. Yet at least 25 per cent of food is wasted each year. Michael Webber and Amanda Cuellar at the Center for International Energy and Environmental Policy at the University of Texas at Austin calculate that this is the equivalent of about 2,150 trillion kilojoules lost each year. That's more than could be gained from many popular strategies to improve energy efficiency. It is also more than projections for how much energy the US could produce by making ethanol biofuel from grains.

Questions 1 and 2

Answer the questions below.

*Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.*

1. How much food does the US waste every year?
2. How much energy could be saved annually if food was not wasted?

These are quite easy questions to answer if you use the skills taught in previous units. Poor keywords for Question 1 would be **US**, **food**, **waste** because these are in the title of the reading passage. This leaves the word **year** as probably the best keyword to pick. This will take you to two sentences in the passage with the word **year** in. The first of these contains the correct answer.

Question 2 has a choice of three potential keywords – **energy**, **saved**, **annually**. All three keywords will take you to the correct sentence but you need to think more carefully about this. The keyword **energy** is part of the title of the centre – *Center for*

International Energy and Environmental Policy, **saved** can help if you realise that this is the opposite of the word **lost** in the phrase *2,150 trillion kilojoules lost*, and the word **annually** has the same meaning as the phrase *each year*.

Remember: Each question starts with the phrase "How much".

You know, therefore, that the answer must be a quantity, probably a number. So, when thinking of keywords, also think about what kind of answer you are looking for as this can help you answer the question more quickly.

Now answer the eight questions that follow the reading passage about the dingo.

The Dingo – An Australian Pest

The origins of the dingo are obscure and there is much controversy connected with this. It is not truly native to Australia but is thought to have arrived between 3,500 and 4,000 years ago. Whatever its origins, the dingo was a highly valued companion to the aborigines. They were hunting companions, guard dogs, and they kept them warm at night.

Some believe they were brought here on rafts or boats by the ancestral aborigines. It has also been suggested that they came with Indonesian or South-East Asian fishermen who visited the northern coast of Australia.

The dingo can be found in all areas of Australia – from harsh deserts to lush rainforests. The highly adaptable dingo is found in every habitat and every state of Australia, except Tasmania. In deserts, access to drinking water determines where the animal can live. Pure-bred dingo numbers in the wild are declining as man encroaches deeper and deeper into wilderness areas, often accompanied by his domestic dog.

The dingo is different from the modern dog in several ways: it does not bark, it has a different gait, and its ears are always erect. Dingoes are naturally lean and they are usually cream to reddish-yellow with white points, some are black with tan points. An adult dingo stands more than 60cm high and weighs about 15kg. It is slightly smaller than a German Shepherd.

In its natural state, the dingo lives either alone or in a small group, unlike many other wild dog species which may form packs. Dingoes have a clearly defined territory which they rarely leave and which they protect from other dingoes, but which may be shared with other dingoes when they form a group to hunt larger prey. The size of the home territory varies according to the food supply. Dingoes hunt mainly at night. Groups are controlled by a dominant male. Members of a group maintain contact by marking rocks and trees within their territory, and by howling, particularly in the breeding season.

The dingo's diet consists of native mammals, including kangaroos, although domestic animals and some farm stock are also on the menu. This makes the animal unpopular with farmers. The dingo is thought to have contributed to the mainland extinction of the thylacine (Tasmanian tiger) through increased competition for food.

The dingo is an intelligent animal. It is no more dangerous to man than any other feral dog. The natural prey of the dingo is small mammals and ground-dwelling birds, but with the introduction of white settlement, they became such a menace to sheep, calves and poultry that measures had to be taken in an attempt to control them, such as "dog-proof fences".

Dingoes start breeding when they reach the age of one or two but only the dominant members within an established group breed. They breed only once a year. Mating usually occurs in autumn/early winter and after a gestation of nine weeks (same as domestic dogs) a litter averaging 4–5 pups is born, which are reared in a hollow log, a rock-shelter, or an old rabbit warren. Both parents take part in raising the pups. The pups are fully grown at seven months of age. A dingo may live for up to ten years.

Wild dingoes are wary of humans and do not attack unless provoked. They will approach camps in the bush looking for food or perhaps out of curiosity. Dingoes can be kept as pets but should be obtained at a very young age to enable them to bond with humans. Even when raised from pups, they never seem to lose their instinct for killing poultry or small animals. Not all states in Australia allow dingoes to be kept as pets and a permit is required. The export of dingoes is illegal.

Dingoes and domestic dogs interbreed freely resulting in very few pure-bred dingoes in southern or eastern Australia. This threatens the dingo's ability to survive as a separate species. Public hostility is another threat to the dingo. Because it takes some livestock, the dingo is considered by many to be a pest.

Questions 1–8

Answer the questions below.

*Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.*

1. Who might have introduced the dingo into the country?
2. What main factor decides where the dingo can live in a desert?
3. In what three ways is a dingo different to a domesticated dog?
4. What determines how big an area they live in?
5. What animal might the dingo have helped wipe out?
6. What is the life expectancy of a dingo?
7. When is it better to have a dingo as a pet?
8. Because of public hostility, what is the dingo considered as?

Flexible keywords – Flexible thinking

As you have already seen, some of the keywords you pick will stay the same and are the words you find in the passage. However, it is also possible to find synonyms and even antonyms of the keywords. Do you still remember **lost** and **saved** seen earlier?

It is important to develop your flexibility in scanning when looking for keywords. Take Question 4 in the passage about the dingo as an example. The question is “What determines how big an area they live in?” but the answer is found in the phrase “varies according to the food supply”. Keywords are a little difficult to choose for this question but the word **determine** is useful if you know other ways of expressing this idea.

It is not uncommon to see similar questions with similar phrases in the IELTS test. So, the following list will be useful as they all have similar meanings and can all be used in similar ways.

Determine

determines / determined by	depends on	decided by
a range of	varies according to	a range of factors
an assortment of	(three) ways to	a variety of reasons
in several ways	results in	caused by
leads to	(two) different types of	due to

Other examples of how this list can help are Questions 2 and 3 about the passage on the dingo. Look at these two questions again and see how the information has been altered in the passage.

Now look at another short passage and answer the two questions that follow.

The Northern Lights

The connection between the Northern Lights and sunspot activity has been suspected since about 1880. Thanks to research conducted since the 1950s, we now know that electrons and protons from the sun are blown towards the earth on the 'solar wind'. 1957-58 was International Geophysical Year and the atmosphere was studied extensively with balloons, radar, rockets and satellites. Rocket research is still conducted by scientists at Poker Flats, a facility under the direction of the University of Alaska at Fairbanks.

Questions 1 and 2

Answer the questions below.

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

1. What was investigated using a variety of methods?
2. We can infer from the passage that the sunspot activity releases something. What is it/are they?

Remember: infer means to come to a conclusion based on the information that you have been given but with the answer not being stated directly. There would usually be no more than one question like this in the whole test. Notice that although this question type usually has answers in order, this particular example about the Northern Lights has answers out of order. This is possible and can happen in the test.

2. Sentence Completion

Here you have to complete a number of unfinished sentences by adding a word or short phrase from a passage. The number of words you are allowed to use will be stated in the instructions, so make sure you read them carefully.

Very occasionally, you will have to change the grammar of the word or phrase you have chosen to make it fit the sentence. Usually, however, if you select the correct word or words from the passage, the grammar will also be correct. The words you need to use to complete a sentence will usually be from consecutive words (words that are next to each other) and not from words that are in different parts of the passage.

Read the short passage below and answer the two questions that follow.

Sea otters worth \$700 million in carbon credits

Want to slow global warming? Save a sea otter. So says Chris Wilmers at the University of California, Santa Cruz, whose team has calculated that the animals remove at least 0.18 kilograms of carbon from the atmosphere for every square metre of occupied coastal waters. That means that if sea otters were restored to healthy populations along the coasts of North America, they could collectively lock up a mammoth 10^{10} kg of carbon – currently worth more than \$700 million on the European carbon-trading market.

Questions 1 and 2

Complete the sentences below.

Choose NO MORE THAN ONE WORD AND/OR A NUMBER from the passage for each answer.

1. Increasing the otter population might be a way to reduce the amount of _____ in the atmosphere.
2. The amount of carbon that a restored population of otters could remove would be worth over _____.

Now look at the passage on Cuba's organic revolution and answer the questions that follow.

Cuba's Organic Revolution



Organic agriculture has been adopted as the official government strategy for all new agriculture in Cuba, after its highly successful introduction just seven years ago. In less than a decade, the use of chemical pesticides has dropped by 80%.

The catalyst which revolutionised the Cuban approach was economic necessity after the collapse of the Soviet Union. Now the island is self-sufficient in organic fruit and vegetables, and organic livestock is also being reared successfully.

Even cabbage, which could not be grown in the past because it was impossible to control the diamond black moth, now has yields of 60 tonnes per hectare without using fertilisers or pesticides.

To meet the demands of a more labour-intensive system of agriculture, the Cuban government has increased rural wages and is providing favourable housing for farm workers, which also helps solve the problem of severe housing shortages and overcrowding in the cities. It is also making available abandoned land in urban areas for local communities to farm.

In one co-operative, 40 members are providing food for their own families, with plenty of surplus to provide for community elders, invalids and day care centres. Over 40 countries were represented at a recent Pesticide Action Network (PAN) conference in Cuba to challenge the view that pesticides are essential for agriculture.

The Cuban experience added strength to their conviction that organic agriculture has a great deal to offer and has been unjustifiably ignored by agricultural researchers.

Questions 1–6

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

1. Cuba has used organic farming for _____.
2. The fall of the Soviet Union created an _____ to grow food.
3. The cultivation of cabbage was made possible after the _____ was killed.
4. Encouraging the development of agriculture has helped reduce _____.
5. A conference in Cuba promoted the view that pesticides were not _____ in farming.
6. _____ should focus more on organic farming.

Now look at this longer reading passage on Japanese Samurai and European Knights and answer the questions that follow.

The Samurai of Japan and European Knights



Japanese and European medieval societies developed along similar feudal lines and in both, a warrior elite emerged as the dominant force. In both parts of the world, honour played an important part in their cultures, and knights and samurai were expected to follow their respective warrior codes, the 'Chivalric Code' in Europe and 'Bushido' (way of the warrior) in Japan.

The codes were not set in stone, they differed from one clan or country to the next and changed down the ages; however, there were several key factors in each that tended to be considered essential parts of the way a warrior should conduct his life.

In both Europe and Japan throughout the Middle Ages, the sword was considered the most noble weapon and would contain spiritual significance to the warrior. The samurai famously believed that the legendary samurai sword contained its owner's soul, and according to Richard Cohen in his book, 'By the Sword', the same sort of importance was put on the medieval knight's sword, which was believed to possess the essence of the warrior's inner power and true nobility.

One of the main influences for this tradition in Europe was the poem 'Beowulf', whose sword 'Hrunting' would not allow its user to perform evil acts. Before battle, a knight would kiss the cross of his sword on the hilt in an act of religious significance made more so as this part of the sword often contained relics.

Warriors from both regions had similar ideas about how a battle should be fought and it was generally agreed that charging into an enemy, then engaging in one-on-one combat was the noblest way to fight. Although both preferred to fight in a 'gentlemanly' manner, this probably happened much more in fictitious accounts of warfare than on the real battlefield as the realities of war usually would not allow for formalities. Stephen Turnbull highlights a case of this in his book, 'The Samurai: A Military History'.

During the 'Gempei War' (1180–1185), in the 'Battle of Kurikara', part of the Minamoto force engaged their vastly more powerful enemy, the Taira Clan, in a battle that was conducted in a formal and gentlemanly way. They started with an archery duel, followed by combat between small groups fighting one-on-one and then a pitched battle between one hundred warriors from each side. But the Minamoto had been keeping their enemy occupied and soon the realities of war returned. The Minamoto charged a herd of oxen with flaming pine torches attached to their horns into the Taira, driving them into a valley where they were trapped and subsequently slaughtered. The chronicle 'Heike Monogatari' states:

"Thus did seventy thousand horsemen of the Taira perish, buried in this one deep valley; the mountain streams ran with their blood and the mound of their corpses was like a small hill; and in this valley, it is said, there can be seen the marks of arrow and swords even to this day."

Both these codes helped to shape the ideals and values of their people. However, both often differed considerably in what they deemed honourable, suggesting that the definition of the word 'honour' changed to suit the needs of the people involved in a given time and place. To the medieval knight, a defeated enemy of high social rank was to be captured and ransomed when possible but those of low birth could be slaughtered.

To the Japanese, warriors were in battle to die and would be killed without mercy, whereas peasants were not warriors so there was no honour in taking their lives. To take an opposing warrior captive would be to take his honour from him so rather than be taken prisoner, a samurai would take his own life in a ritual known as 'Seppuku', an action that would not only lead to dishonour for the European Christian knight, but also to eternal damnation.

Questions 1–7

Complete the sentences below.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

1. Both Japanese samurai and medieval knights valued the importance of _____.
2. The sword in both Japan and Europe was said to be a _____.
3. Knights would _____ their sword before going into battle.
4. The idea of fighting like a gentleman was probably more _____ than real.
5. The Minamoto slaughtered _____ during the Gempei War.
6. The meaning of honour for both the samurai and European knights _____.
7. A samurai would rather commit _____ than be captured by the enemy.

3. Summary Completion

In this particular question type, you are asked to complete a summary of a passage.

Two types of summary

Type One – You have to choose correct answers from the passage. It is very unlikely that you take the words you need for one answer from different places in the passage. The words should be found together and in one sentence.

This type of summary is not really very different from the sentence-completion question type. You may think that a summary is nothing more than a paragraph made up of a number of sentence-completion questions. The approach to answering these questions is the same.

Type Two – You have to choose the correct words from a preselected list. The words you select might be different from the words in the passage but the meaning of the completed sentence will be the same. Other words, often very similar in meaning, or grammatically incorrect, might be added to confuse you.

As answers are usually in order for both types of summary, you can start completing the summary in any part of the passage. Therefore, it is a good idea to look for keywords that can easily be seen in the reading passage and answer this part first.

Type One – Answers from the passage

Look at the short passage about Siberian tigers and then complete the summary that follows. Remember that after completion, the grammar must be correct and the meaning of the summary must be the same as that of the passage.

The Siberian Tiger

The Siberian tiger can be found in what was the USSR and seems to live mainly in low mountainous areas. It likes to eat wild boar, wapiti and moose and will travel long distances in search of food. The male tiger weighs more than the female and is bigger than any other species of tiger. Genetically it is closely linked to the now extinct Caspian

tiger. Although brown bears are capable of killing tigers, they make up approximately 8% of their diet. Russian conservatives are trying to protect Siberian tigers because they keep the wolf population under control.

Questions 1–4

Complete the summary below.

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

The main habitat of the Siberian tiger is in low mountainous areas of the former 1. _____. It hunts a variety of animals including 2. _____. It is similar genetically to the 3. _____. Russian conservatives want to 4. _____ the number of wolves by protecting the Siberian tiger.

Now look at the article about Avebury and answer the eight questions on page 55.

AVEBURY

It is only during the Saxon period that any evidence of a village at Avebury began to appear. When the monuments were enjoying their golden age, the beginnings of the village we now know lay over 3,000 years in the future. The builders of the henge could never have imagined the controversy that the result of their labour was to create amongst the later inhabitants of the area, and the treatment it was to receive, as a result of religious zeal and financial gain. The effect the village was to have on the more recent history of the monuments adds considerably to the fascination of the Avebury story.

Although a large portion of Avebury village now lies within the henge, throughout the period that the village has existed, the disposition of its buildings has changed. The village of the early Saxon period appears to have lain further to the west, traces of its buildings still being visible today between the present village and the hamlet of Avebury Trusloe. As the village grew, its buildings approached and eventually spread into the interior of the henge itself.

It wasn't until the last century that the historical value of Avebury came to be fully appreciated, when Alexander Keiller began to reveal what lay hidden beneath the ground. At this point, the history of the village was to change dramatically as the henge, with the help of its owners, was to fight back against the suffering it had endured at the hands of the earlier villagers. The past began to override the future, when it was deemed expedient to remove many of the buildings that now existed within its confines. Most of the displaced inhabitants were to be relocated to Avebury Trusloe.

It is believed that Keiller's intention was to ultimately remove all modern buildings from within the henge, but when WW2 intervened, and his work at Avebury came to an end, this dramatic and controversial change was never to be completed. The buildings that remain within the henge now exist in a juxtaposition with the stones that serve to emphasise the remoteness of the culture that built the monuments.

The village itself holds much of interest including the Church of St. James which has a long history going back to Saxon times. Within is a rare example of a medieval rood loft once hidden but rediscovered in 1810. It also contains a notable font believed to be of Saxon origin and later adorned with some interesting carvings during the Norman period.

There is also a fine manor house, alongside which is the Alexander Keiller Museum. This contains detailed information regarding the archaeology of the monuments and has many fascinating artefacts from the area on display. Supplementing the Keiller Museum is the Barn Gallery which also contains some interesting "hands-on" exhibits and other information supplied by the National Trust under whose care the monuments now fall.

Questions 1–8

Complete the summary below.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

The village at Avebury dates back to the 1. _____, a time that came many years after the construction of 2. _____. The original village was located outside of the existing monuments but is still 3. _____. When the true importance of Avebury was shown by Alexander Keiller, many villagers were forced to move to 4. _____. However, his plan to clear the henge of everything was thwarted by 5. _____. Although younger than the henge, the village is home to many interesting things. Of particular interest is the 6. _____ found two centuries ago in St. James's Church. Norman carvings can also be found there. The Alexander Keiller Museum, found next to the 7. _____, offers detailed 8. _____ information.

Type Two – Answers from the preselected list

Look at the short passage about Siberian tigers (seen earlier on page 52) and then complete the summary that follows by picking words from the box. Remember that after completion, the grammar must be correct and the meaning of the summary must be the same as that of the passage.

The Siberian Tiger

The Siberian tiger can be found in what was the USSR and seems to live mainly in low mountainous areas. It likes to eat wild boar, wapiti and moose and will travel long distances in search of food. The male tiger weighs more than the female and is bigger than any other species of tiger. Genetically it is closely linked to the now extinct Caspian tiger. Although brown bears are capable of killing tigers, they make up approximately 8% of their diet. Russian conservatives are trying to protect Siberian tigers because they keep the wolf population under control.

Questions 1–4

Complete the summary using the list of words, A–I, below.

The main habitat of the Siberian tiger is in low mountainous 1. _____. The female is 2. _____ than the opposite sex. The Caspian tiger is 3. _____ genetically to the Siberian tiger. Russian conservatives are 4. _____ the Siberian tiger and at the same time reducing the wolf population.

A bigger

D close

G protecting

B closely

E area

H lighter

C protect

F heavier

I regions

Now look at the article about Roman remains and answer the seven questions that follow.

Roman Remains

During 2004/5, York Archaeological Trust excavated 80 burials in York, in advance of housing developments. The site was part of a large cemetery on the outskirts of the Roman town, across the river from the legionary fortress.

The burials are dated to between the early 2nd century to the late 3rd century, and probably cover most of the period of Roman occupation in northern England (about AD 70–410). Almost all are male, and the vast majority are adults – not the usual demographics for a Roman cemetery.

However, despite the evidence for a harsh lifestyle and a violent death, these people had been carefully buried. There was also evidence that funerary feasting had taken place at the cemetery; this often occurred on the anniversary of the death of loved ones.

Were these people gladiators, who were both revered (as superstars) and reviled (as associated with death)? Or were they people who had been executed but given a decent burial? How about soldiers who had died in battle? Or was this evidence of a group of people who had unusual views on religion or burial practices?

As Kurt Hunter-Mann, who is leading the research at York Archaeological Trust, explains, there is evidence to support other theories, too. "There are numerous pieces of evidence that point towards or are consistent with the interpretation that the skeletons are Roman gladiators, but there is also other evidence that suggests the individuals could have been soldiers, criminals, or members of a religious cult," he says.

One of the most significant pieces of evidence supporting the 'gladiator' conclusion is a large carnivore bite mark – probably inflicted by a lion, tiger or bear, which archaeologists believe may have been sustained in an arena context.

Other evidence includes a high incidence of substantial arm asymmetry – a feature mentioned in ancient Roman literature in connection with a gladiator; some healed and unhealed weapon injuries; possible hammer blows to the head (a feature attested as a probable gladiatorial *coup de grâce* at another gladiator cemetery at Ephesus in Turkey).

Questions 1–7

Complete the summary using the list of words, A–L, below.

The area was being dug up as part of a new housing development when a 1. _____ burial ground was discovered. Unlike other Roman sites, this one consists mainly of adults and dates to the time of the Roman occupation in the 2. _____ of England. It is not clear who they were but they could have been soldiers who had been killed when 3. _____ or people with different 4. _____ views. Another theory is that they were 5. _____. A large bite found on one of the skeletons, made by some kind of 6. _____, supports this idea. Some 7. _____ suggest that their cause of death was delivered by the victor of a fight.

- | | | | |
|------------|--------------|-------------|------------|
| A animal | D gladiators | G lion | J northern |
| B religion | E head | H north | K skulls |
| C fighting | F large | I religious | L battle |

4. Multiple Choice

In multiple-choice questions, each question has three or four possible answers to choose from but only one of them is correct.

However, you might find a question type where you have to pick two or more answers from the same set of answers. Each correct answer gets one point. Read the instructions carefully so that you know which type of question you are dealing with.

Sir Isaac Newton and Alchemy

Sir Isaac Newton is most famous for the quantification of gravitational attraction, discovering that white light is actually a mixture of immutable spectral colours, and the formulation of calculus. However, it is less well documented that Newton spent 30 years engaged in the study of the mysterious art of alchemy, or as it was more commonly known then, chymistry.

Only a tiny fraction of Newton's work on alchemy has been published but he wrote around a million words on the subject, including laboratory notes, indexes of alchemical substances and transcripts from other sources. On his death in 1727, Newton had over 100 manuscripts filled with alchemical material, sold by auctioneers Sotheby's as part of a larger collection in 1936. This side of Newton was often an embarrassment to his admirers. His first biographer, John Conduitt, like many commentators who followed, played down the role of alchemy (and other pursuits) in Newton's work, stating:

"When he was tired with his severer studies, his only relief and amusement was going to some other as History and Chronology or Divinity and Chymistry."

Just how important the study of alchemy was to Newton only began to be recognised in 1947, when John Maynard Keynes, who bought much of the work from Sotheby's, declared in his essay, 'Newton, the Man': "Newton was not the first of the age of reason. He was the last of the magicians."

Questions 1–4

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

1. Newton realised that white light was made up of different _____.
A colours
B mixtures
C combinations
2. What was alchemy originally called?
A mystery
B chymistry
C an art
3. Many thought Newton was _____.
A tired
B an embarrassment
C admired
4. What did Keynes call Newton?
A the age
B the reason
C a magician

Now look at the reading passage about ants and aphids and answer the questions that follow.

Ants secrete aphid tranquilizer from their feet

Ants and aphids are known to have a complex relationship. The aphids provide the ants with a food source – the sugar-rich honeydew they excrete when eating plants – and, in return, the ants protect the aphids from ladybirds and other insects that prey on them.

To ensure a constant supply of honeydew, some ant species cultivate large numbers of aphids, and prevent them from straying too far from the colony by biting and damaging, or even completely removing, their wings. The ants also secrete a chemical from their mandibles which inhibits wing development in juvenile aphids.

Ants communicate with each other using a large repertoire of chemical signals, which are actively secreted onto surfaces from exocrine glands on the legs. These signals can recruit nest-mates to food sources, and are also used to mark a colony's territory. Ants secrete chemicals passively too. As an ant moves, hydrocarbons are shed from the cuticle (the waterproof outer lining of the exoskeleton), leaving a chemical trail.

Ants use behavioural signals called semiochemicals to manipulate aphids' nervous systems. (Ant's own behaviour can be manipulated too, by parasitic fungi.) Earlier work had shown that the presence of ants can somehow tranquilize aphids and limit their motor functions, but whether or not this required direct contact between the ants and aphids was unclear.

Using digital video cameras to measure their walking speeds, Tom Oliver of Imperial College London, and colleagues from Royal Holloway and the University of Reading have now shown that aphids move much more slowly on paper that had previously been walked on by ants than on plain paper. They believe that the chemicals laid down in the ants' footprints are used to maintain an aphid "farm" near the ant colony.

Maintaining a populous aphid farm in a small area is obviously beneficial to the ants, as it would provide them with large quantities of honeydew. However, the relationship between the two species is complex, and it seems that the ants' manipulation of the aphids' behaviour is exploitative.

Normally, aphids wander off to new locations when conditions become crowded to establish new populations nearby. And although ant-attended aphid populations are bigger and live longer than those not attended by ants, the ants prevent the aphid dispersal that is necessary to maintain a stable metapopulation and makes the aphids more vulnerable to parasites.

Questions 1–5

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

1. How do ants ensure they have regular supplies of honeydew?
 - A They damage aphids' wings.
 - B Aphids are made to secrete a chemical.
 - C They find more juvenile aphids.
 - D They bite their legs.
2. How do ants affect aphids' nervous systems?
 - A by using parasitic fungi
 - B by touching their legs
 - C by making a noise
 - D by using chemicals
3. When do aphids walk more slowly?
 - A when they walk on paper
 - B when they are with other aphids
 - C when they are on video
 - D when they walk on chemicals secreted by ants
4. How can we best describe the relationship between the ants and aphids?
 - A beneficial
 - B win-win
 - C exploitative
 - D behavioural
5. What do aphids do if the area becomes overpopulated?
 - A start a new colony
 - B start a stable metapopulation
 - C grow bigger
 - D live longer than ants



Now look at the passage on Osiris and answer the questions that follow.

OSIRIS – The Legend

The myth of Osiris the Deity has been passed on to us by Plutarch and is therefore well documented. Osiris is the Greek rendering of the Egyptian *Ousir*. Originally he was a nature god and embodied the spirit of vegetation and the ebb and flow of the Nile, as one might expect, but later became worshipped as the god of the dead.

Myth has it that he was born in Thebes of Geb and Nut, who ascended to rule the heavens after death. He was handsome, dark-skinned and taller than other men. When he became King of Egypt, he married his sister Isis and immediately taught his people to produce grain and grapes for bread and wine. It was he who created the god cult and built temples and gave law to his people.

He then spread civilisation the world over based on non-violence, leaving Isis to rule in his place, but on his return became victim of his evil, jealous brother Set. In the 28th year of his reign, Osiris was tricked into a box to meet his death and cast into the Nile. His loving wife immediately set to searching for the box and when it was found, hid it whilst their posthumous son Horus was being born. Unfortunately, Set found the hiding place and dismembered the body, casting it around the kingdom.

Such was her love that Isis resumed the search once more and found every part of Osiris except for the phallus, and with the aid of sorcery brought him back to life. Horus then battled Set and eventually won, and when the gods judged the case, they found Osiris to be entirely innocent of all blame and deserving of life once more. However, he preferred to leave Horus as king and depart this earthly life to live in the Elysian Fields where he welcomed the souls of the just. His tomb is said to be in Abydos in the Nile Delta. He was worshipped widely as a trinity with Isis and Horus and was identified with Dionysus and Hades. Isis also took on many other names in other religions such as Demeter, Hera, Selene and even Aphrodite.

Questions 1–5

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

1. What was grain used for?
 - A wine
 - B bread
 - C bread and wine
 - D none of the above
2. As a god, what did Osiris do?
 - A spread the word
 - B made his brother jealous
 - C encouraged civilisation
 - D sold grapes
3. Who killed Osiris?
 - A King of Egypt
 - B Isis
 - C Set
 - D Horus
4. Who did the son of Osiris fight?
 - A Dionysus
 - B Set
 - C Horus
 - D Isis
5. By what name was Isis also known?
 - A Demeter
 - B Hera
 - C Aphrodite
 - D all of the above

5. Table Completion

The task here is to complete a table that summarises some key points from a passage. Before starting to answer the questions, it is a good idea to look more closely at the table. The information that is already there will help you with not only the type of answers you are looking for, but also how to write the answers on the answer sheet.

Simply follow whatever style the table is using. For instance, if it supplies the name of a person all in capitals, e.g. DAVIS, then do the same. If the table only uses capital letters for the first letter of the name, do the same, and so on. The same is also true whenever you complete diagrams and flow charts.

Look at Table A below and look at the style used to write the names and years. Then look at the completed table, Table B, and decide if the answers have been written correctly.

Table A

Name of Author	Birth Date	Name of Book
C. DICKENS	1. _____	David Copperfield
2. _____	1908	4. _____
3. _____	1797	5. _____

Table B

Name of Author	Birth Date	Name of Book
C. DICKENS	1. 1812	David Copperfield
2. I. FLEMING	1908	4. GOLDFINGER
3. M. Shelley	1797	5. Alastor

Many different kinds of information can be found in a table but a common theme is dates and years. Look at the following example of this and try to complete the table.

Changes in Industrial Britain

The spread of railways stimulated communication, and Rowland Hill's standardisation of postal charges in 1839 saw a boom in mail services. But this was nothing compared to the revolution of the telegraph. If you think the Internet is big, then just imagine how much bigger it would seem if you had never before seen a computer or telephone. That's what the telegraph was to the Victorians. If rail travel shrank the country, the telegraph crushed it. It opened in the 1840s and soon went stratospheric – within ten years exchanging telegrams had become part of everyday life. By the mid 1860s London was connected with New York, and ten years later messages could be exchanged between London and Bombay in minutes.

Questions 1–7

Complete the table below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Years	Events in Britain
1839	Changes to 1. _____ resulted in an increase in the delivery of mail.
1840s	The beginning of the 2. _____
3. _____	You could send messages to 4. _____.
5. _____	Only 6. _____ for messages to arrive from 7. _____

Now look at the reading passage about education and answer the questions that follow.

Single-sex vs. Coeducational High Schools

Female graduates of single-sex high schools demonstrate stronger academic orientations than their coeducational counterparts across a number of different categories, including higher levels of academic engagement, SAT scores, and confidence in mathematical ability and computer skills, according to a UCLA report.

The report's findings, drawn from multiple categories, including self-confidence, political and social activism, life goals, and career orientation, reveal that female graduates of single-sex schools demonstrate greater academic engagement. Nearly two-thirds (62 percent) of single-sex independent school alumnae report spending 11 or more hours per week studying or doing homework in high school, compared with less than half (42 percent) of female graduates of coeducational independent schools.

This research draws data from the annual Freshman Survey, administered by the Cooperative Institutional Research Program at the Higher Education Research Institute at UCLA. The report, which separately considers female students from independent and Catholic high schools nationwide, is based on a comparison of the responses of 6,552 female graduates of 225 private single-sex high schools with those of 14,684 women who graduated from 1,169 private coeducational high schools.

Linda J. Sax, associate professor of education at the UCLA Graduate School of Education & Information Studies and the principal investigator of the study, said: "The generally stronger academic orientations of girls' school alumnae ought to serve them well as they arrive at college, though it remains to be seen whether these advantages are sustained once they are immersed in a coeducational college environment."

Female graduates of single-sex high schools also show higher levels of political engagement, greater interest in engineering careers, measurably more

self-confidence in public speaking and a stronger predisposition towards cocurricular engagement.

"The culture, climate and community of girls' schools as a transforming force speak loud and clear in the results of this study and confirm that at girls' schools, it's 'cool to be smart' – there's a culture of achievement in which a girl's academic progress is of central importance, and the discovery and development of her individual potential is paramount," said Meg Milne Moulton, executive director of the National Coalition of Girls' Schools, which commissioned the study. Among the report's key findings was that women who attended single-sex schools tended to outperform their coeducational counterparts: Mean SAT composite scores (verbal plus math) were 43 points higher for female single-sex graduates in the independent school sector and 28 points higher for single-sex alumnae in the Catholic school sector.

Graduates of single-sex schools also enter college with greater confidence in their mathematical and computer abilities. The gap in math confidence is most pronounced in the independent school sector, where 48 percent of female graduates of single-sex independent schools rate their math ability "above average" or in the "highest 10 percent", compared with 37 percent of independent coeducational female graduates.

Confidence in computer skills is also higher among female graduates of single-sex independent schools, with 36 percent rating themselves in the highest categories, compared with 26 percent of female graduates of coeducational independent schools. Additionally, 35 percent of female graduates of single-sex Catholic schools rate their computer skills as "above average" or in the "highest 10 percent", compared with 27 percent of their coeducational counterparts. In an indication of greater, though still low, interest in the field of engineering, alumnae of single-sex independent schools are three times more likely than those from coeducational independent schools to report that they intend to pursue a career in engineering (4.4 percent vs. 1.4 percent).

"Though generally small, many of the favourable outcomes for single-sex alumnae are in areas that have historically witnessed gender gaps favouring men, such as in mathematics, computer science and engineering," Sax said.

"Research is needed to clarify whether these benefits are due specifically to gender composition or to the climate and pedagogy that exist in all-girls schools."

Political engagement also is notably higher among female graduates of single-sex independent schools, with 58 percent reporting that it is "very important" or "essential" for them to keep up to date with political affairs, compared with 48 percent of female graduates of coeducational independent schools. Women at single-sex Catholic schools are also more likely than their coeducational counterparts to value political engagement (43 percent, compared with 36 percent).

Graduates of single-sex schools are also more likely than their coeducational counterparts to report that there is a very good chance they will participate in student clubs or groups while in college, 70 percent of single-sex independent school alumnae anticipate involvement in campus organizations, compared with 60 percent of coeducational alumnae.

Female graduates of single-sex independent schools also show more self-confidence in public speaking, with 45 percent rating their public speaking ability "above average" or in the "highest 10 percent", compared with 39 percent of female graduates of coeducational independent high schools.

In addition to providing descriptive comparisons between single-sex and coeducational alumnae, the study also reports on the many ways in which the single-sex effect remains significant after accounting for key differences between these groups in terms of school characteristics (such as enrolment, location and course offerings) and the demographic backgrounds of the women who attend all-girls schools (such as race/ethnicity, family income and parental education).

These results provide further evidence of the role of single-sex education in promoting women's academic and political engagement, confidence in math and computer skills, and interest in engineering careers.

Questions 1–9

Complete the tables below.

*Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.*

	Independent	
	Single-sex	Coeducational
11 hours plus per week doing homework	1. _____	42%
Number of graduates involved in the research	6,552	2. _____
Number of private schools	225	3. _____

Mean SAT scores – single-sex – Catholic	4. _____	
Mean SAT scores – single-sex – Independent	5. _____	
Above average in Math – Independent	48%	6. _____
Above average in Computer Skills – Independent	36%	7. _____
Above average in Computer Skills – Catholic	8. _____	27%
Above average confidence in Speaking – Independent	45%	9. _____

6. Labelling Flow Charts / Processes

For this question type, you have to fill in the missing information to complete a flow chart or process, using information from the passage. This is often found in one paragraph but could be spread over a number of different paragraphs. Typically, you will see a step-by-step analysis of, for example, how something is made.

To start, use the best possible keyword from anywhere in the chart to find the correct paragraph. Look at the example below about the Enigma machine and complete the flow chart that follows. Remember that flow charts (or processes) might not contain all of the steps mentioned in the passage.

ENIGMA MACHINE

The basic operating procedure of the Enigma machine was simple. To send an encrypted message, the operator set the Enigma's electric and mechanical settings (the plug wiring and the rotor wheels) to a predefined initial combination known to him and to the receiving operator. Then he typed the free text message on the Enigma's keyboard. For each typed letter, a different letter was lit in the upper board. The operator wrote down each lit letter, so that when he finished typing the original message on the Enigma, he had a meaningless stream of letters, which was the Enigma-encrypted message. He then transmitted the encrypted message with a standard Morse code radio transmitter. The receiving operator wrote the received encrypted message, set his Enigma machine to the same predefined combination, and then typed the message at the machine's keyboard. Typing the encrypted message on his Enigma machine with the same combination of settings deciphered it, so that the operator read the original free text message by the letters lit in the upper board as he typed.

Questions 1–6

Complete the flow chart below.

Choose **NO MORE THAN THREE WORDS** for each answer.

The Operation Procedure

operator sets machine to a 1. _____
types a 2. _____
transmits 3. _____
receiving operator sets 4. _____
types 5. _____
message deciphered
reads original message on 6. _____

Now look at the second example and complete the process that follows.

DOLL RESTORATION

This is a good example of how the average doll collector receives a doll. They will find a beautiful antique doll that does not look as beautiful as it should, but with proper restoration it can be as beautiful as the day it was created. Here, there are two main problems: the eye mechanism has lost its original look, and it has a loose head. We removed the mohair wig and removed the eye system. Then we separated the head from the composition body and chemically cleaned the head, removing old dirt and wax, but not harming the original art work. We repaired the missing porcelain teeth by making duplicate porcelain teeth to match, and reinserted them. Then we took the original eye system, and reconditioned it. We then did the waxing of the eye mechanism and reset the eye bar so the eye bar would open and close as it originally did. What a wonderful difference! At this point we only had to chemically clean and restyle the original mohair wig. Our seamstress took over at this point with suggestions from the owner on likes and dislikes using original period clothing designs. She now looked, I'm sure, very much as she would have originally looked the day a little child fell in love with her for the first time.

Questions 1–11

Complete the flow chart below.

Choose **NO MORE THAN THREE WORDS** for each answer.

TWO MAIN PROBLEMS

1. _____
2. _____
3. _____ two parts of the doll:
4. _____
5. _____
6. _____ the head
- removed 7. _____ and _____
- made duplicate 8. _____
- reconditioned 9. _____ and mechanism
10. _____ mohair wig
- dressed doll in authentic 11. _____ clothes

Now complete the third flow chart after looking at the text.

SALMON

The female salmon lay up to about 5,000 eggs in fresh water, in a process called spawning. These eggs are protected in a little hollow at the bottom of a river and are covered in gravel until they hatch. Due to the exhausting journey the adult salmon have made from the ocean, they usually die a few days after mating. Many eggs will fail to hatch and might even be eaten by predators. However, some will survive and grow into alevin. Food is initially supplied from the yolk in the egg and will stay attached to the alevin even after it has left the egg. Once all of the nutrition has been taken from the yolk, the alevin turn into fry, about 800 in total. Much of their time is then spent trying to avoid predators as they are still very small and vulnerable. Fry might stay in fresh water for up to three years but then begin their long and tiring journey to the sea. To adapt to life in salt water, the fry go through a transition called smolting and turn into approximately 200 smolt

from the original 5,000 eggs. After arriving in the sea, the young adults turn into mature adults – about 10 in all – and remain in the sea for between one to five years. They then swim back to the same river where they were born to find a mate and lay eggs.

Questions 1–7

Complete the flow chart below.

Choose NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

LIFE CYCLE OF A SALMON

female salmon lay 1. _____

the eggs are laid in 2. _____

in a few days adults 3. _____

alevin feed on 4. _____

many fry are eaten by 5. _____

smolt are able to live in 6. _____

adults stay in the sea for up to 7. _____

they return to lay eggs in the place they were first born

Now look at this longer reading passage and complete the diagram that follows.

Memory

We'll begin our discussion of memory with a comprehensive and influential model of how human memory works. The model is called the modal model and was developed by Atkinson and Shiffrin (1968) to describe how information is encoded, stored, and retrieved from memory. The model is not the only one proposed and models have since become even more complex and specific, but this model will help you understand some of the important processes that are part of our memory, as well as introduce some of the major terms and concepts important for understanding how memory works.

The first part of the model involves sensory input from the environment in the form of stimuli that we encounter in our everyday lives. For example, suppose that you are having a conversation with a friend. Your senses automatically register everything in the environment in different ways. You can hear what your friend is saying to you, the cars passing by the street, and the chirps of the birds flying overhead. You can see your friend standing in front of you, the people passing by behind, and the building even further in the distance. You can smell the mulch in the planter, your friend's cologne, and the sawdust from a construction site.

All of this information is registered in sensory stores, each compartmentalized by mode: visual, auditory and haptic, according to Atkinson and Shiffrin. These sensory stores hold the information for a very short period of time (e.g. a few seconds) and then the information is either sent to a short-term store or disappears to make room for new information as it comes in. This is necessary, because we are constantly bombarded with new information and if this was all stored in our memory for more than a few seconds, we would quickly run out of storage space. Information that gets processed in some way (e.g. we pay particular attention to it or we rehearse it) is forwarded from the sensory stores to the short-term store. This also has a limited capacity, but the capacity can be increased by storing information in different ways (e.g. organization strategies).

The short-term store can hold information for up to about a minute, but this time limit can also be increased by certain techniques (e.g. rehearsal). For example, suppose you call the operator for a phone number you want. The operator gives you the phone number, but you have nothing to write it on before you redial. What do you do? Well, one obvious strategy is to repeat the number to yourself over and over. You are rehearsing the number and keeping it in the short-term store until you need to dial it (called response output from the short-term store).

If you were to rehearse the number for a long time, it might get stored in a more permanent place in memory called the long-term store. According to Atkinson and Shiffrin, the long-term store is the place in our memory where information can be held for long periods of time (minutes up to many years). This does not mean that information can always be accessed from the long-term store.

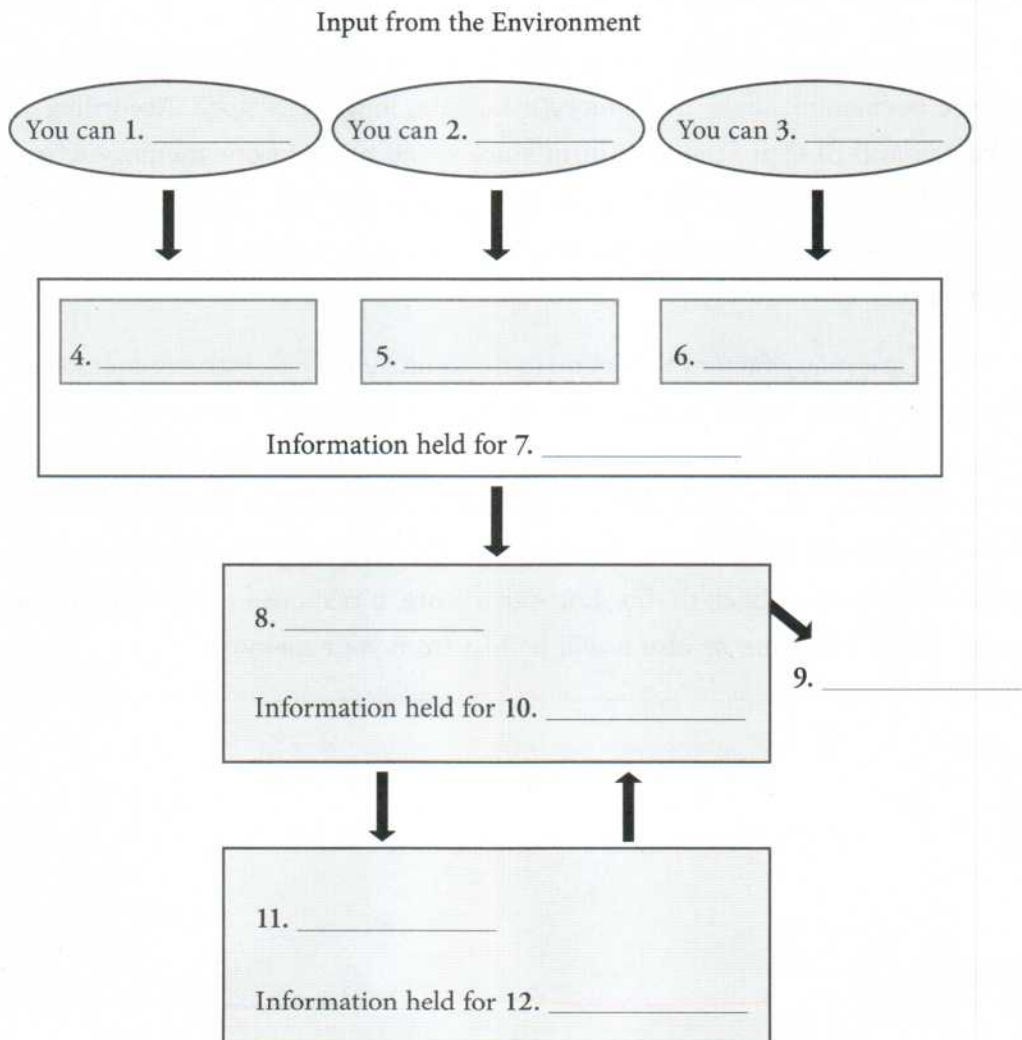
There are many factors that contribute to our ability to retrieve memories. According to the model though, to retrieve information, it must be accessed from the long-term store and moved into the short-term store for a response output. This process can be aided or impeded, depending on the way in which we try to retrieve the memory. But because the retrieval process involves moving the information back to the short-term store, a response needs to be made within about a minute or else it will be lost from your memory.

Questions 1–12

Complete the flow chart below.

Choose **NO MORE THAN THREE WORDS** for each answer.

Atkinson-Shiffrin Model (1968)



7. Matching

Here you have to pair up pieces of information to form a perfect match. For example, you might have to:

1. Match the names of different people with what they said.
2. Match the names of different people with what they did.
3. Match the two halves of different sentences together.

The Origin of Language



The question of the origin of language is one that has been raised and discussed repeatedly at least since the eighteenth century. Before that it was supposed that language must have been part of God's gift to Adam. There was a tradition of linguistic inquiry that sought to discover what original tongue it was that Adam spoke, but the question of how he came to be able to speak at all was not really raised.

In the eighteenth century, especially in France, the idea that human characteristics could be accounted for by nature rather than by Divine gift was widely discussed, and such figures as Rousseau, Condillac and Maupertuis, among others, attempted to show that language could have had natural beginnings or could have been invented by natural reason. There were some who countered this – for example, the Lutheran pastor Sussmilch who, in 1756, attempted to refute the arguments of Maupertuis that language was an invention by showing that its intricate, and systematic, patterning could not be the product of human reason alone but must have been the creation of God.

However, it was the German philosopher Herder who, in 1772, won the competition set by the Berlin Academy of Sciences with an essay that refuted all arguments for a Divine origin of language. For a long time his statement was considered to have settled the question.

The nineteenth century saw the development of historical linguistics and, for a time, this seemed to give new life to the question of language origins. It was found that careful and systematic comparison of related languages could lead to a reconstruction of older languages of which they were descendants. In particular, much effort was expended in the reconstruction of Indo-European, the language proposed as ancestral to many languages of Europe and to some of India. For a time it was thought that such historical work could lead to an understanding of the nature of earlier forms of language and perhaps, eventually, to an insight into its earliest form.

However, it soon became apparent that this was impossible. In reconstructing the ancestors of languages presently spoken, it was realized that all you could do was to reconstruct versions of language which, though precedents for contemporary forms, were no different in principle from those that could be directly observed. It was realized that such reconstructions, whatever they might tell us about how specific languages change with time, could throw no light on the issue of how language came about in the first place.

Furthermore, as historical work proceeded and more and more languages were carefully examined, it appeared that the changes languages undergo with time, though to some degree lawful, were neither consistent nor progressive. It was not found, for instance, that older languages were simpler than contemporary languages, nor was it found possible to show that any of the various types of language proposed – such as ‘isolating’, ‘agglutinating’ or ‘inflecting’ – represented earlier or later stages in language development. In other words, the changes that languages were found to undergo with time were manifestly not to be accounted for by any clear process of evolution. The practitioners of historical linguistics, accordingly, abandoned any quest for a general theory of language development, and they gave up the idea that their work could throw light on language origins.

By the end of the first decade of the twentieth century, the emphasis in linguistics had shifted from historical analysis to the analysis of the synchronic structure of languages. De Saussure’s argument that historical (diachronic) analysis was not relevant for understanding the organization of a given linguistic system when considered in its use by a community of speakers had an important influence. In addition, Franz Boas and his pupil Edward Sapir, working in North America,

showed that the languages of the Native Americans had to be understood in their own terms, since they had grammars and sound systems that could not be comprehended in terms of systems derived from European languages.

This work helped to show that the languages of so-called 'primitive' peoples were just as complicated as the most sophisticated and modern of European languages, and that there was no evidence for the preservation of earlier forms of language. The development of methods for describing the diversity of human languages became a major preoccupation for linguistics, and questions about the origin of the human capacity for language, or of how languages had evolved from earlier forms to those of the present, seemed less and less relevant. Speculation about language origins thus appeared worthless, for there was no evidence on which it could be based. Anyone's guess was as good as another's. The wastepaper baskets of London were perhaps, after all, the best destination for such imaginings.

Questions 1–3

Look at the following statements and the list of people below.

Match each statement with the correct person.

1. Felt that historical analysis was irrelevant
2. Believed that it was impossible for all languages to be explained with one system
3. Felt that human language was Divine

List of People

- A Condillac
- B Boas
- C Herder
- D Sussmilch
- E De Saussure

Questions 4–9

Complete each sentence with the correct ending, A–F, below.

4. An insight into the earliest form of the Indo-European language
5. A comparative study of similar languages
6. A philosopher
7. Language before the 18th century
8. An “unsophisticated” language
9. A study into the evolution of language

- A was recognised for his views on the Divine origin of language.
- B was seen to be as complex as any modern language.
- C was a way to better understand their ancestral languages.
- D was impossible.
- E was thought of as Adam’s gift from God.
- F was seen as pointless.

The Penny Black



In 1840, the United Kingdom introduced the penny black, the first adhesive postage stamp issued anywhere in the world.

For many years the postal service in the U.K. had been a very expensive service for ordinary people to use. The costs were prohibitive, a single letter sometimes costing a working person’s full day’s wage. The postal system also had many strange anomalies, such as certain categories of mail going free (and being, therefore, paid for by the charges on others), newspapers going for nothing, most mail being paid for by the addressee rather than by the sender, and so on.

There were moves for postal reform for many years, until eventually these moves started gathering some force through the attention of many, amongst whom Rowland Hill is the best known, and Robert Wallace, MP for Greenock, was instrumental. The story is long and involved, but eventually The Penny Postage Bill was passed by Parliament on 17th August 1839. Some basic elements of the plan were the lowering of postage rates for basic letters to one penny, the removal of certain idiosyncrasies, that prepayment would become normal, and the availability of printed envelopes, letter sheets, and labels to show prepayment. The “labels” were the penny black and twopence blue.

A bookseller and printer from Dundee, James Chalmers, holds a strong claim to be the actual inventor of the adhesive postage stamp. He is said to have been interested in postal reform from about 1822, and to have printed samples of his idea for printed gummed labels in August 1834. It seems that, although Hill also presented the idea of adhesive stamps, he was probably keener on the use of standard prepaid letter folders, such as were issued in 1840 using a design by William Mulready.

The new stamps went on sale on 1st May 1840, and were valid for postage from 6th May 1840 (although some were used during the 1st–5th May period). The Mulreadies were issued at the same time. Public reaction to these new items was quite the opposite to Rowland Hill’s expectations. The labels were well received and admired; the Mulready design was lambasted and ridiculed. Initial supplies of the stamps were rushed through the printing and distribution process, but supplies soon caught up with requirements.

The stamps were printed in sheets of 240, engraved on steel plates, on gummed paper with a single small crown watermark on each stamp. Eleven different printing plates were used, and it is possible in almost every case to work out which plate any individual stamp was printed from by little characteristics. Things like the positioning of the corner letters within their squares, the presence of the “O flaw”, which rays of the stars in the upper corners are broken at what points, and so on can point to a correct plate identification, but more specialised literature is required in order to do this. Some plates are scarcer than others, plate 11 being the scarcest.

Every penny black stamp has letters in the lower two corners. These simply identify what sheet position the stamp occupied. When the printing plates were produced, the lower squares were blank, and the letters were punched in by hand.

The left square letter shows which horizontal row the stamp was in – the first row being A, the second B, and so on down to the twentieth row with T. The right square letter indicates the vertical column, again with A for the first column, B, C, and so on across to L for the last (twelfth) column. It should be noted, therefore, that each letter combination is just as common or as scarce as any other.

There were 68,158,080 penny blacks issued (yes, 68 million!), and even with only a 2% survival rate, there are likely to be about 1.3 million still in existence. The survival rate may well be considerably higher than 2%, as it should be remembered that in 1840 the use of envelopes was unusual, most letters being written, folded, and sealed with sealing wax; this meant that whenever a letter was filed in a lawyer's office, bank, etc., the whole thing would be kept – letter and outer cover including the adhesive stamp.

Aspects of condition, physical condition – any fault such as a thin tear, crease, or stain will lower the value, and the number, size, and regularity of the margins make a big difference to value. The stamps were not perforated, and had to be separated using scissors or a knife. As there was only about 1mm between one stamp and another, it was very easy to stray just a little and cut into the printed design of the stamp. A stamp with two full margins and perhaps a couple of other part margins is about average. Collectors will pay higher prices for examples with four good, wide, and even margins.

Questions 1–4

Look at the following people (and organisation) and the list of statements below.

Match each person or organisation with the correct statement.

1. Rowland Hill
2. James Chalmers
3. William Mulready
4. Parliament

List of Statements

- A Introduced new legislation to lower cost of sending letters
- B Designed a prepaid letter folder
- C Designed the printing plates
- D Preferred prepaid letter folders
- E Interested in postal reforms since the 1830s
- F Probably invented adhesive postage stamps

Questions 5–9

Complete each sentence with the correct ending, A–G, below.

5. After reforms, most mail was
6. Every penny black was
7. Putting a letter in an envelope was
8. Each steel printing plate was
9. Keeping the borders of each stamp was

- A unusual in 1840.
- B able to print sheets of 240 stamps.
- C paid for by the sender.
- D very difficult to achieve.
- E very expensive to send.
- F designed with two letters in the bottom corners.
- G quickly accepted.

8. Paragraph Selection

In this question type, you have to match each statement with a particular paragraph or section in the reading passage. To understand this more clearly, look at four statements, Questions 1–4, and match them to four paragraphs A, B, C and D taken from an article called **The Unexplained Powers of Animals**.

A

Most research on animal navigation has been carried out with homing pigeons, and this research over many decades has served only to deepen the problem of understanding their direction-finding ability. Navigation is goal-directed and implies that the animals know where their home is even when they are in an unfamiliar place, and have to cross unfamiliar terrain.

B

Homing pigeons can find their way back to their loft over hundreds of miles of unfamiliar terrain. Migrating European swallows travel thousands of miles to their feeding grounds in Africa, and in the spring return to their native place. Some dogs, cats, horses and other domesticated animals also have a good sense of direction and can make their way home from unfamiliar places many miles away.

C

Pigeons do not know their way home by remembering the twists and turns of the outward journey, because birds taken in closed vans by devious routes find their way home perfectly well, as do birds that have been anaesthetized on the outward journey, or transported in rotating drums. They do not navigate by the sun, because pigeons can fly home on cloudy days and can even be trained to navigate at night. However, they may use the sun as a simple compass to keep their bearings. Although they use landmarks in familiar terrain, they can fly home from unfamiliar places hundreds of kilometres from their home, with no familiar landmarks. They cannot smell their home from hundreds of miles away, especially when it is downwind, although smell may play a part in their homing ability when they are close to familiar territory.

D

Some biologists hope that the homing of pigeons might turn out to be explicable in terms of a magnetic sense. But even if pigeons have a compass-sense (which is not proven), this could not explain their ability to navigate. If you were taken blindfold to an unknown destination and given a compass, you would know where north was, but not the direction of your home.

Questions 1–4

Which paragraph contains the following information?

1. Navigational ability of pigeons is not easily confused.
2. Hope for explanation still poses problems.
3. Importance of homing pigeons in navigational research
4. An explanation of why pigeons are not unique in their ability to navigate



9. True / False / Not Given

The skill needed here is to be able to compare a statement with information from the passage and decide if it is either true, false, or not given.

As you start to practise this question type, it is important to remember that everything in the passage is true. What you have to decide is whether or not the statements you are given are also true. If true, then you will be able to find a sentence in the passage that states the same information. Keywords will help you find the right sentence to read.

The statements have usually been changed in some way (paraphrased) to make it harder to see the connection between them and the sentences in the passage. For instance, look at the short passage taken from an article about the conservation of the saiga antelope in Central Asia. Then, answer the four questions that follow. Are they **TRUE**, **FALSE** or **NOT GIVEN**?

The Saiga Antelope

In 1993 more than a million saiga antelope (*Saiga tatarica*) crowded the steppes of Central Asia. However, by 2004 just 30,000 remained, many of them female. The species had fallen prey to relentless poaching – with motorbikes and automatic weapons – in the wake of the Soviet Union's collapse. This 97% decline is one of the most dramatic population crashes of a large mammal ever seen. Poachers harvest males for their horns, which are used in fever cures in traditional Chinese medicine. The slaughter is embarrassing for conservationists. In the early 1990s, groups such as WWF actively encouraged the saiga hunt, promoting its horn as an alternative to the horn of the endangered rhino. "The saiga was an important resource, well managed by the Soviet Union," says John Robinson, at the Wildlife Conservation Society (WCS) in New York City, US. "But with the breakdown of civil society and law and order, that management ceased."

Questions 1–4

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

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

1. In the early nineties, Central Asia's steppes were home to over one million saiga.
2. This 97% decline is the most dramatic population crash of a large mammal ever seen.
3. Traditional Chinese medicine uses the poached horns of male members of the group.
4. The WWF managed to save many rhinos because it encouraged the hunting of saiga.

Small changes make all the difference

As Question 2 about the saiga antelope shows, you must be careful with sentences that seem to be stating the same thing but might change the meaning in some way. Words like **more than**, **might**, **must** can either be left out of or put into a sentence and change the meaning. Question 2 states that "This 97% decline is **the most** ...". But in the passage it states "**one of the most** ...", so the answer must be **FALSE**.

For some questions, the passage might not have any information connected to a **NOT GIVEN** question (not even keywords). In other situations, keywords might be found but not enough information is given in the passage for you to say if the statement is **TRUE** or **FALSE**. Avoid a situation where you spend too long looking for information. It is possible that the answer is **NOT GIVEN**.

Now look at the reading passage on creating synthetic life and answer the questions that follow.

Have Researchers Created Synthetic Life at the J. Craig Venter Institute?

Researchers often insert a gene or two into an organism in order to make it do something unique. For example, researchers inserted the insulin gene into bacteria in order to make them produce human insulin. However, researchers at the J. Craig Venter Institute (JCVI) in Rockville, MD, have now created organisms that contain a completely synthetic genome. This synthetic genome was designed by computer, resulting in the "first self-replicating species ... whose parent is a computer", as stated by Dr. Venter, the lead scientist on this project.

In essence, the JCVI scientists took the genome of one bacterial species, *M. mycoides*, synthesized it from scratch, and then transplanted it into a different bacterial species, *M. capricolum*. The DNA was synthesized as a series of cassettes or pieces, spanning roughly 1,080 bases (the chemical units that make up DNA) each. These cassettes were then painstakingly assembled together and slowly input into the *M. capricolum* species.

The JCVI researchers also included several "watermarks" in the synthetic genome. Because DNA contains introns, which are non-expressed spans of DNA, as well as exons, which are expressed spans of DNA, much of the code can be altered without affecting the final organism. Also, the four bases of the DNA code – A, C, G, and T – can combine into triplets to code for 20 amino acids (the chemical units of which protein is composed), as well as start and stop instructions for gene expression. These amino acids are designated by single alphabetical letters; for example, tryptophan is designated by the letter W. Thus, by using the amino acid "alphabet", the JCVI researchers were able to insert sequences of DNA that were specifically designed to spell out the names of study authors, project contributors, web addresses, and even include quotations from James Joyce and Richard Feynman. Such engineering helped clarify that the *M. capricolum* genome is completely synthetic and not a product of natural bacterial growth and replication.

Over one million total bases were inserted into *M. capricolum*. The final result was a bacterial cell that originated from *M. capricolum*, but behaved like and expressed the proteins of *M. mycoides*. This synthetic *M. mycoides* bacterium was also able to self-replicate, a fundamental quality of life.

The demonstration that completely synthetic genomes can be used to start synthetic life promises other exciting discoveries and technologies. For example, photosynthetic algae could be transplanted with genomes that would enable these organisms to produce biofuel. In fact, the ExxonMobil Research and Engineering Company has already worked out an agreement with Synthetic Genomics, the company that helped fund the JCVI research team, to start just such a project.

While some researchers agree that the technical feat of the JCVI team is astounding, detractors point to the difficulty of creating more complicated organisms from scratch. Other researchers point to the fact that some biofuels are already being produced by microorganisms via the genetic engineering of only a handful of genes. And Dr. David Baltimore, a leading geneticist at CalTech, has countered the significance of the work performed by the JCVI research team, stating that its lead researcher, Dr. Venter, "has not created life, only mimicked it".

Questions 1–7

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

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

1. DNA was also injected into animals.
2. Bacteria have been made to produce insulin.
3. Tryptophan is one example of an amino acid.
4. Bacteria were taught to spell.
5. Fuel is already being produced using genetically altered algae.
6. The research team gave money to ExxonMobil.
7. The synthetic bacteria can only replicate for several generations.

Now look at the next reading passage and answer the questions that follow.

Alaskans' vitamin D production slows to a halt

Interested people are needed to participate in a one-year study to assess the effects of long dark winters on the vitamin D and calcium levels of Fairbanks residents.

So began a recruitment poster Meredith Tallas created 25 years ago. Now living in Oakland, California, Tallas was a University of Alaska Fairbanks student in 1983 who wanted to study how levels of a vitamin related to sun exposure fluctuated in people living so far from the equator.

"The most obvious vitamin to study in Alaska is vitamin D, because of the low light in winter," Tallas said recently over the phone from her office in Berkeley.

Forty-seven people responded to Tallas' 1983 request, and her master's project was underway. By looking at the blood work of those Fairbanks residents every month and analyzing their diets, she charted their levels of vitamin D, which our skin magically produces after exposure to a certain amount of sunshine. We also get vitamin D from foods, such as vitamin D-enriched milk and margarine, and fish (salmon are a good source). Vitamin D is important for prevention of bone diseases, diabetes and other maladies.

If you live at a latitude farther north than about 42 degrees (Boston, Detroit, or Eugene, Oregon), the sun is too low on the horizon from November through February for your skin to produce vitamin D, according to the National Institutes of Health. Tallas also saw another potential Alaska limitation on the natural pathway to vitamin D production.

"Most outdoor activity requires covering all but the face and hands approximately seven months of the year," she wrote in her thesis. "During the summer months, residents keep much of their bodies clothed because of the persistent and annoying mosquitoes and biting flies and because of this, an Alaskan summer suntan becomes one of the face and hands."

But even over bundled people like Alaskans show signs of enhanced vitamin D production from the sun. Tallas found the highest levels of vitamin D in the

Fairbanks volunteers' blood in July, and the lowest levels in March. Tallas attributed the July high occurring about a month after summer solstice to the time needed for the body's processing of sunlight and the conversion to vitamin D.

In Tallas' study, volunteers showed low levels of vitamin D in winter months, but most got sufficient doses of vitamin D from sources other than the sun. Tallas also found that males had an average of 16 percent more vitamin D in their blood throughout the study, which she attributed in part to men being outside more.

In charting an average for people's time outside (you can't convert sunlight to vitamin D through windows), she found December was the low point of sunlight exposure, when sun struck the skin of her volunteers for less than 20 minutes per day. People spent an average of more than two hours exposed to Alaska sunlight in June and July. They seemed to hunker down in October, when time outside in the sun dropped to about half an hour after almost two hours of daily sun exposure in September.

Vitamin D levels in the volunteers' blood dropped in August, September, October, November, December, January, February, and March, but Tallas saw an occasional leap in midwinter. "When someone had gone to Hawaii, we could see, very exactly, a significant spike in their vitamin D levels," Tallas said. "The only surprise was how it came a month or two after."

In her thesis, Tallas wrote that a midwinter trip to somewhere close to the equator would be a good thing for boosting Alaskans' vitamin D levels. "Presuming that an individual's lowest circulating vitamin D level is found in March or April, such trips could potentially have a very significant effect in improving late winter vitamin D status," she wrote in her thesis. "Unfortunately a majority of Alaskan residents do not take such trips often." An easy alternative for Alaskans not travelling southward during the winter is eating foods rich in vitamin D or taking vitamin D supplements, Tallas said.

Questions 1–9

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

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

1. Tallas wanted to know why the levels of vitamin D were lower in people from Alaska.
2. Men, women and children volunteered for the study.
3. People in Boston have higher levels of diabetes.
4. Vitamin D levels were found to peak in July.
5. All of the volunteers obtained high enough levels of vitamin D in the winter.
6. Men had higher levels of vitamin D.
7. People become depressed in the winter because of the lack of sunlight.
8. Vitamin D levels dropped over eight consecutive months.
9. Many Alaskans go on trips in the winter.

10. Yes / No / Not Given

As with the True / False / Not Given questions, you must compare a statement with information from the passage and decide if it is either yes, no or not given.

Coral Triangle

The Philippines is part of the so-called “coral triangle”, which spans eastern Indonesia, parts of Malaysia, Papua New Guinea, Timor Leste and the Solomon Islands. It covers an area that is equivalent to half of the entire United States.

Although there are 1,000 marine protected areas (MPAs) within the country, only 20 per cent are functioning, the update said. MPAs are carefully selected areas where human development and exploitation of natural resources are regulated to protect species and habitats.

In the Philippines, coral reefs are important economic assets, contributing more than US\$1 billion annually to the economy.

“Many local, coastal communities do not understand or know what a coral reef actually is, how its ecosystem interacts with them, and why it is so important for their villages to preserve and conserve it,” Southeast Asian Centre of Excellence (SEA CoE) said in a statement.

Unknowingly, coral reefs – touted to be the tropical rainforest of the sea – attract a diverse array of organisms in the ocean. They provide a source of food and shelter for a large variety of species including fish, shellfish, fungi, sponges, sea anemones, sea urchins, turtles and snails.

A single reef can support as many as 3,000 species of marine life. As fishing grounds, coral reefs are thought to be 10 to 100 times as productive per unit area as the open sea. In the Philippines, an estimated 10-15 per cent of the total fisheries come from coral reefs.

Not only coral reefs serve as home to marine fish species, they also supply compounds for medicines. The AIDS drug AZT is based on chemicals extracted from a reef sponge while more than half of all new cancer drug research focuses on marine organisms.

Unfortunately, these beautiful coral reefs are now at serious risk from degradation. According to scientists, 70 per cent of the world's coral reefs may be lost by 2050. In the Philippines, coral reefs have been slowly dying over the past 30 years.

The World Atlas of Coral Reefs, compiled by the United Nations Environment Program (UNEP), reported that 97 per cent of reefs in the Philippines are under threat from destructive fishing techniques, including cyanide poisoning, overfishing, or from deforestation and urbanization that result in harmful sediment spilling into the sea.

Last year, Reef Check, an international organization assessing the health of reefs in 82 countries, stated that only five per cent of the country's coral reefs are in "excellent condition". These are the Tubbataha Reef Marine Park in Palawan, Apo Island in Negros Oriental, Apo Reef in Puerto Galera, Mindoro, and Verde Island Passage off Batangas.

About 80-90 per cent of the incomes of small island communities come from fisheries. "Coral reef fish yields range from 20 to 25 metric tons per square kilometre per year for healthy reefs," said Angel C. Alcala, former environment secretary.

Alcala is known for his work in Apo Island, one of the world-renowned community-run fish sanctuaries in the country. It even earned him the prestigious Ramon Mag-saysay Award. Rapid population growth and the increasing human pressure on coastal resources have also resulted in the massive degradation of the coral reefs. Robert Ginsburg, a specialist on coral reefs working with the Rosenstiel School of Marine and Atmospheric Science at the University of Miami, said human beings have a lot to do with the rapid destruction of reefs. "In areas where people are using the reefs or where there is a large population, there are significant declines in coral reefs," he pointed out.

"Life in the Philippines is never far from the sea," wrote Joan Castro and Leona D'Agnes in a new report. "Every Filipino lives within 45 miles of the coast, and every day, more than 4,500 new residents are born."

Estimates show that if the present rapid population growth and declining trend in fish production continue, only 10 kilograms of fish will be available per Filipino per year by 2010, as opposed to 28.5 kilograms per year in 2003.

Questions 1–5

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

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

1. The natural resources in twenty per cent of the marine protected areas are still exploited.
2. Coral reefs make better fishing areas than the open sea.
3. All of the coral reefs in the Philippines will be destroyed by 2050.
4. Humans are one reason why coral reefs are decreasing in size.
5. Available fish resources in the Philippines are expected to reduce by more than 60% over a period of seven years.

Remember: If you are asked to answer by writing YES / NO / NOT GIVEN, then you must complete the answer sheet with the word YES, NO or NOT GIVEN. Do not write Y, N or NG or even worse TRUE, FALSE, or T and F.

As with every question type,

ALWAYS READ THE INSTRUCTIONS

11. Heading Matching

For many candidates, this is the most difficult question type in the test and takes a lot of time. Here you have to choose the most appropriate heading for each paragraph from a list of headings given to you. There are more headings in the list than you actually need.

Probably the best way to fully understand why each paragraph has been written is to read the whole paragraph but this takes time. Remember you have, on average, one and a half minutes per question, so quicker ways should be tried. There are several methods that are important to know about.

Method One

The main idea of a paragraph is expressed in the topic sentence and this is often the first sentence in a paragraph. Reading this could be enough to pick the correct heading.

Method Two

The last sentence of each paragraph provides a conclusion to the main idea in the paragraph and can lead to the correct heading.

Although methods one and two can work very well, they are not foolproof. Sometimes, these sentences can result in the wrong heading being picked. One reason this may happen is because there might be one or more sentences before the topic sentence, linking the new paragraph to the previous paragraph. If you read the first sentence only, you might pick the heading for the previous paragraph.

In the same way, the conclusion might be linking the existing paragraph to the next paragraph. You might end up choosing the heading for the next paragraph rather than the one you are reading.

However, if you have read the first and last sentences, but are still unsure, the third method might help.

Method Three

Information in the middle of the paragraph develops the main idea through an example, a definition, an analysis of the idea, a description of the point being discussed,

and so on. Through this, you might understand more clearly (perhaps more easily than the topic sentence) what the main idea is and, therefore, what the heading should be.

How to choose a heading

Example 1

If a heading takes the form of a question, then the paragraph must answer the question. If it doesn't, it cannot be the right heading. Look at the paragraph about the Northern Lights. The first sentence in the paragraph answers the heading question. The other sentences add further detail to the answer.

Heading: What causes the Northern Lights?

The Northern Lights are actually the result of collisions between gaseous particles in the Earth's atmosphere with charged particles released from the sun's atmosphere. Variations in colour are due to the type of gas particles that are colliding. The most common auroral colour, a pale yellowish-green, is produced by oxygen molecules located about 60 miles above the earth. Rare, all-red auroras are produced by high-altitude oxygen, at heights of up to 200 miles. Nitrogen produces blue or purplish-red aurora.

Example 2

The next heading is not a question but clearly states the paragraph must have information about problems concerning the asteroid theory. The first sentence introduces the main idea, the asteroid impact theory and problems associated with it. The other sentences develop the problems.

Heading: Problems with the Asteroid Theory

Whilst an asteroid impact has gained ground over most other theories, there still remain problems with the theory. Palaeontologists have yet to find dinosaur fossils dating to the time of the impact, and some evidence suggests dinosaurs may have already been extinct before this event. In fact dinosaurs had been steadily declining for tens of thousands of years before the Chicxulub asteroid impacted.

Example 3

You have seen in the first two examples (particularly Example 2) that keywords can play an important part in pointing you towards the right heading. Keywords might, however, lead you to pick the wrong heading if you are not careful. Look at the next paragraph and decide which of the two headings provided is more suitable.

Heading 1: Tea in China

Heading 2: Tea in Japan

The exhibition also explores tea's enormous significance in **Japan**, where it was first introduced during the early Heian period (794–1185) by monks who travelled to **China** to study Zen Buddhism. Tea was consumed in monasteries and in some aristocratic circles, but it was not until the late 12th century that its role in art and culture became more prominent, after a Buddhist priest brought back to **Japan** the powdered tea (known as *matcha*) then popular in **China**.

In Example 3, the paragraph mentions China twice and Japan twice, with both sentences mentioning both countries. So, how do you decide which heading to choose? Read the paragraph again and decide which country is being stressed more.

The heading for this paragraph is **Tea in Japan**. You're excellent if you have got it right.

Example 4

The next example shows two paragraphs – A and B – from an article about the formation of deserts around the world. Both paragraphs contain a few of the same words, **forest, forests, soil, soils, cultivation, problem, problems**.

If a heading contains one or all of these words, it would be difficult to choose between the two paragraphs if you only base your judgment on these keywords. Remember, although keywords might be able to help you, it is also possible to have headings where words do not appear in the passage.

Look at paragraphs A and B and try to see what the main focus is in each paragraph and pick a suitable heading for each from the list above them.

Heading 1: Too much cultivation of forest soil

Heading 2: Many problems but no solution

Heading 3: A need to grow more food

A

The problem with this strategy is that more and more land gets used for cash crops, meaning that forests are destroyed to make way for more cultivation. Forest soils are often unsuitable for growing crops, and so turn into desert within a few years. Also, as more cash crops are grown, less land is used to grow crops to feed the people who live there. The balance needs to be changed so that less crops are grown for cash.

B

Soils can be ruined easily in areas where seasonal rainfall is unreliable. Cutting down forests and trees, overcultivation of the soil and overgrazing can all contribute to desertification. In poorer countries, farmers often know what needs to be done, but they and their families live so near to starvation that they cannot even afford to buy what they need to keep their families healthy, let alone attempt to solve their problems.

The first paragraph focuses more on crops (or cash crops) and the second paragraph focuses more on people (farmers and families). The most suitable headings would be the third heading for the first paragraph and the second heading for the second paragraph.

Remember: This type of information can only be obtained quickly by developing your reading and scanning skills.

Example 5

For the next three paragraphs (A, B and C), select the best heading from the three possible choices given above each paragraph. Do not focus only on keywords. Keywords will only help if they, in some way, reflect the main idea of a paragraph.

A

Crossing the Channel Tunnel / Pullman Trains / Folkestone Harbour

The Pullman train terminates at Folkestone West (a small station just west of Folkestone Central), where passengers transfer to a waiting fleet of executive road coaches. Until 2007 the Venice Simplon Orient Express went down to Folkestone Harbour to meet the buses, reaching the Harbour station via a slow descent of the steep 1 in 30 gradient on the weed-strewn branch line to the seafront, a historic line once used by regular boat trains. The coaches cross the Channel somewhat unauthentically on board a vehicle-carrying shuttle train through the Channel Tunnel. At Calais, the coaches drive off the shuttle train at the Eurotunnel terminal and head for Calais Ville station. Calais Maritime station, where the ferries originally arrived to connect with the trains to Paris and beyond, was closed and tarmaced over in 1994 following the start of Eurostar services via the Channel Tunnel.

B

Aboard the Titanic / Travelling in Style / Jaded Travellers

For four days the ship's elite passengers revelled in the brand new amenities of the Titanic, replete with every modern luxury known at the time. During the early part of the 20th century, it was considered quite sophisticated for wealthy families to spend portions of their time in Europe, which necessitated crossing the Atlantic at least once per year. Even to these jaded travellers, however, the Titanic ship was like no other. Nothing had been spared to ensure the comfort of the first-class guests. The ship was even equipped with only 20 lifeboats so that precious deck space for the first-class passengers would not be taken up by bulky lifeboats.

C

Beautiful Mansions and Statues / Heaven & Hell / Dharma and Sitragupta

The eastern half of the south gallery, the ceiling of which was restored in the 1930s, depicts the punishments and rewards of the 37 heavens and 32 hells. On the left the upper and middle tiers show fine gentlemen and ladies proceeding towards 18-armed Yama (the judge of the dead) seated on a bull; below him are his assistants, Dharma and Sitragupta. On the lower tier is the road to hell, along which the wicked are dragged by devils. To Yama's right, the tableau is divided into two parts by a horizontal line of Garuda (half-man, half-bird creatures): above, the elect dwell in beautiful mansions, served by women, children and attendants; below, the condemned suffer horrible tortures.

Heading instructions

Each paragraph has been written with one main point to express. It is your job to find out what it is because this helps you pick its correct heading. One example is usually given, so you do not need to look at this paragraph. Start with the next paragraph that needs a heading. You can answer the questions in any order.

Questions 1–5

The reading passage has six paragraphs, A–F.

Choose the correct headings for paragraphs B–F from the list below.

Headings	
i	Bills of exchange
ii	The English Civil War
iii	Gold standard
iv	The Knights Templar
v	Paper money
vi	Goldsmith bankers
vii	Chinese copper coins
viii	Virginian money
ix	Intangible money
x	The British pound

Example	Answer
Paragraph A	v

- Paragraph B
- Paragraph C
- Paragraph D
- Paragraph E
- Paragraph F

Money



- A** In China the issue of paper money became common from about AD 960 onwards but there had been occasional issues long before that. A motive for one such early issue, in the reign of Emperor Hien Tsung 806–821, was a shortage of copper for making coins. A drain of currency from China, partly to buy off potential invaders from the north, led to greater reliance on paper money with the result that by 1020 the quantity issued was excessive, causing inflation. In subsequent centuries, there were several episodes of hyperinflation and after about 1455, after well over 500 years of using paper money, China abandoned it.
- B** With the revival of banking in western Europe, stimulated by the Crusades, written instructions in the form of bills of exchange came to be used as a means of transferring large sums of money and the Knights Templar and Hospitallers functioned as bankers. (It is possible that the Arabs may have used bills of exchange at a much earlier date, perhaps as early as the eighth century.) The use of paper as currency came much later.
- C** During the English Civil War, 1642–1651, the goldsmiths' safes were secure places for the deposit of jewels, bullion and coins. Instructions to goldsmiths to pay money to another customer subsequently developed into the cheque (or check in American spelling). Similarly goldsmiths' receipts were used not only for withdrawing deposits but also as evidence of ability to pay and by about 1660 these had developed into the banknote.
- D** In England's American colonies, a chronic shortage of official coins led to various substitutes being used as money, including, in Virginia, tobacco, leading to the development of paper money by a different route. Tobacco leaves have drawbacks as currency and consequently certificates attesting

to the quality and quantity of tobacco deposited in public warehouses came to be used as money and in 1727 were made legal tender.

E Although paper money obviously had no intrinsic value, its acceptability originally depended on its being backed by some commodity, normally precious metals. During the Napoleonic Wars, convertibility of Bank of England notes was suspended and there was some inflation which, although quite mild compared to that which had occurred in other wars, was worrying to contemporary observers who were used to stable prices and, in accordance with the recommendations of an official enquiry, Britain adopted the gold standard for the pound in 1816.

F The break with precious metals helped to make money a more elusive entity. Another trend in the same direction was the growing interest in forms of electronic money from the 1990s onwards. In some ways, e-money is a logical evolution from the wire transfers that came about with the widespread adoption of the telegraph in the 19th century but such transfers had relatively little impact on the everyday shopper.

Questions 1–5

The reading passage has six paragraphs, A–F.

Choose the correct headings for paragraphs B–F from the list below.

Headings

- i Symbols of emotion
- ii Blending therapies
- iii Isaac Newton
- iv The Middle Ages
- v Getting ready for war
- vi Freedom to choose
- vii Colours from nature

- viii Many positive uses
- ix Dying fabrics
- x Splitting colours

Example	Answer
Paragraph A	vii

1. Paragraph B
2. Paragraph C
3. Paragraph D
4. Paragraph E
5. Paragraph F

Colour Through the Ages

A The ancient Egyptians have been recorded to have been using colour for cures and ailments. They worshipped the sun, knowing that without light there can be no life. They looked at nature and copied it in many aspects of their lives. The floors of their temples were often green – as the grass which then grew alongside their river, the Nile. Blue was a very important colour to the Egyptians too, the colour of the sky. They built temples for healing and used gems (crystals) through which the sunlight shone. They would have different rooms for different colours. We could perhaps relate our present methods of colour/light therapy to this ancient practice.

B During the Middle Ages, Paracelsus reintroduced the knowledge and philosophy of colour using the power of the colour rays for healing along with music and herbs. Unfortunately, the poor man was hounded throughout Europe and ridiculed for his work. Most of his manuscripts were burnt, but now he is thought of, by many, to be one of the greatest doctors and healers of his time. A man, it would seem, very much ahead of his time. Not only do we now use colour therapy once again, but his other ideas, using herbs and music in healing, can also be seen reflected in many of the complementary therapies now quite commonplace.

- C** A pioneer in the field of colour, Isaac Newton, in 1672, published his first, controversial paper on colour, and forty years later, his work 'Opticks'. Newton passed a beam of sunlight through a prism. When the light came out of the prism, it was not white but was of seven different colours: Red, Orange, Yellow, Green, Blue, Indigo and Violet. The spreading into rays was called dispersion by Newton and he called the different coloured rays the spectrum.
- D** Before World War II, it was noted that a lot of red was being worn. Red in its most positive is the colour for courage, strength and pioneering spirit, all of which were much needed by the men and women who were fighting that war. However, in the most negative aspect, it is the colour of anger, violence and brutality. As the war was coming to an end, pale blue became a popular colour – an omen of the peace to come perhaps, also giving everyone the healing they must have so badly needed.
- E** We are lucky that we are now all able to choose any colour we like and can buy products of any colour freely. This was not always the case. In times gone by, the pigments used to dye fabrics violet/purple were very expensive and, therefore, only available to the wealthy. For example, the Romans in high office would wear purple robes since this, to them, indicated power, nobility and thus authority.
- F** We are now using colour in very positive ways again. Businesses are accepting that their employees may work better given a certain environment, and hospitals and prisons are also becoming aware of the effect that the colour around them can have on patients and prisoners respectively. Paint companies have introduced new colour cards with the therapeutic aspects of colour in mind. Cosmetic companies too have 'colour therapy' ranges included in their products. Colour has a great deal to offer us and can be found all around us in nature. We need to expand our awareness of colour so that we can truly benefit from nature's gifts and 'colour' becomes a way of life, not just a therapy.

12. Labelling Diagrams

The completion of a diagram question type involves finding the correct place in a passage and then labelling the diagram. You would need to find the right paragraph or paragraphs within the reading passage. The examples given here only show the paragraphs with the relevant information in.

Simple Chemical Experiments

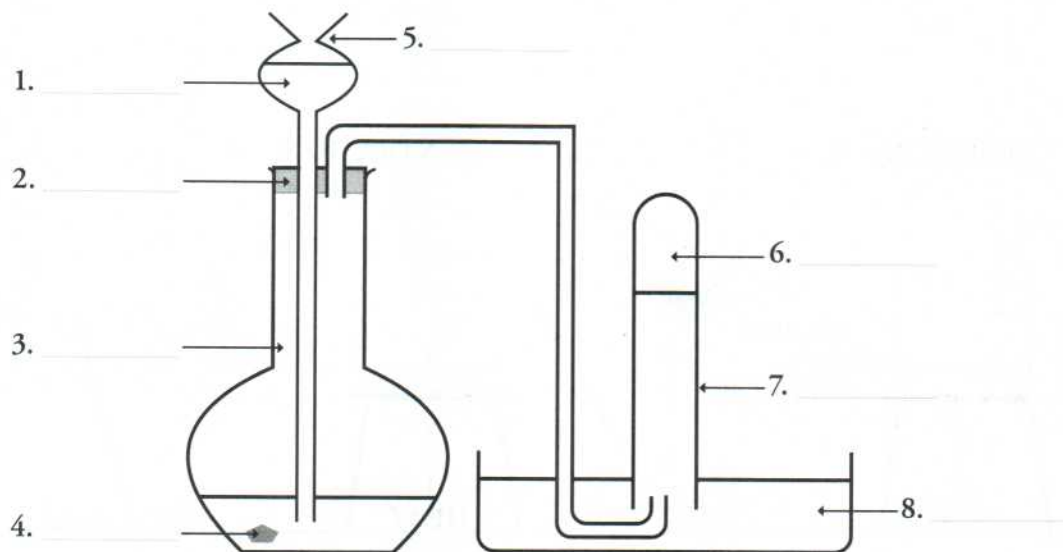
Hydrogen can be made very easily by using simple laboratory equipment. All you need is a thistle funnel, cork, glass dish, graduated glass cylinder, test tube, glass pipe, zinc, tap water, and hydrochloric acid. To begin with, 5ml of tap water is put into a 50ml graduated glass cylinder with about 1gm of zinc. The top of the glass cylinder is fitted with a cork and a thistle funnel and a glass pipe inserted into it. The glass pipe connects the cylinder with a glass dish. Sufficient tap water is placed in the dish to cover the top of the pipe which is then covered with a water-filled test tube. Before adding 5ml of hydrochloric acid to the funnel, it is important to make sure that the end of the funnel is below the tap water. Once added, the hydrochloric acid comes into contact with the tap water very quickly and an immediate chemical reaction can be seen. Hydrogen gas is released and starts to travel down the pipe into the test tube. The hydrogen displaces the water and produces a test tube of pure hydrogen gas. By adding baking soda to the cylinder, the acid solution is neutralized and can be poured down the sink.

Questions 1–8

The diagram below shows how hydrogen can be made using simple laboratory equipment.

Label the diagram.

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



School Experiments

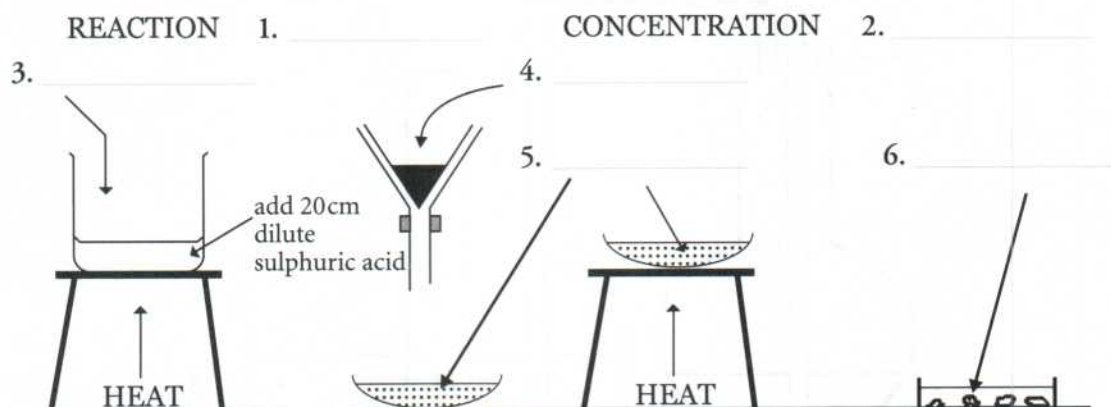
It is essential when conducting this experiment to wear safety goggles. This experiment is divided into four distinct sections. The first, the reaction stage, is when a glass beaker is placed on top of a tripod and 20cm of dilute sulphuric acid poured into it. The acid is then heated. When it is almost boiling, a small quantity of copper oxide powder is added to the beaker. The mixture is then stirred with a glass spatula until the copper oxide has dissolved. This process is then repeated until 1g of powder has been added to the sulphuric acid. The heat is then removed from the beaker and the solution allowed to cool. The second stage is the filtration stage and, as the name suggests, is where a filter and conical flask are used to remove any copper oxide that has not reacted. A clear copper sulphate solution will be left in the glass dish. The third stage is where heat is applied to the copper sulphate solution in order to concentrate the solution, the concentration stage. The final crystallization stage happens when the solution begins to cool and pure copper sulphate crystals start to form.

Questions 1–6

The diagram below shows how copper sulphate can be made using simple laboratory equipment.

Label the diagram.

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



Practice Tests 1–5

Test 1

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

Angkor Wat



Angkor Wat is simply unique, a stunning blend of spirituality and symmetry, an enduring example of man's devotion to his gods. Relish the very first approach, as that spine-tickling moment when you emerge on the inner causeway will rarely be felt again. It is the largest and undoubtedly the most breathtaking of the monuments at Angkor, and is widely believed to be the largest religious structure in the world. It is also the best-preserved temple at Angkor, as it was never abandoned to the elements, and repeat visits are rewarded with previously unnoticed details. It was probably built as a funerary temple for Suryavarman II to honour Vishnu, the Hindu deity with whom the king identified.

There is much about Angkor Wat that is unique among the temples of Angkor. The most significant point is that the temple is oriented towards the west. This is symbolically the direction of death, which once led a large number of scholars to conclude that Angkor Wat must have existed primarily as a tomb. This idea was supported by the fact that the magnificent bas-reliefs of the temple were designed to be viewed in an anticlockwise direction, a practice

that has precedents in ancient Hindu funerary rites. Vishnu, however, is also frequently associated with the west, and it is now commonly accepted that Angkor Wat most likely served both as a temple and a mausoleum for Suryavarman II.

Apsara

Angkor Wat is famous for its beguiling apsara (heavenly nymphs). There are more than 3,000 carved into the walls of the temple, each of them unique, and there are more than 30 different hairstyles for budding stylists to check out. Many of these exquisite apsara were damaged during Indian efforts to clean the temples with chemicals during the 1980s, the ultimate bad acid trip, but they are now being restored by the teams of the German Apsara Conservation Project (GACP). The organization operates a small information booth in the northwest corner of Angkor Wat, where beautiful black-and-white post-cards and images of Angkor are available.

Symbolism

Visitors to Angkor Wat are struck by its imposing grandeur and, at close quarters, its fascinating decorative flourishes and extensive bas-reliefs. However, a scholar at the time of its construction would have revelled in its multilayered levels of meaning in much the same way as a contemporary literary scholar might delight in James Joyce's "Ulysses".

David Chandler, drawing on the research of Eleanor Moron, points out in his book, "History of Cambodia", that the spatial dimensions of Angkor Wat parallel the lengths of the four ages (Yuga) of classical Hindu thought. Thus, the visitor to Angkor Wat who walks the causeway to the main entrance and through the courtyards to the final main tower, which once contained a statue of Vishnu, is metaphorically travelling back to the creation of the universe.

Like the other temples of Angkor, Angkor Wat also replicates the spatial universe in miniature. The central tower is Mt Meru, with its surrounding smaller peaks, bounded in turn by continents (the lower courtyards) and the oceans (the moat). The seven-headed Naga becomes a symbolic rainbow bridge for man to reach the abode of the gods.

Architectural Layout

Angkor Wat is surrounded by a moat, 190m wide, which forms a giant rectangle measuring 1.5km by 1.3km. From the west, a sandstone causeway crosses the moat; the holes in the paving stones held wooden pegs that were used to lift and position the stones during construction. The pegs were then sawn off and have since rotted away. The sandstone blocks from which Angkor Wat was built were quarried more than 50km away (from the district of Svay Leu at the eastern foot of Phnom Kulen) and floated down the Stung Siem Reap (Siem Reap River) on rafts. The logistics of such an operation are mind-blowing, consuming the labour of thousands – an unbelievable feat given the lack of cranes and trucks that we take for granted in contemporary construction projects.

The rectangular outer wall, which measures 1,025m by 800m, has a gate on each side, but the main entrance, a 235m-wide porch richly decorated with carvings and sculptures, is on the western side. In the gate tower, to the right as you approach, is a statue of Vishnu, 3.25m in height and hewn from a single block of sandstone. Vishnu's eight arms hold a mace, a spear, a disk, a conch and other items. You may even see locks of hair lying about. These are offerings by both young women and men preparing to get married or by people who seek to give thanks for their good fortune.

The central temple complex consists of three storeys, each made of laterite, which enclose a square surrounded by intricately interlinked galleries. The Gallery of a Thousand Buddhas used to house hundreds of Buddha images before the war, but many of these were removed or stolen, leaving the broken remnants we see today.

The corners of the second and third storeys are marked by towers, each topped with pointed cupolas (domed structures). Rising 31m above the third level, and 55m above the ground, is the central tower, which gives the whole ensemble its sublime unity.

Once at the central tower, the pilgrimage is complete: soak up the breeze, take in the views and then find a quiet corner in which to contemplate the symmetry and symbolism of this Everest of temples.

Questions 1–4

Answer the questions below.

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

Write your answers in boxes 1–4 on your answer sheet.

1. In which direction does Angkor Wat face?
2. What was originally in the main tower?
3. What happened to the wooden pegs used to construct the causeway?
4. What do you finally do when your journey through Angkor Wat is over?

Questions 5–8

Complete the summary.

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

Write your answers in boxes 5–8 on your answer sheet.

Angkor Wat was built inside a large rectangular 5. _____ and can be reached by walking across a 6. _____. The blocks used to build it were first 7. _____ and then transported on rafts. The ability to do this without 8. _____ is hard to believe.

Questions 9–13

Complete the sentences below.

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

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

9. Angkor Wat is far more _____ than any other building to be seen here.
10. The _____ is responsible for restoring many of the carvings.
11. The temples of Angkor are a representation of the _____.
12. The statue of Vishnu was carved from _____.
13. The central tower marks the end of your _____.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

The Wild West Village near Tabernas

Sandwiched between the mountains of the Sierra Nevada, Gador, Filabres and Alhamilla is one of the most dramatic landscapes in Spain, the desolate Desierto de Tabernas. The only semi-desert in Europe, there is a surreal, lunar quality about its weirdly eroded ravines, dry river beds and barren slopes apparently devoid of vegetation, bleached by the sun and occasionally tinged with ochre hues. With its poor soils, low rainfall and temperatures that range from -5°C to 48°C , the landscape has been little changed by agriculture or other human activity, with just a few pockets of subsistence farming.

Film-makers have long been attracted to its landscape, with its similar appearance to the North American Wild West, and so the desert has been the scene of many a spaghetti western. Mini-Hollywood, 7km south of Tabernas, is where many westerns were filmed.

Tabernas desert is one of the most geologically interesting landscapes in Europe, since it clearly shows the process of natural desertification and erosion. Its features include sheer-sided gullies, carved out by the infrequent but torrential rains that only fall on a few days in the year. Another feature is piping, where water permeates through the top of a slope and emerges farther down through a hole, the water creating an underground pipe in the process. In certain places there are so many holes that they have created a Swiss cheese effect.

Eight million years ago, in the Miocene period, the sea covered the Tabernas desert area, reaching inland as far as the foothills of the Sierra de los Filabres, where today a strip of fossilised coral dunes delineates the former coastline. The deposited material consisted of sand and loam and this is what makes up the Tabernas desert today. A million years later the Sierra Alhamilla rose up, cutting off the Tabernas desert area from the ocean and creating an inland sea, where more sand, loam, clay, limestone and gypsum were deposited. At the end of the Pliocene epoch the sea receded, leaving the seabed exposed to erosion.

Although the desert may look like it has scarce vegetation, it in fact harbours a fair variety of xerophyte flora accustomed to surviving in semi-arid areas, including some plants that are unique to the Desierto de Tabernas. Among these species are the attractive sea lavender, *Limonium insignis*, in danger of extinction.

Another is the winter-flowering toadflax, *Linaria nigricans* lange, which after a wet autumn, clothe the usually barren desert slopes around Tabernas in white and release their vanilla scent into the air. You can find it on flat land next to the Solar Platform of Almeria (a vast expanse of solar panels, installed to take advantage of the 3,000 hours of sun received in this area every year) near Tabernas, off the road north to Senes. It also grows in dry river beds.

With its annual rainfall of 240mm concentrated in no more than four days a year, the plants that thrive here are those adapted to semi-arid zones, such as succulents like prickly pears that store water in their leaves, or tiny plants that can shelter from the relentless and moisture-sapping sun under rocks or in the shadow of bigger plants. With high levels of salinity in the soil, plants also need to be salt-resistant, like the saltwort, *Salsola genistoides*, commonly seen here.

One such plant adapted to desert conditions is the endemic crucifer *Euzo-modendron bourgaeum* cosson. Flowering from February to July, it can be seen growing in abandoned cultivated fields near Tabernas or in the scrubland close to dried-up river beds, like the Rambla de Tabernas or Rambla Seca. Other frequently seen plants are false esparto grass and jujube trees.

The desert is riddled with numerous dry river beds (ramblas), which provide a unique microclimate that is more humid than any other place in this otherwise parched landscape. Here you can see reeds, oleanders and tamarisks. There are also many spots where subterranean water emerges. This is usually saline, so plants that thrive in these places – often forming dense patches of vegetation – are halophytes like saltwort.

It may appear as if this harsh landscape is incapable of supporting much in the way of fauna, but along the edges of the seasonal rivers there is a wealth of vertebrates, most notably reptiles and birds. The most commonly seen reptiles are ladder snakes, spiny-footed lizards and ocellated lizards. Around the more moist areas of

the dry river beds, you can see amphibians such as marsh frogs, natterjack toads and terrapins.

Birds of prey, including Bonelli's eagles and peregrines, come from the nearby Sierra de Alhamilla Natural Area to use the desert as a hunting ground. Other raptors are kestrels and eagle owls. There are birds characteristic of rocky slopes like blue rock thrushes, rock sparrows, black wheateaters and rock buntings inhabiting the dry river courses of the ramblas. Many other birds nest in gullies near the ramblas, like common kestrels, little owls, crag martins and black-eared wheateaters. The tamarisk and oleander vegetation next to the ramblas are favoured by warblers, goldfinches, golden orioles and serins.

In the steppe region, including former areas of cereal cultivation, are stone curlews, black-bellied sandgrouse, lesser short-toed larks, Dupont's larks and little bustards. This is one of Europe's few refuges for trumpeter finches, a common resident of oases in the Sahara desert. They hide themselves away in the numerous rocky crevices in this Spanish desert, along with the Sierra de Alhamilla and the Cabo de Gata-Níjar Natural Park. Bee-eaters make their nests in holes in the rocky slopes.

Given the arid conditions, mammals are less common with around 20 species inhabiting the park, the most important being the Algerian hedgehog. As a north African species, this is one of only several places, concentrated in eastern Spain, where it is found in the Iberian Peninsula. Abundant rabbits, hares and dormice provide plentiful prey for the carnivores and raptors in the area.



Questions 14–18

Do the following statements agree with the information given in Reading Passage 2?

In boxes 14–18 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

14. Most westerns made in Europe are filmed in Tabernas.
15. The area is perfect for the development of alternative energy.
16. Different plants find different ways to adapt to the heat.
17. The hottest place in the desert is in the dry river beds.
18. Bonelli's eagles live in the desert.

Questions 19–23

Complete each sentence with the correct ending, A–H, below.

Write the correct letters, A–H, in boxes 19–23 on your answer sheet.

19. The plants that grow in the desert adapt to
20. The lunar-type landscape has not been affected much by
21. The trumpeter finches are protected by
22. The Swiss cheese effect has been caused by
23. The floral fragrance of vanilla is produced by

- A the rocky crevices.
- B the oases.
- C the salt water.
- D the winter-flowering toadflax.
- E the gullies.
- F water permeating through the rocks.
- G good soil.
- H farmers.

Question 24

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

Write your answer in box 24 on your answer sheet.

24. Why is the surreal quality of the desert deceiving?

- A because it looks like the moon
- B because it has barren slopes
- C because it has a lot of vegetation
- D because it is bleached by the sun

Questions 25 and 26

Complete the sentences below.

Choose NO MORE THAN ONE WORD AND A NUMBER from the passage for each answer.

Write your answers in boxes 25 and 26 on your answer sheet.

25. The rainy season only lasts for up to _____, so plants must adapt to a semi-arid environment.
26. The Algerian hedgehog is one example of a number of different _____ that live there.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

TEA

The East India Company was perhaps the most powerful commercial organisation that the world has ever seen. In its heyday it not only had a monopoly on British trade with India and the Far East, but it was also responsible for the government of much of the vast Indian sub-continent. Both of these factors mean that the East India Company (or, to call it by its proper name, the British East India Company) was crucial to the history of the tea trade.

Before 1600, Portugal controlled most European trade with India and the Far East (an area known then as the Indies). But in 1600 Queen Elizabeth I gave a royal charter to a new trading company, the East India Company, by which it was given a monopoly over all British trade with the Indies. The company soon began competing with the Portuguese, as did later East India Companies, set up in the Netherlands, Denmark and France (though for ease, the term East India Company shall be used here to describe the British East India Company). The East India Company's first major base was in western India, where it found a rich source of exotic textiles and other produce, which could be exported back to Britain or taken further east to exchange for spices.

The company successfully weathered the various political storms going on in Britain in the seventeenth century. Oliver Cromwell provided the merchants with a new charter after Charles I was deposed and the Commonwealth established in 1649. Then, when Charles II was restored to the throne in 1660, the company ingratiated itself with him in order to protect its interests. In fact, Charles II actually extended its privileges to allow the company to take military action to establish itself in places where it wished to trade.

But where does tea fit into all this? Charles II's Queen, Catherine of Braganza, was a Portuguese princess who had grown up with a taste for tea. When she married Charles and came to England, tea gradually became a fashionable drink in

courtly and aristocratic circles. This was made possible by the East India Company which, in 1664, placed its first order for tea – for 100lbs of China tea to be shipped from Java for import into Britain. This steady supply continued until 1678, when an import of 4,713lbs swamped the market until 1685, when 12,070lbs was imported, swamping the market again. This pattern continued until the end of the century. But the eighteenth century was very different. Tea drinking really took hold as an activity for the whole population, and the East India Company's imports rocketed. By 1750, annual imports had reached 4,727,992lbs.

In fact though, tea was still very expensive, partly because of the company's monopoly on the trade and partly because of high taxes imposed upon it. To satisfy the demand of the less wealthy, an enormous amount of tea was smuggled in and sold illicitly – some was even brought in on the East India Company's own ships by crew members who then sold it on to smugglers. This situation continued for years, until William Pitt the Younger became Prime Minister in 1783. With the Commutation Act of 1784, he slashed the tax on tea so dramatically that smuggling became pointless. Thereafter, virtually all tea was imported legally by the East India Company.

But in the decades leading up to Pitt the Younger's Commutation Act, tea smuggling had really hit the profits of the East India Company. Needing to increase profits and offload the surplus tea that the company had accumulated during the worst years of the smuggling, it asked the British government for permission to export direct to America, which at this time was still a British colony. Permission was granted, and it was decided that the tea would carry a tax of 3d per lb. The Americans were outraged, many considered such British-imposed taxes illegal. They were doubly angered by the decision that the company should also have a monopoly on distribution, another move that was intended to help it out of financial trouble.

When the company's ships arrived in Boston in late 1773, the townspeople resolved that the tea should not be brought ashore nor the duty on it paid. But the colonial administration would not allow the ships to leave port. The deadlock eventually resulted in the Boston Tea Party, when a mass of townspeople, dressed as Native Americans, boarded the ships and threw all the cargo of tea overboard. This was one of the key events that sparked off the American War of Independence.

Questions 27–33

Complete the sentences below.

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

Write your answers in boxes 27–33 on your answer sheet.

27. The East India Company was established to compete with the _____.
28. The company imported _____ or traded them for spices.
29. The company tried to protect itself by gaining favour with _____.
30. Tea started to become popular during the reign of _____.
31. Tea became cheaper because of changes in taxation made by _____.
32. Tea was shipped directly to America to help _____.
33. The people in the Boston Tea Party were disguised as _____.

Questions 34–37

Complete each sentence with the correct ending, A–G, below.

Write the correct letters, A–G, in boxes 34–37 on your answer sheet.

34. As the popularity of tea grew
35. Ships were not allowed to leave American ports when
36. Profits increased for the East India Company when
37. Many Americans felt that

- A permission was granted to increase taxes.
- B the tea tax was not paid.
- C people should pay taxes.
- D taxes were illegal.
- E the king put a tax on tea.
- F Native Americans boarded the ships.
- G people began to smuggle tea into Britain.

Questions 38–40

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

In boxes 38–40 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

38. The British East India Company was an essential part of the developing tea trade in Britain.
39. More than one East India Company was established.
40. The East India Company always imported its tea into Britain from Java.

Test 2

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–12, which are based on Reading Passage 1 below.

Can Human Beauty Be Defined?

There is a growing body of evidence that suggests that standards for beauty are ingrained in our DNA. While adults have had a lifetime of exposure to what society and the media defines as beautiful and attractive, babies have not. Yet, studies on infants by R. J. Edler, as well as Gillian Rhodes, showed that infants as young as three months of age are able to discriminate between faces thought to be "attractive" and "unattractive", as defined by a panel of adult judges. The infants preferred looking at the attractive faces, and would also spend a longer amount of time looking at the attractive, versus the unattractive, faces. Adults also tend to look longer at faces judged to be attractive, rather than those deemed unattractive.

What defines a human being as being beautiful (or not) is a question that has puzzled civilization for the last two millennia, if not longer. Pythagoras and Euclid were the first of many to define human beauty, ascribing to it the geometry of the Golden Ratio. The Greeks, along with the cultures that followed, used the Golden Ratio in painting, sculpture, and even buildings, convinced that something beautiful, even magical, existed in this Ratio. Were they correct? Recent studies by Dr. Mark Lowey, of University College Hospital, indicate that across cultural and racial groups, people do judge a face which conforms to the Golden Ratio measurements as more attractive than one that does not. Men, as well as women, are deemed more attractive if their faces conform to the mathematics outlined by Pythagoras and Euclid – namely the ratio of a longer rectangular side to its shorter base should be approximately 1.618. This value is actually a never-ending irrational number, much like *pi*, called *phi*.

There may be nothing really magical about the Golden Ratio, actually. Faces which conform to the measurements of the Ratio are simply more symmetrical, and it's really the symmetry of a face (as well as the body) that makes up one major aspect of what we call beauty. Physical symmetry is subconsciously perceived as a reflection of a person's youth, fertility, health and strength.

Historically, if a person was asymmetrical, that meant that conditions during the person's development and maturation impeded his/her bilateral unity, signalling that this individual was not immunologically adept at fighting off malnutrition or parasites. A weaker organism would be less likely to survive pregnancy and childbirth, to find food, and to fend off predators from its young.

This idea is supported by a psychological study by Randy Thornhill at the University of New Mexico, in which the physical proportions of hundreds of college-age men and women were measured (including ears, feet, ankles, hands and elbows). The subjects were then questioned about their sexual exploits. Thornhill's findings indicate that men and women who were more symmetrical started having sex much earlier, and also had more sex partners, than their asymmetrical cohorts.

The idea that beauty is defined mainly by biological characteristics which signal youth and fecundity is supported by other findings. Al-Hajji, of Kuwait University, questioned over 600 participants with respect to their preference for asymmetrical and symmetrical faces. His findings indicate that symmetrical faces were preferred by the majority of participants, with culture, age, or gender having little effect on the participants' perceptions of attractiveness.

High cheekbones have, throughout most of history, also been considered as beautiful, along with large eyes and lips, and small noses and ears. The reason is again biological: as babies, we are born without high cheekbones. It is only during puberty, when oestrogen in girls and testosterone in boys is pumping, that high cheekbones make their appearance. Therefore, a person with low cheekbones may be assumed to be infertile. As babies, we are also born with fully-grown eyes. However, our ears and noses grow throughout our entire lifetime. Lips grow until adulthood, then diminish with age, resulting in either or both lips sagging into the general surface of the face. So, a person with large eyes and lips, yet small ears and nose, is considered youthful and thus fertile. Someone who has the misfortune of being born with a large nose or thin lips is described as unattractive.

There is no surprise, then, in the amount and range of beauty products designed to enhance the eyes and lips and cheekbones, and to downplay the nose. Nor is there any surprise in the number of women, as well as men, undergoing plastic surgery to enhance either their lips, their cheekbones, to straighten or reduce their nose, or to remove patches of fat from around their waist. As Nancy Etcoff, author of "Survival of the Prettiest: The Science of Beauty", said, "We love to look at smooth skin, shiny hair, curved waists and symmetrical bodies because, over the course of evolution, people who noticed these signals [of fertility] and desired their possessors had more reproductive success. We're their descendants."

Questions 1–7

Complete the summary using the list of words, A–K, below.

Write the correct letters, A–K, in boxes 1–7 on your answer sheet.

Despite a lack of exposure to, for instance, social definitions of beauty, 1. _____ are still able to determine which faces are attractive. The 2. _____ is seen by many as the definition of beauty and can be expressed not only in faces but also in paintings and 3. _____. One key factor to beauty is 4. _____ which is seen 5. _____ as a reflection of someone's health and strength. One study of 600 volunteers showed that 6. _____ had little effect on how the participants saw beauty. High cheekbones in girls are the result of increased levels of 7. _____ and are also considered to be a sign of beauty.

- | | | | |
|----------------|------------------|----------------|----------------|
| A perception | D infants | G symmetry | J perceive |
| B oestrogen | E culture | H subconscious | K Golden Ratio |
| C architecture | F subconsciously | I architect | |

Questions 8–12

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

In boxes 8–12 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. A common belief is that our concept of beauty is genetic.
9. Adults take longer to judge what is an attractive face than babies.
10. A person with an asymmetrical face is thought to have a lowered immune system.
11. Babies are born with no cheekbones.
12. We love to look at asymmetrical bodies.

READING PASSAGE 2

You should spend about 20 minutes on Questions 13–26, which are based on Reading Passage 2 below.

Music Piracy All at Sea



In 1999, a nineteen-year-old student decided he wanted a fast and efficient way to share his favourite songs with his friends. But, he didn't just want to make compilation tapes on cassettes. He wanted to do the sharing via the computer. The result was Napster: a file-sharing community that allowed Shawn Fanning and his friends to share all the mp3 files they ripped from their CD collections with each other ... and 60 million other users. The rest would be history, if it were not for one small issue – what they were doing was illegal.

At first, that stopped no one. Napster clones with marginally different peer-to-peer (P2P) client-server architectures appeared. Gnutella networks, eDonkey, AudioGalaxy, Kazaa, FastTrack, Grokster, Limewire, Morpheus, BearShare, and countless others emerged totalling hundreds of millions of users sharing billions of megabytes of files. Add to that Usenet binaries and ICQ/IRC channels through which music, video, software, and other copyright materials had already been shared illicitly for years. This was still years before the advent of BitTorrent networks.

Figures have shown repeatedly that the rise of Napster and its ilk had actually caused a resurgence in lacklustre CD sales. Many users download lots of tracks but then buy the complete album on CD for the sake of having something more tangible to own. The whole file-sharing culture has also, it is claimed, boosted interest in music in much the same way that video piracy in the 1980s saw more people going to the cinema.

Nevertheless, it was inevitable that the copyright holders were going to be a little less than pleased with P2P. With support and advocacy from certain artists themselves, most notably Metallica's Lars Ulrich and Dr. Dre, the record industry began to fight this cultural sea change. Napster was shut down under court order and many of the other early P2P systems followed. However, others sprang up to replace them almost as quickly as others were knocked down. The development of BitTorrent has added a whole new approach to file sharing veiled with a layer of legitimacy.

In the meantime, more savvy agencies, namely Apple Corp and a Russian site going by the name of Allofmp3.com, as well as a few other innovators, had latched on to the fact that mp3 downloads, despite the fears of the wider industry, would be the way forward.

The difference between these paid-for downloads (Allofmp3's dubious international legality aside) and the original incarnation of Napster is that users had to pay and royalties were apparently passed on to the record companies, and one would hope, the artists themselves. Ultimately, the Napster name was resurrected as a paid-for service endorsed by the record industry and others followed suit.

At this point in download history, there were paid-for services such as Apple's iTunes, Walmart.com and BuyMusic.com, Real Rhapsody and the successors to Allofmp3, MP3Sparks and AllTunes. These are still possibly of dubious legitimacy but offer much cheaper downloads than most of the Western companies and of course the dozens of P2P file-sharing systems, including the Gnutella system and the vast numbers of BitTorrent users and the torrent search sites like The Pirate Bay that service them. So, there is a mix of legal, possibly illegal, and most certainly breaking copyright law sites and systems.

The Record Industry Association of America (RIAA) has chased after illegal file sharers and had some successful and some failed suits against many. However, there are millions of downloaders and dozens of "offshore" Internet sites to host the necessary search systems and hash files to allow P2P downloads.

Writing in the *International Journal of Electronic Finance*, Alan Smith of the Department of Management and Marketing at Robert Morris University in Pittsburgh, PA, asks which will prevail – pay sites or piracy? “There is much controversy concerning the issue of music piracy over the Internet and the implementation of new information technology,” he says, and points out that there has been a growing acceptance of paid-for downloads in the user community. But downloading free music today is, he emphasizes, just as popular as it was when Napster was first fired up to allow people to swap music for free.

One reason it is still so popular is because it is quicker to download software on a file-sharing program, rather than drive to a store and physically buy it. The P2P option also displaces what is essentially theft in the eyes of the law as it stands in most Western countries.

However, there is an ethical side to the argument on the side of the P2P users. “Record companies have traditionally fixed music product prices to avoid competing with each other and to maximize their profits,” Smith argues. It is perhaps not surprising that music lovers have taken up against this perception of self-serving corporate greed that, apparently, does not provide an equitable arrangement for the majority of employed artists. With obvious big name exceptions, most artists receive less than 10% of royalties on CD sales and iTunes downloads (of course, that’s 0% for illegal downloads).

More to the point, not all musicians wanted to see an end to Napster and its ilk. Many wanted Napster to remain online so that their music could be heard. This was an especially common thought among smaller bands and artists. Governments are going to have to take some rather draconian and inevitably unpopular measures to close down all illegal file-sharing systems. But, even then, just as successor after successor emerged following the Napster debacle, those who want to find a way to get downloads for free will find a way. Perhaps the record industry needs to reinvent its out-moded business model which still hinges on the record store approach and attitude. Maybe they will find a profitable approach to music sharing that is equitable for artist, company, and music fan alike.

Questions 13–17

Answer the questions below.

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

Write your answers in boxes 13–17 on your answer sheet.

13. How had videos been shared for years before Napster?
14. How did the record industry manage to stop Napster from operating?
15. What do MP3Sparks and AllTunes have in common?
16. Who has sued some file sharers?
17. What kind of bands wanted Napster to keep operating?

Questions 18–21

Complete each sentence with the correct ending, A–G, below.

Write the correct letters, A–G, in boxes 18–21 on your answer sheet.

18. Downloading from the Internet
19. Many music fans feel that corporate greed
20. The old-fashioned approach to business by the record industry
21. People still buy CDs because they think it

- A is still popular today.
- B is a cultural sea of change.
- C is nice to have something you can touch.
- D is all through BitTorrent now.
- E is less than ethical.
- F is still based on selling CDs in record stores.
- G is more acceptable now.

Questions 22 and 23

Choose **TWO** letters, A–G.

Write the correct letters in boxes 22 and 23 on your answer sheet.

NB Your answer may be given in any order.

Which **TWO** people, or groups of people, support the downloading of music?

- A Smith
- B Ulrich
- C Morris
- D Fanning
- E Dr. Dre
- F copyright holders
- G P2P clients

Questions 24–26

Answer the questions below.

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

Write your answers in boxes 24–26 on your answer sheet.

24. Which two artists opposed free downloading?
25. Who wonders whether pay sites or free downloads will be more popular in the future?
26. Why do record companies standardise their prices?

READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

Questions 27–31

Reading Passage 3 has six sections, A–F.

Choose the correct headings for sections A–B and D–F from the list of headings below.

Write the correct numbers, i–x, in boxes 27–31 on your answer sheet.

List of Headings	
i	San Andreas Fault
ii	Fire prevention
iii	A bad idea
iv	Ninth largest city
v	Misleading figures
vi	Many aftershocks
vii	The aftermath
viii	San Francisco on fire
ix	The death toll
x	San Francisco and beyond

27. Section A

28. Section B

Example	Answer
Section C	viii

29. Section D

30. Section E

31. Section F

San Francisco Earthquake of 1906

A A major earthquake struck San Francisco, and the coast of Northern California, on Wednesday April 18, 1906. This quake was estimated at a magnitude of from 7.8 to 8.3. The main shock, lasting from forty-seven seconds to almost one minute, occurred about two miles offshore from this major California city. However, shaking from this quake was felt all the way from Coos Bay, Oregon, the state directly north of California, southward to Los Angeles and San Juan Bautista in Southern California. According to the U.S. Weather Bureau on Post Street in San Francisco, the quake was felt over an area of about 375,000 square miles.

B The quake ruptured all along the San Andreas Fault, California's largest fault that is laced with other faults, from both north and south, for some 296 miles. It was also felt as far inland as central Nevada. The San Andreas Fault had slipped all the way from Fort Bragg, in the northern portion of the state, to the lower portion of Southern California.

After the main quake, one hundred and twenty aftershocks were felt that same day. It is estimated that the fires that followed the quake, many a direct result of the quake, did more outright damage than the actual earthquake.

C Following the quake, gas mains were twisted and broken, and hundreds of gas lanterns and burning candles fell. Because of these two factors, fires were set all over San Francisco almost instantly. In the northeast, the most heavily populated portion of the city, some fifty separate fires were soon burning out of control.

Fire control was almost impossible. The water mains that ran up to the city, from some thirty miles to the south, were broken. The San Francisco Fire Department, its chief injured in the quake and dying, was helpless. Soon, the various fires merged into two major blazes that burned in three directions. By the afternoon, the financial district was a mass of flames.

As evening approached, the blazes had become an enormous firestorm which created a devastating wind. Ninety percent of San Francisco's residences were built of wood. They had for the most part come through the quake but now they were nothing but dry kindling for the fire to consume.

- D** The army was called in to control looting but soon had an idea of its own to stop the fires. They were authorized to dynamite the houses on the west side of Van Ness Avenue between Jackson and O'Farrell Streets.

The idea was to destroy burnable structures before the fire itself could reach them and continue on with its destruction. It was later believed by many that this action only served to encourage the fire that raged for three more days.

- E** Although only 375 deaths were initially reported, today's estimate of the deaths caused by the quake stands at some 3,000.

There were two major factors for the misrepresentation of the death toll. The original low figure is said to have been given by government officials. Their reasoning, it is believed, was that they felt if they reported the correct death toll, it would damage real estate prices as well as efforts in rebuilding San Francisco.

The second instance of misrepresenting the death toll was that, although there were hundreds of casualties in San Francisco's Chinatown, these deaths were not considered to matter due to racism at the time. Also, there were 189 deaths in various locations across the San Francisco Bay area.

- F** When the earthquake struck, San Francisco was the ninth-largest city in the United States. With a population of some 410,000, it was the largest city on the entire West Coast. Because of the earthquake, somewhere between 225,000 and 300,000 people were left homeless. About half of these people fled to other areas across the Bay including Oakland and Berkeley.

Refugee camps were soon erected, the biggest being in Golden Gate Park. Also, the Presidio, as well as the beaches between Ingleside and North Beach, became covered with tents. As late as 1908, two years after the San Francisco Earthquake, many of the refugee camps were still occupied.

Questions 32–38

Complete the summary below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 32–38 on your answer sheet.

The epicentre of the earthquake in 1906 was approximately two miles from the coast-line of San Francisco. The fault line responsible for this runs 32. _____ from north to south but also splits into many other fault lines. As devastating as the quake was, more damage is said to have been caused by 33. _____. Many of the fires were caused by falling 34. _____. Controlling the fire was an impossible task because of a lack of 35. _____ and the use of 36. _____ only made the problem worse. The low death toll was issued by 37. _____ to try to stop property prices falling and because people in Chinatown were not included in the fatalities. Up to 38. _____ people were left homeless.

Questions 39 and 40

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

In boxes 39 and 40 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

39. The centre of the earthquake was in the middle of San Francisco City.

40. After the earthquake, people began to build houses from brick instead of wood.

Test 3

READING PASSAGE 1

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

Barbie Around the World

Barbie started as a toy, the kind of toy that got whisked off store shelves faster than Mattel, the doll's first maker. Now, thanks to Barbie, the world's largest toy manufacturer can restock those shelves. Barbie's star rose with post-war U.S. hegemony that made everyone in the world want fast food, appliances, Coca-Cola, and, if you were a woman, blond hair, big breasts, impossibly long legs, and the latest in sunglasses and sports cars. Barbie never got pregnant, fat, or old. She stood her own in stores as the mute, brassy standard not just of beauty but of lifestyle.

Around the world, she became an icon aspired to by both mothers and their daughters; mothers and daughters who, no matter what size, shape, colour, language or culture, identified desperately with the rich, blond Barbie from that rich, blond country. With their purchasing power they voted against their own perceived repulsive shapes, colours, and cultural identity. Barbie the bimbo, Barbie the liberated woman, it didn't matter. Barbie found herself in the bizarre position of defining culture.

While there have been significant and frequent Yankee Go Home uprisings, wars of liberation, and all sorts of anti-imperial hatred spewed and spat at the United States since it first asserted itself as a world power, there has been no corresponding popular movement against the Barbie culture. Book burnings, flag burnings, hostage taking, terrorist bombs and hijacking, all were aimed to force the Yankee home forever. Barbie, however, maintained her hegemony. Barbie has not only survived the flames, but she has also been rescued from them by women everywhere yearning to be free, beautiful, and cosmopolitan – just like Barbie. So tenacious is Barbie's popularity that government ministries of culture and moody consumer associations have stepped in with strategies to control or alter the appetites of their female citizens.

In Malaysia, the Consumers' Association of Penang has called for Barbie dolls to be banned outright. The doll's blond, leggy and non-Asian appearance promotes the wrong aesthetics, they said. Also the Barbie doll does not encourage creativity and the use of imagination in children, because dolls are "fixed" and ready-made. The proposal immediately drew strong and angry reactions from the local press and members of the public. Whether this is because of doll demand or of public distaste for bureaucratic intervention in private consumption habits is open for debate.

In Iran, the government condemned the forever young and childless-by-choice Barbie (and her long-time boyfriend Ken. No plans for marriage ... ever.) as a threat to traditional culture. Barbie doesn't define herself in relation to children or family as Iranian women supposedly do. Banning the pair hasn't worked, so the government has come up with a pair of its own, allegedly more suited to Iranian culture. Sara and Dara, who are brother and sister, were designed and marketed by the government-sponsored Amusement Department of the Institute for the Intellectual Development of Children and Young Adults. Meanwhile, Barbie dolls openly sell for \$700 in Teheran stores. Even though \$700 is seven times the average monthly salary in Iran, the tall, blond, saucy, freewheeling Barbie sells briskly.

During an era when the world is seeking to reclaim its cultures, Mattel has done its entrepreneurial share to churn out multicultural dolls to counter the criticism that Barbie is too one-dimensional in her tall blondness. After all, if only 15 percent of American women are natural blond, how many could there possibly be in the world? Not that Mattel has targeted these brown, black, yellow Barbies to an international audience reflecting those skin tones; Mattel's marketing has been to young girls, presumably white girls in suburbs who can now play with Japanese, Mexican, and Indian Barbies, and "learn more about history and different cultures".

The brilliance of Mattel's co-optation of criticism is that Mattel retained Barbie's idealized image of beauty. Yes, consumers can now buy darker-haired, darker-skinned Barbies but without the ethnic features that distinguish the darker-skinned women of the world. The fact that Mexican Barbie is brown may be even more insidious if Mexican girls think they must grow up to be tall, thin, buxom, and leggy. African-American Barbies have lighter skin than most of the black population, playing into an often-heard complaint of black women that the lighter their skin, the more attractive they are.

And Barbie, no matter what her colour, continues to be clothed in attire that proclaims her trendy, swinging, independently wealthy lifestyle. Take, for example, the recent line of Filipina Barbie dolls. She's called "Philippine Island Barbie". She's dark-haired with darker skin tones and dressed in form-fitting gowns with the Maria Clara butterfly sleeves. She lives juxtaposed in a country with an annual per capita income of \$US 580.

Nor do the best-selling Barbies smile any more. After all, the toothy-grinned Barbie of yesterday fails to capture the "mystique" of today's modern woman. No matter what their culture or colour, how heavy or slim, women around the world will be laced into the corset of the beauty myth if Barbie is their symbol of freedom. If Barbie seems to be free, maybe it's because doors open for that certain woman who is impossibly tall, impossibly blond, who always wears the right outfit, and keeps her mouth shut.

Questions 1–7

Complete the table below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 1–7 on your answer sheet.

America	Barbie has 1. _____ hair.	Only 2. _____ of American women were born blond.
Malaysia	Stops 3. _____ and 4. _____	Resulted in 5. _____ reactions from the public
Iran	Threatens 6. _____	Barbie can be bought for 7. _____.

Questions 8–11

Answer the questions below.

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

Write your answers in boxes 8–11 on your answer sheet.

8. Who saved Barbie from burning?
9. What did Mattel change to appear more in line with multiculturalism?
10. What makes dark-skinned Barbies free from distinguishing the darker-skinned women around the world?
11. What doesn't Barbie do any more?

Questions 12 and 13

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

In boxes 12 and 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

12. Barbie's relationship with Ken was a threat to the Iranian lifestyle.
13. Most American women look like Barbie.

Question 14

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

Write your answer in box 14 on your answer sheet.

14. Why did the writer write this?
 - A to say how popular Barbie is
 - B to say that Barbie is a bad role model
 - C to say that Barbie represents freedom
 - D to say how good Mattel is at marketing Barbie

READING PASSAGE 2

You should spend about 20 minutes on Questions 15–27, which are based on Reading Passage 2 below.

Economic Apartheid Kills

A new report from the World Institute for Development Economics Research of the United Nations University shows that wealth creation is remarkably, one might say, criminally, unequal. Follow this hierarchy at the top of the wealth pyramid: the richest 1 percent of adults alone owned 40 percent of global assets in the year 2000; the richest 2 percent owned more than half of global household wealth; and the richest 10 percent of adults accounted for 85% of the world total. That leaves very little for the remaining 90 percent of the global population. Could it be any worse? Yes, the rich are still getting richer, more millionaires are becoming billionaires.

As to the world's lower class: the bottom half of the world adult population owned barely 1 percent of global wealth, defined as net worth: the value of physical and financial assets less debts. Over a billion poor people subsist on less than one dollar a day. Every day, according to UNICEF, 30,000 children die due to poverty – that's over 10 million children killed by poverty every year! Global economic apartheid is killing people.

Here are data showing some of the variations among nations. Average wealth amounted to \$144,000 per person in the U.S. in 2000, not as good as the \$181,000 in Japan, but better than most others: \$127,000 for the U.K., \$70,000 for Denmark, \$37,000 for New Zealand, \$1,400 in Indonesia and \$1,100 in India. Averages, of course, are very deceiving.

As to wealth inequality, the richest 10 percent of people in the U.S. have 70 percent of the wealth, compared to 40 percent in China. In other words, China has much more economic equality, though that is changing quickly.

To be among the richest 10 percent of adults in the world required \$61,000 in net wealth, and more than \$500,000 was needed to belong to the richest 1 percent, a group with 37 million members worldwide according to the study. Recall, all these data are for 2000 and would be much higher now because of the steady trend of the rich becoming richer.

The statistical measure of inequality is the Gini value, which measures inequality on a scale from zero (total equality) to one (complete inequality). For income, it ranges from .35 to .45 in most countries. Wealth inequality is usually much greater, typically between .65 and .75. This reflects the greater difficulty in accumulating wealth (capital) than increasing income. Two high wealth economies, Japan and the United States, show very different patterns of wealth inequality, with Japan having a low wealth Gini of .55 and the U.S. having around .80. The incomes of the top fifth of the Japanese population are only three times that of the bottom fifth, compared to nine times in the U.S. Japan has little economic apartheid compared to the U.S. Yet both countries have a huge number of wealthy people. Of the wealthiest 10 percent in the world, 25 percent are American and 20 percent are Japanese. These two countries are even stronger among the richest 1 percent of individuals in the world, with 37 percent residing in the U.S. and 27 percent in Japan. The point is that despite high numbers of very wealthy people, economic apartheid is absent in Japan and abysmal in the U.S.

We can explain the difference between Japan and the U.S. People can save and accumulate wealth for future economic security, or can borrow and spend like mad to accumulate possessions. According to a 2006 report, only 41 percent of American families save regularly, making wealth creation difficult. America's national savings rate – which includes corporate savings and government budget deficits – is only about 13.6% of gross domestic product, compared to 25 percent in Japan.

Global wealth inequality is higher still. The study estimates that the global wealth Gini for adults is 0.89. The same degree of inequality would be obtained if one person in a group of ten takes 99 percent of the total pie and the other nine share the remaining 1 percent. To a limited degree, elitist powers can engineer modest improvements in income among the global poor, but stark wealth inequality will probably worsen, considering the political power of the rich. As worldwide communications increasingly make the obnoxious wealth of the upper class more visible, even modest increases in income are unlikely to satisfy the vast majority of the global population without wealth.

U.S. economic apartheid shows that a self-proclaimed great democracy with considerable personal freedoms can risk deep social instability from class warfare as it approaches a two-class system. We need to see economic apartheid as lethal and repulsive as racial apartheid.

Questions 15–17

Complete the table below.

Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 15–17 on your answer sheet.

Top Richest Adults	Global Household Wealth
1%	40%
15. _____	More than 50%
10%	16. _____
Bottom half of world adult population	17. _____

Questions 18–23

Complete the table below.

Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 18–23 on your answer sheet.

Average Wealth

India	\$1,100
18. _____	\$1,400
New Zealand	19. _____
Denmark	20. _____
21. _____	\$127,000
U.S.A.	22. _____
23. _____	\$181,000

Questions 24–27

Complete the table below.

Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 24–27 on your answer sheet.

Country	Wealth Gini	Wealthiest 10% in the world	Wealthiest 1% in the world	Ratio of incomes – top fifth to bottom fifth
Japan	24. _____	20%	25. _____	3 : 1
U.S.A.	0.80	26. _____	37%	27. _____

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40 which are based on Reading Passage 3 below.

The Chicken Tikka Masala Story

Organisers of National Curry Week claim that if all the portions sold in one year in the UK were stacked on top of each other, they would constitute a tikka tower 2,770 times taller than the Greenwich Millennium Dome and yet in an article in The Daily Telegraph in November 1999, journalist Amit Roy referred to it as "a dish which does not exist in Indian cuisine". So the question is "Is it a genuine Indian dish or isn't it?"

The name of this enigma? Chicken Tikka Masala: the flagship dish of Britain's newly acclaimed 'national cuisine', boasting a huge 14.6% of the sales of the almost half a million curries consumed, on average, in the restaurants and homes of the United Kingdom every day of the year. Chicken Tikka Masala, or CTM as it was affectionately dubbed by writer Colleen Grove in 'Spice n Easy Magazine' in November 1994, is one of those culinary fables that lend a touch of intrigue and excitement to an already exotic cuisine.

Amit Roy was quite correct to observe that the dish does not hail from India and that it was specifically created to appeal to the British palate by some very astute restaurateurs. This much is not in doubt but when one moves on to the history of the dish, fact becomes fiction and depends on just who one talks to.

No 'Indian' chef seems to have produced any real evidence that he or she first invented the dish and it is commonly thought that its invention came about almost by accident. Journalist and restaurateur Iqbal Wahhab claims it was created when a Bangladeshi chef produced a dish of traditional Chicken Tikka only to be asked "Where's my gravy?" The response was, supposedly, a can of cream of tomato soup and a few spices and the 'masala' element was born.

Top food writer Charles Campion refers to CTM as "a dish invented in London in the Seventies so that the ignorant could have gravy with their chicken tikka". Several chefs have made claim to the invention of CTM but none with any

evidence or witness support so the mystery will have to remain. The descendants of Sultan Ahmed Ansari, who owned the Taj Mahal in Glasgow, claim he invented it in the 1950s, but there is no other evidence of the dish at this early date or of the tandoor in Glasgow.

The tandoor, which boosted tikka sales, had not even arrived in Britain at that time, having only been introduced to the first Indian restaurant, Moti Mahal, in New Delhi in 1948. In fact this can be seen as the birth of CTM in its original form of Butter Chicken. Lala Kundan Lal Gujral first set up in Peshawar in 1920 but came to Delhi in 1947 to set up Moti Mahal. He worked with a local man to produce the first restaurant version of the tandoor and invented a tandoori spice mix for tandoori chicken – ground coriander seeds, black pepper and mild red pepper.

Called Murg Makhani in Hindi, Butter Chicken originated in the 1950s at the Moti Mahal restaurant in Old Delhi. Famed for its Tandoori Chicken, the cooks there used to recycle the leftover chicken juices in the marinade trays by adding butter and tomato. This sauce was then tossed around with the tandoor-cooked chicken pieces and presto – Butter Chicken was ready! The leftover dish appealed to Delhites and was quickly lapped up by the rest of the world.

So impressed was India's first Prime Minister Jawaharlal Nehru by Kundan Lal's dishes that Moti Mahal became a permanent fixture in all his state banquets. Legend has it that when former Soviet premier Nikita Krushchev was asked what he liked about India, he replied "Taj Mahal and Moti Mahal". When the Shah of Iran came on a state visit to India, the Indian Education Minister Maulana Azad told him that coming to Delhi without eating at Moti Mahal was like going to Agra and not seeing the Taj Mahal.

Top restaurateur Amin Ali, owner of The Red Fort and Soho Spice in London's Soho, remembers serving CTM when he first arrived in London in 1974. A lowly waiter at the time he remembers wondering just what the dish was.

Certainly one family to have tangible benefits from the success of CTM is that of Sheik Abdul Khaliq, who owns The Polash in Shoeburyness which opened in 1979. His father, Haji Abdul Razzah, returned to Bangladesh in 1985 having made sufficient profit to build The Polash Hotel in Sylhet. A mosque and The

Polash Sheba Charitable Trust were added after his death. The family firmly claim their fortunes are largely down to CTM, the mysterious Indian /British hybrid.

CTM was introduced to Waitrose by G. K. Noon in 1983 when he was still in the United States and by the end of the Millennium, it was generally acknowledged as the most popular single dish in Britain.

For something that is so popular with the public and with the restaurateurs who make their living from it, Chicken Tikka Masala is very much a Cinderella of culinary creations. Very few recipes for CTM appear in the plethora of Indian Cuisine cookbooks that have appeared over the last twenty years and Alan Davidson's recent 'Oxford Companion to Food' does not even consider it deserving of a listing. Indeed, such are the passions it generates in the industry that many top chefs refuse to cook or serve it due to its complete 'lack of authenticity'.

Mridula Baljekar is one of the few cookery writers to have included CTM in her bestselling 'Complete Indian Cookbook' (1993) including food colouring and tomato puree, as well as double cream and almonds. Chef Mohammed Moneer introduces yet another ingredient with half a cup of coconut milk instead of cream.

Chicken Tikka Masala was most certainly invented in Britain, probably by a Bangladeshi chef, and is so popular it is even being served in some hotel restaurants in India and Bangladesh. It does not come from the Raj or the kitchens of the Moghul Emperors, but millions of people enjoy it every year and perhaps that is all the pedigree it needs!

Questions 28–35

Use the information in the text to match the people (listed A–H) with who said what and who was responsible for which action.

Write the correct letters (A–H) in boxes 28–35 on your answer sheet.

Who said

- 28. Chicken Tikka Masala was first made by a chef from Bangladesh?
- 29. he liked two things about India?
- 30. it was made to suit British taste?
- 31. if you go to Agra, you should see the Taj Mahal?

Who was responsible for

- 32. introducing it to Waitrose?
- 33. christening it CTM?
- 34. building a mosque?
- 35. replacing one of the ingredients?

- A Maulana Azad
- B Colleen Grove
- C Nikita Kruschev
- D Mohammed Moneer
- E G. K. Noon
- F Haji Abdul Razzah
- G Amit Roy
- H Iqbal Wahhab

Questions 36–40

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

Write the correct letters in boxes 36–40 on your answer sheet.

36. How many people claim to have invented CTM?

- A none
- B several
- C only one

37. When was tandoor first cooked in a restaurant?

- A 1950s
- B 1920
- C 1948

38. How many Indian cookbooks have been written over the last two decades?

- A a lot
- B a few
- C about twenty

39. Where does Chicken Tikka Masala come from?

- A Britain
- B Bangladesh
- C the Raj

40. Why was this article written?

- A to promote Chicken Tikka Masala
- B to explain the mystery surrounding the origin of CTM
- C to explain how it was invented

Test 4

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.



Florence Nightingale

Florence Nightingale, the daughter of the wealthy landowner William Nightingale of Embly Park, Hampshire, was born in Florence, Italy, on 12th May, 1820. Her father was a Unitarian and a Whig who was involved in the anti-slavery movement. As a child, Florence was very close to her father, who, without a son, treated her as his friend and companion. He took responsibility for her education and taught her Greek, Latin, French, German, Italian, history, philosophy, and mathematics.

Florence refused to marry several suitors, and at the age of twenty-five told her parents she wanted to become a nurse. Her parents were totally opposed to the idea as nursing was associated with working-class women.

Florence's desire to have a career in medicine was reinforced when she met Elizabeth Blackwell at St. Bartholomew's Hospital in London. Blackwell was the first woman to qualify as a doctor in the United States. Blackwell, who had to overcome considerable prejudice to achieve her ambition, encouraged her to keep trying and in 1851 Florence's father gave her permission to train as a nurse.

Florence, now thirty-one, went to Kaiserwerth, Germany where she studied to become a nurse at the Institute of Protestant Deaconesses. Two years later, she was appointed resident lady superintendent of a hospital for invalid women in Harley Street, London.

In March, 1853, Russia invaded Turkey. Britain and France, concerned about the growing power of Russia, went to Turkey's aid. This conflict became known as the Crimean War. Soon after British soldiers arrived in Turkey, they began going down with cholera and malaria. Within a few weeks, an estimated 8,000 men were suffering from these two diseases.

When *The Times* publicised the fact that a large number of British soldiers were dying of cholera, there was a public outcry, and the government was forced to change its mind about the situation. Nightingale volunteered her services and was eventually given permission to take a group of thirty-eight nurses to Turkey.

Nightingale found the conditions in the army hospital in Scutari appalling. The men were kept in rooms without blankets or decent food. Unwashed, they were still wearing their army uniforms that were "stiff with dirt and gore". In these conditions, it was not surprising that, in army hospitals, war wounds accounted for one death in six. However, diseases such as typhus, cholera and dysentery were the main reasons why the death rate was so high amongst wounded soldiers.

Military officers and doctors objected to Nightingale's views on reforming military hospitals. They interpreted her comments as an attack on their professionalism and she was made to feel unwelcome. Nightingale received very little help from the military until she used her contacts at *The Times* to report details of the way that the British Army treated its wounded soldiers. John Delane, the editor of the newspaper, took up her cause, and after a great deal of publicity, Nightingale was subsequently given the task of organizing the barracks hospital after the battle of Inkerman. By improving the quality of the sanitation, she was able to dramatically reduce the death rate of her patients.

In 1856 Florence Nightingale returned to England as a national heroine. She had been deeply shocked by the lack of hygiene and elementary care that the men received in the British Army. Nightingale therefore decided to begin a campaign to improve the quality of nursing in military hospitals. In October, 1856, she had a long interview with Queen Victoria and Prince Albert and the following year gave evidence to the 1857 Sanitary Commission. This eventually resulted in the formation of the Army Medical College.

To spread her opinions on reform, Nightingale published two books, *Notes on Hospitals* (1859) and *Notes on Nursing* (1859). With the support of wealthy friends and John Delane at *The Times*, Nightingale was able to raise £59,000 to improve the quality of nursing. In 1860, she used this money to found the Nightingale School and Home for Nurses at St. Thomas's Hospital. She also became involved in the training of nurses for employment in the workhouses that had been established as a result of the 1834 Poor Law Amendment Act.

In later life Florence Nightingale suffered from poor health and in 1895 went blind. Soon afterwards, the loss of other faculties meant she had to receive full-time nursing. Although a complete invalid, she lived another fifteen years before her death in London on 13th August, 1910.

Questions 1–7

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

In boxes 1–7 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

1. Florence's father would rather have had a son.
2. Florence was determined to study medicine.
3. She helped disabled women after training in Germany.
4. Florence was not able to wash when working in a hospital in Turkey.
5. No food was given to the soldiers in hospital.
6. John Delane was a wealthy man.
7. In 1856, Florence had an interview for a job.

Questions 8–10

Complete the sentences below.

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

Write your answers in boxes 8–10 on your answer sheet.

8. Florence rejected the advances of _____ because she wanted to become a nurse.
9. Florence was encouraged to study medicine by America's first female _____.
10. After returning to England from Turkey, she realised that the quality of nursing had to be _____.

Questions 11–13

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

Write the correct letters in boxes 11–13 on your answer sheet.

11. What disease did many soldiers die from?
 - A typhus
 - B cholera
 - C dysentery
 - D all of the above
12. What reaction best describes doctors' feelings towards Florence's views on military hospitals?
 - A They supported her.
 - B They disagreed with her.
 - C They welcomed her.
 - D They physically attacked her.
13. What did she do in 1857?
 - A She had an interview with Queen Victoria.
 - B She started the Army Medical College.
 - C She talked to the Sanitary Commission.
 - D She published two books.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–27 which are based on Reading Passage 2 below.

Endangered Languages

To understand the terms “revival” and “revitalization”, first you have to understand the current state of these languages. Linguists have a variety of grim-sounding terms for languages with few or no native speakers. A language which has no native speakers (people who grew up speaking the language as a child) is called “dead” or “extinct”. A language which has no native speakers in the youngest generation is called “moribund”. A language which has very few native speakers is called “endangered” or “imperilled”.

Language revival and language revitalization are attempts to preserve endangered languages. Of the 800 plus Amerindian languages, five hundred are endangered or worse. Most of the others are in Central and South America; in North America only Navajo usage is increasing, and even the relatively “healthy” languages like Cherokee – spoken by 22,000 people – are threatened by low percentages of children learning the languages.

It is true that in the natural course of things, languages, like everything else, sometimes die. People choose, for a variety of valid social reasons, not to teach their children their own mother tongue. In the case of American Indian languages, however, the language drop-off has been artificially induced and precipitous, and just as with the human-caused endangered species crisis, it is worth doing something about it. Amerindian languages were deliberately destroyed, particularly in North America.

In the earlier days of European contact, Indians were separated from their linguistic kin and resettled hundreds of miles away with individuals from other tribes who couldn't understand each other. Historically, this is the single most effective way to eliminate minority languages (for obvious reasons). Even as recently as the 50's, Indian children were being forcibly removed from non-English-speaking households and sent to boarding schools to be “socialized”. They were routinely punished there for speaking their languages, and Indian-speaking parents began hiding their languages in the hope of keeping their children in their houses or at least making school life easier for them. The percentage of Cherokee children being raised bilingually fell from 75% to 5% during the US boarding-school-policy days.

Other languages, with smaller user bases and no literary tradition like the Cherokees to buoy them, have died entirely. This was not a natural death. Existing linguistic communities do not normally lose their languages after losing a war, even after being conquered and colonized, the way immigrant groups do. The usual pattern is bilingualism, which may be stably maintained indefinitely. Most West Africans have been raised bilingually ever since colonization there, so have many South American natives, where the linguistically destructive policies used by the US and Canada were never implemented. In Paraguay, for example, more than 90% of the population is bilingual in Spanish and Guarani, and has been for centuries.

Now that the Amerindian languages of North America are in the precarious situation they are, simply leaving them alone will not cause their extinction trends to end. Once the majority of the young people in a community don't understand a language any more, its usage declines rapidly. This is where language revival is the resurrection of a "dead" language, one with no existing native speakers. Language revitalization is the rescue of a "dying" language.

There has only been one successful instance to date of a complete language revival, creating a new generation of native speakers without even one living native speaker to help. That instance was the reincarnation of Hebrew in modern Israel, and there were many extenuating circumstances associated with it. However, there have been successful partial revivals, where a no-longer-spoken language has been revived as a second language sufficiently for religious, cultural, and literary purposes. There have also been successful language revitalizations, where languages in decline have recovered.

It may sound silly to say that the prestige of a language and the self-esteem of its speakers play a pivotal role in revitalization, but it has been proven again and again. Navajo, for instance, was in steep decline until the 40's, when the language, once deemed worthless, was used by the Navajo code talkers to stymie the Germans and Japanese in World War II. With Navajo's validity as a real, complex, and useful language suddenly nationally acknowledged, its usage shot up, and today this language, once on the brink of extinction, is in good health.

By inspiring the younger generations to take an interest and pride in their ancestral languages, and by providing the means for them to learn it, it becomes possible to reverse downward linguistic trends. However, the true revival of a "dead" language is

something people are more reluctant to raise hopes about. Nevertheless, it is possible to revive such a language enough for children to have access to traditional literature, to use it for cultural and religious purposes, and even to speak it as a second language in limited fashion.

It may be true that once a language is dead it is dead forever, but some kinds of dead are clearly preferable to others. If the lost languages of the Americas can all be as dead as Latin, then that would be enough.

Questions 14–19

Complete the summary below.

Choose NO MORE THAN ONE WORD from the passage for each answer.

Write your answers in boxes 14–19 on your answer sheet.

Countries that are 14. _____ usually become bilingual rather than lose their own language. However, this is not the case in America where many languages are now in a 15. _____ situation because destructive linguistic policies were adopted. A language quickly begins to be spoken less and less when it is not 16. _____ by younger generations. While a “dead” language needs to be 17. _____, a “dying” language needs to be 18. _____. The former has only ever happened once and that was with the 19. _____ language.

Questions 20–24

Look at the following languages and the list of statements on the next page.

Match each language with the correct statement, A–G.

Write the correct letters, A–G, in boxes 20–24 on your answer sheet.

Languages

- 20. Cherokee
- 21. Guarani
- 22. Hebrew

- 23. Latin
- 24. Navajo

List of Statements

- A Used as a secret code
- B The majority of the population speak this with a non-native language
- C A rediscovered language
- D A resurrected language
- E Was used by the Japanese
- F A dead language
- G Percentage of bilingual speakers fell

Questions 25–27

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

Write the correct letters in boxes 25–27 on your answer sheet.

- 25. How were Amerindian languages discouraged?
 - A Children were told to socialise more.
 - B Children were punished if they spoke their own language.
 - C Boarding schools hid their language.
- 26. Where have people been bilingual for hundreds of years?
 - A West Africa
 - B Israel
 - C Paraguay
- 27. How can young people be encouraged to learn their own language?
 - A through force
 - B through self-interest
 - C through traditional literature

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

A Brief (and Tasty) History of Chocolate

The first records that chronicle the manufacture and consumption of chocolate originated from about 200–950 A.D., during the Classic Period of Mayan culture. Glyphs and ancient vessels provided the first evidence that the *Theobromo cacao* – a tree that grows in the tropical rainforest – was harvested for its cacao seeds. The Mayan culture was spread over a vast Mesoamerican territory, covering what is now southern Mexico, Belize, Guatemala, Honduras, and part of El Salvador.

Not only were cacao trees harvested in the wild, but the Mayans also grew the trees nearby their homes, in their own backyard gardens. After the cacao pods were picked, the seeds found inside were fermented and dried. The seeds would then be roasted over a fire, followed by grinding between two large stones. The resulting paste was mixed with water, chili peppers, cornmeal and other ingredients. This final concoction made the cacao paste into a spicy, frothy, and rather bitter drink. With sugar unknown to the Mayans, if chocolate was sweetened at all, the sweetener would have been honey or flower nectar.

The Mayan culture reached its zenith during the Classic Period, followed by centuries of decline. By 1400, the Aztec empire dominated much of the Mesoamerican landscape. The Aztecs not only adopted the cacao seed as a dietary staple, but also as a form of currency. Cacao seeds were used to pay for items, and also given as tribute by conquered peoples.

While in the Mayan culture many people could drink chocolate, at least occasionally, in Aztec culture the chocolate was reserved mostly for royalty, priests, and upper echelons of society. The priests would also present cacao seeds as offerings to the gods, serving chocolate drinks during sacred ceremonies (one reason for our calling chocolate the “elixir of the gods”).

During the conquest of Mexico by the Spaniards in 1521, Europe became aware of chocolate for the first time. The Spaniards had observed the Aztec royalty and priesthood making and drinking the dark concoction, and quickly came to like it as well.

Cacao seeds were shipped back to Spain in bulk, where the paste was mixed with spices like cinnamon and sugar, thus taking the edge off their bitterness. An expensive import, only the Spanish elite could afford to purchase chocolate, and for the next 300 years chocolate was treated as a status symbol.

Spain continued to import and manufacture its chocolate in secret for at least a hundred years before the rest of Europe caught wind of the delicious brew. Once out, chocolate became one of the greatest fads to hit the continent.

Production of both cacao beans and sugar was labour-intensive, and time-consuming processes. In order to keep up with demand for both items, many European countries set up plantations in the New World for cultivation of these two crops. Wage labourers and slaves were used to grow the crops, then process them, for export to and sale in Europe.

It was not until the 1800s that mechanization speeded up the process of chocolate-making, making chocolate cheaper, more plentiful, and thus available to the public at large. With the advent of the steam engine, cacao beans could be ground automatically. Bakers and chefs seized the opportunity to work with this suddenly available medium, establishing shops for the exclusive manufacture of chocolate, especially in countries like Belgium, Switzerland, Germany, and France. Lindt & Sprungli, of Switzerland, showed up in 1845, and Neuhaus Master Chocolate Makers, of Belgium, in 1857.

Different chocolate manufacturing processes were also invented along the way. Three of the biggest processes to change the way in which chocolate was made and consumed were the addition of milk, instead of water, to chocolate. This idea, credited to Sir Hans Sloane, further reduced cacao bitterness and improved taste. Sir Sloane kept his discovery a trade secret for some time before selling the recipe to a London apothecary (which later on became the property of the Cadbury brothers). Condensed and powdered milk eventually replaced whole milk, allowing for a smoother and far sweeter product than before; milk chocolate is by far the most popular chocolate item in America today.

Another improvement in manufacturing came with the making of liquid chocolate into semi-solid edible bars, allowing the item to become much more portable and not as perishable (solid chocolate has a shelf life of about a year). The secret to bar-making

comes from cacao butter, the fatty part of the cacao bean. When the bean is ground up, about 55% of the resulting paste is cacao butter. This fat percentage, though seemingly high, is still too low to make soft (and edible) bar chocolate, yet way too high for powdered chocolate (such as is used to make hot chocolate). Heavy-duty presses are used to remove about half of the cacao butter from the paste, after which the purified butter is added into “untouched” raw paste, making bar chocolate that is about 75% cacao butter, and semi-solid at room temperature. The stripped paste, devoid of about half of its fat content, solidifies into a hard cake that is pulverized into cacao powder.

A third, and major, improvement in chocolate manufacturing came with the discovery of the “conching” method – the mixing of chocolate over a period of several days in order to allow volatiles and moisture to evaporate, resulting in a more pleasing, smoother taste to the final product. Conching is credited to Rudolph Lindt (of Lindt & Sprungli fame), who found out that a batch of chocolate left mixing for several days became much smoother in texture and taste than one allowed to solidify immediately.

Despite modern improvements to the processing of chocolate, the actual harvesting of the cacao bean has remained virtually unchanged since the days of the Mayans and Aztecs and cacao beans are still cultivated in tropical climates, within 10 to 20 degrees of the Equator.

Questions 28–35

Complete the flow chart below.

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

Write your answers in boxes 28–35 on your answer sheet.

Cacao Harvest

cacao pods picked
seeds then 28. _____ and 29. _____
after that the seeds are 30. _____
two large stones used for 31. _____ seeds into 32. _____
then mixed with water, 33. _____, cornmeal and other ingredients
34. _____ can be added to hide the 35. _____ taste

Questions 36–39

Complete the table below.

Write **A NUMBER OR NUMBERS** from the passage for each answer.

Write your answers in boxes 36–39 on your answer sheet.

Years	Events
36. _____	Chocolate dates back to this time.
1400	Aztec empire dominated Mesoamerica.
37. _____	Conquest of Mexico
38. _____	Chocolate became cheaper.
39. _____	Lindt & Sprungli established

Question 40

Complete the sentence below.

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

Write your answers in box 40 on your answer sheet.

40. Chocolate became smoother in texture when _____ was replaced with _____ milk.

Test 5

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

Weapons, Death, and Tofu: Finding Nirvana in an SUV

A recent print ad for the Dodge Ram shows the truck's imposing grille covered with dead bugs and huge letters with a warning: "Some Bugs Die More Noble Deaths Than Others." The not so hidden message: If you're gonna get killed by a vehicle, it might as well be a Ram. Why, given the numerous reports documenting the inherent dangers of SUV's (Sports Utility Vehicles), would Dodge use this metaphor? The answer is simple. In our violent culture, death sells.

Marketing psychologists have somehow figured out that potential buyers are more into Rambo than, shall we say, Rimbaud. Another Dodge ad offers up its larger than life vehicle with one word, "Rammunition". Indeed, with themes of death and weaponry, these adverts are clearly appealing to the warriors among us. At least the ones who eat hamburgers.

The third ad in the same campaign makes a full-scale assault on vegetarians. The tag line here: "It's A Big Fat Juicy Cheeseburger In A Land Of Tofu." But even more provoking is the question the ad poses: "Why drive some pathetic excuse for an SUV when you can wrap your hands around a Dodge Durango?" Dodge's demographic experts have not only calculated that potential Durango purchasers are more likely to be carnivores, they've also estimated them to be caught up with the notion of size.

All This Power

However, contrary to the hype advertisers feed us, the typical man or woman does not actually purchase such vehicles to head up unpaved mountain

roads. In fact, only 5% use these monoliths to drive off road. SUV ownership goes beyond even the notion of status.

In traversing creek beds and scaling dried-up waterfalls, these individuals may believe they're communing with the great outdoors. In reality, they're disrupting ecosystems and turning natural areas into obstacle courses.

No matter. To those paunchy, balding Hollywood producers and other daredevil wannabes, the H2 will help them reclaim their youth and sense of adventure. True, this 'evolved' Hummer driver won't likely be tearing up the topsoil in pristine areas, but you can be sure he or she will still be doing their part for environmental degradation. What they won't be doing, luckily for them, is flipping over. The H2's relatively close to the ground configuration helps avoid this problem.

Not so, of course, with the Ford Explorer and other traditional SUV's. In fact, as any automobile dealer won't tell you, rollover death rates are double those of regular cars. Yet, why worry about mangling your loved ones and contributing needlessly to global warming, when as the Chevy Tahoe declares, "You can use all this power to go way out there, take in the awe-inspiring vastness and realize that with your powerful new Tahoe, your position in the world has just risen slightly."?

Earth on Empty

Cruising beyond the rough and tumble, macho, good ole boy market, ad execs have discovered that spirituality sells. So, unlike the screaming messages of aggression, a whole other breed of ad is capitalizing on the growing American trend toward spirituality. Yes, those same SUV's responsible for desecrating our sacred places are being portrayed not as a vehicle for driving, but as vehicles for finding one's spiritual path.

Consider an ad for the Hummer H1. Here we see a dreamy white sand beach, sun high overhead with the understated silhouette of a tank-like vehicle in the distance. The small font reads, "How did my soul get way out here?" The tag line: "Sometimes you find yourself in the middle of nowhere. And sometimes in the middle of nowhere you find yourself."

The less car-mically challenged among us needn't give up hope, though. Yes, these vehicles now make up over 50% of the automobile market in the States and increasingly throughout the world, but a growing discontent for all they represent is bubbling to the surface with some positive developments.

In Boston, Massachusetts, a group of artists calling themselves Earth on Empty are working to make people aware of the human and environmental dangers associated with SUV's. Volunteers distribute their message in the form of very convincing mock parking citations. Since the first ticketing event in May 2001, the group has expanded its efforts to 350 cities throughout the US. One of the group's founders, J. d'Tagger, estimates they've ticketed about 1 million, or 5% of all, SUV's in this country.

Other changes are coming directly from the source. The major auto companies are all debuting energy-saving hybrid SUV's. Even Ford, notorious for its behemoth eight-passenger Excursion, plans to unveil its first Hybrid SUV, the Ford Escape, in 2003.

Unfortunately, while greater fuel efficiency is certainly welcome, such modifications do little to counteract the many other negative consequences of our driving addiction. Even a zero-emissions Sports Utility Vehicle will continue to contribute to urban sprawl, social alienation and resource depletion.

And let's not forget the close to 150 million total vehicles already traversing the US asphalt with many more to follow. Sure, it's easy to place all the blame on SUV's but does it really matter all that much how big or wasteful an individual vehicle is? Is a family with one 12 mpg Toyota Landcruiser less socially responsible than the one with two 31 mpg Chevy Prisms? On a planet threatened by environmental destruction, excess is excess.

Something even Hummer understands. Their latest advertisement shows the former war-mobile with the following message: "Excessive. In a Rome at the height of its power sort of way." This makes me wonder how precipitous our downward fall will be.

Questions 1–5

Complete the sentences below.

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

Write your answers in boxes 1–5 on your answer sheet.

1. Most people do _____ buy an SUV to drive _____.
2. _____ cars are less likely to roll over than SUV's.
3. As SUV's continue to increase in popularity, the negative aspects of what they _____ also increases.
4. _____ are used by Earth on Empty to advertise their concerns about the environment.
5. All of the main SUV manufacturers have introduced cars with reduced _____ consumption.

Questions 6–10

Answer the questions below.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

Write your answers in boxes 6–10 on your answer sheet.

6. What kind of food are SUV owners expected to eat?
7. What percentage of car owners go off road?
8. In which way does the Ford Explorer compare unfavourably with the H2?
9. How many tickets have Earth on Empty distributed to SUV owners since they started their campaign?
10. What negative effect do SUV's create even if fuel consumption is not a problem?

Questions 11–13

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

Write the correct letters in boxes 11–13 on your answer sheet.

11. SUV drivers want to be

- A flipping over.
- B balding.
- C youthful.

12. SUV drivers want to be on

- A a spiritual path.
- B a white beach.
- C a tank.

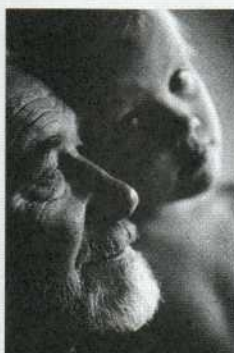
13. The author's main aim in writing this article is to tell you

- A how good SUV's are.
- B that not all SUV's are safe.
- C SUV's all help to destroy the planet.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–27, which are based on Reading Passage 2 below.

Agequake: Say Hello to Underpopulation



Welcome to the new world of aging, a world in which liberals used to unending economic growth, and greens focused on zero population growth, will find themselves uncomfortable. Instead of overpopulation, it will be underpopulation that will be the world's biggest problem, first in the West, and then most likely the rest of the world. Only nations with high immigration that can make the switch from a youth economy to an old person's economy will survive. This will mean among the biggest changes in human history – pensions, growth economies, 9-5 work, male domination – all must end if we are to successfully navigate the agequake ahead.

Writes Paul Wallace, author of *Agequake*, historically “we have been remarkably young. Our average age has been around 20 or less. But in the current generation's lifetime, the average age of the world will nearly double from 22 in 1975 to 38 in 2050, according to the UN projections. Under another projection, it could reach over 40 as early as 2040.”

Not only is the population pyramid about to flip but populations in Europe may plunge on a scale not seen since the Black Death in 1348. But this is not just a Western trend; indeed, because of the speed of the demographic slowdown in the developing world, it means that “they will age much more quickly than the West,” says Wallace. In twenty years' time, China will be one of the most rapidly aging societies.

The worker-retiree ratio

While many of these changes will be positive – longer life (by mid-century there will be over two million centenarians compared with 150,000 today), healthier lifestyles, less childhood deaths, and falling numbers of young people (which means falling crime rates) – others are not so positive. Who will pay for the retirement benefits of the elderly? Over the next thirty years, the ratio of workers to pensioners in industrialised nations will fall from the current 3 to 1 to 1.5 to 1. How will societies stay rejuvenated with new ideas?

Would we have had a personal computer revolution if youngsters like Steve Jobs were not there to challenge authority and create new products? And what will happen when those purchasing stocks in the 1980s and 1990s begin to sell them 20 years later to pay for their retirement? There will be no age cohort to purchase them as the baby boomers currently have. Will we enter a long-term bear market and thus possibly a long-term economic depression? But what is the cause of the aging of society?

Two factors. First, we are living longer and second, birth rates are falling. "In the late 1990s, fertility rates were already at or below replacement level – 2.1 children per woman – in 61 countries with almost half the world's population," writes Wallace. Even nations like India and Indonesia are likely to fall below this level.

Iceberg ahead

The population pyramid is reversing, especially in rich nations. Populations, like supertankers, take forever to turn around; but when they do, the changes are dramatic. Europeans have not noticed the population decline because of immigration, high fertility in the past and declines in mortality, but in reality birth rates are plunging. Pete Peterson in his book, *Grey Dawn*, describes global aging as an iceberg. While it is easy to see above the waterline, it is far more difficult to prepare for "the wrenching costs ... that promise to bankrupt even the greatest powers ... making today's crisis look like child's play."

One solution for the West is immigration. Already California is set to become a majority minority state. The USA will become the second largest Spanish-speaking nation in 2020. But there are danger signs as generally older Californians will be

Caucasian and rich, while younger ones will be Hispanic and poorer. The question is not will California secede but which California will secede?

A second solution is increasing productivity, working smarter. While the convergence of computing and telecommunications has not shown immediate gains, it is early days yet. The problem of fewer young people working will not be a problem since they will be able to produce more wealth.

Projecting the future age structure of a population can be done with a great deal of certainty (barring asteroids, pandemics, etc.). Demographics can also predict changes in behavior since one is more likely to migrate in one's 20s, more likely to vote conservative in one's 50s (when one has property to conserve, and when one is concerned more with crime and order and less with freedom and social justice).

To survive the agequake, our basic structures of work, leisure, and family structures will have to change. The old pattern of student, work, retirement, death will have to transform. More flexible patterns will have to be set up to combine work, play, and the rearing of children. In fact, the entire (endless growth) capitalist system must transform; nothing less can adequately resolve the tensions ahead.

We have historically lived in a world where the average population was young. This is about to reverse itself. The entire industrial and post-industrial system has been built on certain demographic assumptions of when we work, when we reproduce, when we retire; this is all changing, and we are not prepared.

Questions 14–18

Answer the questions below.

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

Write your answers in boxes 14–18 on your answer sheet.

14. How will liberals feel in the future?
15. What is one factor associated with a fall in worker to pensioner ratio?
16. Why have Europeans not been aware of a fall in population?
17. What is one way of solving the problem of a reverse population pyramid?
18. What are you likely to do in your 50s?

Questions 19–23

Do the following statements agree with the claims given in the reading passage?

In boxes 19–23 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

19. Maintaining a youth economy is the only way for old people to survive.
20. For a long time people only lived until they were 20 years old.
21. The fertility rate in India is expected to fall below 2.1 children per woman.
22. Population levels have not been falling in Europe because of factors like immigration.
23. People will have to study more in the future due to greater competition for the best jobs.

Questions 24–27

Complete the summary using the list of words, A–H, below.

Write the correct letters, A–H, in boxes 24–27 on your answer sheet.

By 2020 the 24. _____ population in California will not be as 25. _____ as the 26. _____ population but it will be in the 27. _____.

A Caucasian	C minority	E poor	G richer
B rich	D poorer	F Hispanic	H majority

READING PASSAGE 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

Teaching English as a Foreign Language

A

Have you ever thought about teaching the English language in a foreign country? It certainly is a feasible option for those who would like to spend an extended amount of time in a certain country, whose jobs require overseas experience, or who need to move to a country due to a family situation.

If you have ever wanted to spend some time in a foreign country, yet lack the funds to make this a reality, teaching English on the side can make your sojourn a kind of “working vacation”. If a family situation has resulted in you taking residence in another country, then you can use this time to your advantage, gaining teaching experience while building up a small nest egg for such necessities as food, lodging, and (possibly) the return trip home.

B

Getting started is relatively easy, but does require that the candidate obtain either a TEFL (Teaching English as a Foreign Language) or the more involved TESOL (Teaching English to Speakers of Other Languages) certificate in order to demonstrate the ability to speak and instruct students in the English language. There is also something called the CELTA (Certificate in English Language Teaching to Adults), which is the Cambridge University equivalent of the TEFL.

The cost is about \$US 2,300 for the TEFL. Much like with university degrees, cheaper options abound, especially online. However, as more and more overseas schools become aware of these buy-it-online certificate programs, it will not be worth even the paltry sum paid to these Web sites if you later on cannot find employment.

It will take approximately five weeks (about 130 hours) of classroom instruction time in order to obtain one of the aforementioned certificates. Most universities and community colleges offer TEFL or TEFL equivalent certificates. The courses address proper oral (speaking and listening) and non-oral (reading and writing) communication. You will not be required to know the language of the country to which you apply, and some foreign schools even forbid that the instructor speaks the local language.

C

Once you obtain your certificate, the fun begins. First, decide in which countries you would like to teach. You may already have a few candidates in mind; if so, research how much the respective schools pay per course and how adequately they handle such matters as housing, class-to-class transportation, teaching time slots, and work visas. Then, send out several résumés. Some certificate granting colleges and universities will even help you out in this regard, offering career advice and résumé writing workshops, for example.

At this point, acceptances from various overseas institutions may start coming in. However, before you sign on for a 10-month stint in Rome, read all the fine print. Find out just how much you will be paid for your services, whether your housing will be subsidized, and whether or not any travel will be required. Find out just how many rupees, or lire, or zloty you will spend just to do your job. If too many of these coins are required, then not only will you never make back the investment on your certificate, but working will actually put you in debt!

Many overseas English schools are notorious for underpaying their staff and for having draconian work policies. Some instructors report being paid as little as \$US 15,000 a year, all while being required to teach, plan lessons, grade papers, travel from class-to-class (with gas in some countries costing over \$US 5/gallon), and purchase and wear professional clothing.

D

The alternative to working under a school is to teach privately. However, you must have a loyal client base (or be able to set one up). This will require time and money for the making and posting of ads, both online and on paper. Your success (or lack thereof) will also depend a lot upon prior clients who give good referrals, as well as on current clients who actually show up to class.

When all is said and done, teaching English as a foreign language is a (semi) lucrative way to pay for an extended stay in a foreign country. You will need to be creative if you plan on making any additional money for yourself or others, however. Workload will vary depending upon how savvy you are in finding and negotiating with private clients. While teaching English will not necessarily make you rich, it will allow you to experience the world, appreciate different cultures, and not break your own bank account in the process.

Questions 28–31

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

Write the correct letters in boxes 28–31 on your answer sheet.

28. Teaching overseas gives you the opportunity to

- A save money.
- B buy food.
- C have a vacation.

29. A TEFL course will develop your

- A foreign language skills.
- B reading skills.
- C time management skills.

30. Before accepting a job, it is important to

- A read information sent from the school carefully.
- B decide if you really want to travel.
- C know what services they will offer.

31. To teach privately you need to

- A teach online.
- B be loyal to your clients.
- C advertise.

Questions 32–34

Reading Passage 3 has four sections, A–D.

Which section contains the following information?

Write the correct letters, A–D, in boxes 32–34 on your answer sheet.

32. Different ways of making money

33. Details of a teaching qualification

34. Why you might consider teaching abroad

Questions 35–40

Complete the summary below.

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

Write your answers in boxes 35–40 on your answer sheet.

TEFL and 35. _____ are very similar qualifications and should be taken before embarking on a career in teaching English as a foreign language. Although the cost of doing such a course might seem excessive, the chances of finding a job with 36. _____ are much lower. The course takes about five weeks and although you need to develop many oral and non-oral communicative skills, you do not need to study the 37. _____. After completion of your course, you will need to do some 38. _____ in order to find out more information about the schools you are interested in. Before deciding on where to go, it is essential to find out how much you are going to be 39. _____ because many places are infamous for 40. _____ their teachers.

IELTS Reading Answer Sheet

Reading Test 1

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X ✓

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IELTS Reading Answer Sheet

Reading Test 2

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18			38			
19			39			
20			40			

IELTS Reading Answer Sheet

Reading Test 3

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IELTS Reading Answer Sheet

Reading Test 4

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20				40			

IELTS Reading Answer Sheet

Reading Test 5

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14				34			
15				35			
16				36			
17				37			
18				38			
19				39			
20				40			

Answers

Nutrition Facts Page 16

1. tortillas 2. 4% 3. 9 4. less than 2,400mg 5. 220

Index Page 16

- | | | |
|--------|----------------------------------|-----------------------------------|
| 1. 191 | 4. 95, 116 (both numbers needed) | 7. 125 |
| 2. 236 | 5. 29 | 8. 207 |
| 3. 132 | 6. 67 | 9. 124, 206 (both numbers needed) |

Keywords & Expected Answers Pages 21, 22

- | | |
|-------------------------------------------------|-----------------------------------------------------|
| 1. How old, shoe – age | 6. What two things, determine, age – something (2x) |
| 2. What, found – something | 7. Who, found – somebody / name |
| 3. What, factors, protected – reasons / factors | 8. When, Irish people, wear – a time |
| 4. What, covered – something | |
| 5. How old – age | |

Answers Pages 21, 22

- | | |
|-----------------------------------------------------------------|-----------------------|
| 1. 5,500 years old | 5. 600–700 years old |
| 2. grass | 6. leather, grass |
| 3. stable, cool, dry (any two answers followed by “conditions”) | 7. Ms Diana Zardaryan |
| 4. sheep dung | 8. 1950s |

University Level Check – One Page 29

- | | | |
|--------------|-----------------|--------------|
| 1. vision | 7. sequence | 13. ensure |
| 2. anomaly | 8. intelligence | 14. assess |
| 3. project | 9. crises | 15. restore |
| 4. sex | 10. subsided | 16. final |
| 5. democracy | 11. indicates | 17. rational |
| 6. research | 12. participate | 18. dynamic |

University Level Check – Two Page 30

- | | | |
|---------------|-----------------|-------------------|
| 1. trend | 7. clinic | 13. irresponsible |
| 2. area | 8. misprints | 14. evaluate |
| 3. Philosophy | 9. motive | 15. attained |
| 4. intake | 10. inspect | 16. subsequent |
| 5. intimacy | 11. accumulated | 17. homogeneous |
| 6. section | 12. saturated | 18. inherent |

Page 31

Method One

Advantages: Answers differ from person to person.

Disadvantages: Harder questions and more difficult passages usually come last in the test and candidates are then under the time pressure and in poorer concentration.

Method Two

Advantages: Candidates can select the easier questions to answer first and this may increase their chance of getting a higher score in the test.

Disadvantages: Answers differ from person to person.

Answers Page 34

- | | | |
|---------------------------------|----------------|-----------------------------------|
| 1. Mauritius | 4. 100 years | 7. streamlined / lithe / active / |
| 2. African fruit-eating pigeons | 5. museum | smart / thin (any three words) |
| 3. tiny wings | 6. Naturalists | |

Answers Page 40

1. a. proper nouns b. numbers c. italics d. quotations
2. a. title b. subtitle c. chapter / unit headings d. first sentence
e. illustrations / diagrams
3. a. any word in the heading (or subheading)
b. words that appear too many times in the passage
4. a. proper nouns b. numbers c. italics d. quotations
5. a. questions with the best keywords
b. questions with obvious answers (proper nouns / numbers)

Page 42

1. 25% / 25 per cent
2. 2,150 trillion kilojoules

Page 45

1. South-East Asian fishermen / Indonesian fishermen / ancestral aborigines (any one answer)
2. drinking water
3. gait, ears, bark (all three words needed)
4. food supply
5. Tasmanian tiger / thylacine (any one answer)
6. 10 / ten years
7. very young age
8. a pest

Page 46

1. the atmosphere
2. electrons and protons

Page 47

1. carbon
2. \$700 million

Page 49

1. (just) seven / 7 years
2. economic necessity
3. diamond black moth
4. (severe) housing shortages / overcrowding (any one answer)
5. essential
6. Agricultural researchers

Page 51

1. honour
2. (most) noble weapon
3. kiss
4. fictitious
5. seventy thousand / 70,000 horsemen
6. differed considerably
7. 'Seppuku'

Page 53

- | | |
|---------------------------------------------------------------------|------------------|
| 1. USSR | 3. Caspian tiger |
| 2. wild boar / wapiti / moose / wolf / brown bears (any one answer) | 4. control |

Page 55

- | | |
|----------------------------|--------------------------------------------|
| 1. Saxon period | 6. medieval rood loft |
| 2. the henge | 7. manor house |
| 3. visible today | 8. archaeological (need to change the word |
| 4. Avebury Trusloe | “archaeology” in the passage) |
| 5. WW2 / World War Two / 2 | |

Page 56

- | | | | |
|------|------|------|------|
| 1. I | 2. H | 3. D | 4. G |
|------|------|------|------|

Page 57

- | | | | |
|------|------|------|------|
| 1. F | 3. C | 5. D | 7. K |
| 2. H | 4. B | 6. A | |

Page 59

- | | | | |
|------|------|------|------|
| 1. A | 2. B | 3. B | 4. C |
|------|------|------|------|

Page 61

- | | | | | |
|------|------|------|------|------|
| 1. A | 2. D | 3. D | 4. C | 5. A |
|------|------|------|------|------|

Page 63

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. C | 3. C | 4. B | 5. D |
|------|------|------|------|------|

Page 64

- | | | |
|------------|----------|------------|
| 1. Correct | 3. Wrong | 5. Correct |
| 2. Correct | 4. Wrong | |

Page 65

- | | | |
|-------------------|----------------|-----------|
| 1. postal charges | 4. New York | 7. Bombay |
| 2. telegraph | 5. (mid) 1870s | |
| 3. (mid) 1860s | 6. minutes | |

Page 69

- | | | |
|-----------|---------------------|--------|
| 1. 62% | 4. 28 points higher | 7. 26% |
| 2. 14,684 | 5. 43 points higher | 8. 35% |
| 3. 1,169 | 6. 37% | 9. 39% |

Page 71

- | | |
|-----------------------------------|--------------------------------|
| 1. predefined initial combination | 4. same predefined combination |
| 2. free text message | 5. encrypted message |
| 3. encrypted message | 6. upper board |

Page 72

1. eye mechanism
2. loose head
3. removed
4. mohair wig
5. eye system
6. chemically cleaned/separated (any one answer)
7. old dirt, wax
8. porcelain teeth
9. original eye system
10. cleaned and restyled (need to change the words "clean" and "restyle" in the passage)
11. period

Page 73

- | | |
|---------------|---------------|
| 1. 5,000 eggs | 5. predators |
| 2. a hollow | 6. salt water |
| 3. die | 7. five years |
| 4. yolk | |

Page 76

- | | |
|------------------|-------------------------------------------------------------------|
| 1. hear | 8. Short-term store |
| 2. see | 9. Response output |
| 3. smell | 10. (about) a minute |
| 4. Auditory | 11. Long-term store |
| 5. Visual | 12. long periods / many years / minutes to years (any one answer) |
| 6. Haptic | |
| 7. a few seconds | |

Pages 79, 80

- | | | |
|------|------|------|
| 1. E | 4. D | 7. E |
| 2. B | 5. C | 8. B |
| 3. D | 6. A | 9. F |

Page 83

- | | | |
|------|------|------------------------------------|
| 1. D | 4. A | 7. A |
| 2. F | 5. C | 8. B (this answer is out of order) |
| 3. B | 6. F | 9. D |

Page 85

- | | | | |
|------|------|------|------|
| 1. C | 2. D | 3. A | 4. B |
|------|------|------|------|

Page 87

- | | | | |
|---------|----------|---------|--------------|
| 1. TRUE | 2. FALSE | 3. TRUE | 4. NOT GIVEN |
|---------|----------|---------|--------------|

Page 89

- | | | | |
|--------------|----------|----------|--------------|
| 1. NOT GIVEN | 3. TRUE | 5. FALSE | 7. NOT GIVEN |
| 2. TRUE | 4. FALSE | 6. FALSE | |

Page 92

- | | | |
|--------------|----------|--------------|
| 1. FALSE | 4. TRUE | 7. NOT GIVEN |
| 2. NOT GIVEN | 5. FALSE | 8. TRUE |
| 3. NOT GIVEN | 6. TRUE | 9. FALSE |

Page 95

- | | | |
|--------|--------------|--------|
| 1. NO | 3. NOT GIVEN | 5. YES |
| 2. YES | 4. YES | |

Page 99

- | | | |
|--------------------------------|------------------------|------------------|
| 1. Crossing the Channel Tunnel | 2. Travelling in Style | 3. Heaven & Hell |
|--------------------------------|------------------------|------------------|

Page 101

- | | | | | |
|------|-------|---------|--------|-------|
| 1. i | 2. vi | 3. viii | 4. iii | 5. ix |
|------|-------|---------|--------|-------|

Pages 103, 104

- | | | | | |
|-------|------|------|-------|---------|
| 1. ii | 2. x | 3. i | 4. vi | 5. viii |
|-------|------|------|-------|---------|

Page 107

- | | |
|------------------------------------------------|-------------------|
| 1. 5ml hydrochloric acid | 5. thistle funnel |
| 2. cork | 6. hydrogen gas |
| 3. 50ml graduated cylinder/50ml glass cylinder | 7. test tube |
| 4. 1gm of zinc | 8. tap water |

Page 108

- | | |
|------------------------|----------------------------------------------|
| 1. FILTRATION | 4. remove copper oxide / filter copper oxide |
| 2. CRYSTALLIZATION | 5. copper sulphate solution |
| 3. copper oxide powder | 6. copper sulphate crystals |

Practice Tests 1–5

TEST 1 – Pages 110–122

ANGKOR WAT

- | | |
|------------------------------------------|-----------------------------------|
| 1. west | 8. cranes/trucks (any one answer) |
| 2. statue of Vishnu | 9. breathtaking |
| 3. rotted away/sawn off (any one answer) | 10. GACP |
| 4. contemplate | 11. spatial universe |
| 5. moat | 12. sandstone |
| 6. sandstone causeway | 13. pilgrimage |
| 7. quarried | |

THE WILD WEST VILLAGE NEAR TABERNAS

- | | | |
|---------------|-------|-------------------|
| 14. NOT GIVEN | 19. C | 24. C |
| 15. TRUE | 20. H | 25. four / 4 days |
| 16. TRUE | 21. A | 26. mammals |
| 17. NOT GIVEN | 22. F | |
| 18. FALSE | 23. D | |

TEA

- | | |
|-------------------------------------------------------------|---------------|
| 27. Portuguese | 34. G |
| 28. exotic textiles | 35. B |
| 29. Charles II | 36. A |
| 30. Charles II | 37. D |
| 31. William Pitt / Pitt the Younger (any one answer) | 38. TRUE |
| 32. increase profits / offload surplus tea (any one answer) | 39. TRUE |
| 33. Native Americans | 40. NOT GIVEN |

TEST 2 - Pages 123-134

CAN HUMAN BEAUTY BE DEFINED?

- | | | |
|------|---------|--------------|
| 1. D | 5. F | 9. NOT GIVEN |
| 2. K | 6. E | 10. TRUE |
| 3. C | 7. B | 11. FALSE |
| 4. G | 8. TRUE | 12. FALSE |

MUSIC PIRACY ALL AT SEA

- 13. illicitly / Usenet binaries / ICQ / IRC channels (any one answer)
- 14. court order
- 15. dubious legitimacy / cheaper downloads
- 16. RIAA
- 17. smaller bands
- 18. A
- 19. E
- 20. F
- 21. C
- 22 & 23. D, G (in any order)
- 24. Lars Ulrich, Dr. Dre (both answers needed)
- 25. Alan Smith
- 26. (to) maximise profits / maximise their profits / (to) avoid competing (any one answer)

SAN FRANCISCO EARTHQUAKE OF 1906

- | | |
|---------------|-----------------------------------------------------|
| 27. x | 34. gas lanterns / burning candles (any one answer) |
| 28. i | 35. water |
| 29. iii | 36. dynamite |
| 30. v | 37. government officials |
| 31. vii | 38. 300,000 |
| 32. 296 miles | 39. FALSE |
| 33. fires | 40. NOT GIVEN |

TEST 3 - Pages 135-147

BARBIE AROUND THE WORLD

- | | |
|-----------------------------------------------|-----------------------------|
| 1. blond | 9. skin tones |
| 2. 15% | 10. without ethnic features |
| 3 & 4. creativity, imagination (in any order) | 11. smile |
| 5. strong / angry (any one answer) | 12. TRUE |
| 6. traditional culture | 13. FALSE |
| 7. \$700 | 14. B |
| 8. women everywhere | |

ECONOMIC APARTHEID KILLS

- | | | |
|---------------|---------------------------------|-----------|
| 15. 2% | 20. \$70,000 | 25. 27% |
| 16. 85% | 21. U.K. | 26. 25% |
| 17. barely 1% | 22. \$144,000 | 27. 9 : 1 |
| 18. Indonesia | 23. Japan | |
| 19. \$37,000 | 24. 0.55 / .55 (any one answer) | |

THE CHICKEN TIKKA MASALA STORY

- | | | |
|-------|-------|-------|
| 28. H | 33. B | 38. A |
| 29. C | 34. F | 39. A |
| 30. G | 35. D | 40. B |
| 31. A | 36. B | |
| 32. E | 37. C | |

TEST 4 - Pages 148-159

FLORENCE NIGHTINGALE

- | | |
|--------------|-----------------------------------------------------------------|
| 1. NOT GIVEN | 8. several suitors |
| 2. TRUE | 9. doctor |
| 3. TRUE | 10. improved (need to change the word "improve" in the passage) |
| 4. NOT GIVEN | 11. D |
| 5. FALSE | 12. B |
| 6. NOT GIVEN | 13. C |
| 7. FALSE | |

ENDANGERED LANGUAGES

- | | |
|---------------------------------------------------------------------------|-------|
| 14. conquered / colonised (any one answer) | 21. B |
| 15. precarious | 22. D |
| 16. understood (need to change the word "understand" in the passage) | 23. F |
| 17. resurrected (need to change the word "resurrection" in the passage) | 24. A |
| 18. revitalized (need to change the word "revitalization" in the passage) | 25. B |
| 19. Hebrew | 26. C |
| 20. G | 27. B |

A BRIEF (AND TASTY) HISTORY OF CHOCOLATE

- | | |
|--------------------------------------------|----------------------------------------|
| 28 & 29. fermented, dried (in any order) | 36. 200–950 A.D. |
| 30. roasted | 37. 1521 |
| 31. grinding | 38. 1800s |
| 32. paste | 39. 1845 |
| 33. chili peppers | 40. whole milk, condensed and powdered |
| 34. honey / flower nectar (any one answer) | (both answers needed in this order) |
| 35. bitter | |

TEST 5 – Pages 160–172

WEAPONS, DEATH, AND TOFU: FINDING NIRVANA IN AN SUV

1. not, off road / up unpaved mountain roads (any one answer needed)
2. Regular
3. represent
4. Mock parking citations
5. fuel
6. hamburgers / cheeseburgers (any one answer)
7. 5%
8. flipping over
9. (about) 1 million / one million
10. urban sprawl / social alienation / resource depletion (any one answer)
11. C
12. A
13. C

AGEQUAKE: SAY HELLO TO UNDERPOPULATION

- 14. uncomfortable
- 15. living longer / falling birth rates (any one answer)
- 16. immigration / high fertility / declines in mortality (any one answer)
- 17. immigration / increasing productivity / working smarter (any one answer)
- 18. vote conservative
- 19. NO
- 20. NO
- 21. YES
- 22. NO
- 23. NOT GIVEN
- 24. F
- 25. B
- 26. A
- 27. H

TEACHING ENGLISH AS A FOREIGN LANGUAGE

- | | |
|-------|----------------------------------------|
| 28. A | 35. CELTA |
| 29. B | 36. buy-it-online certificate programs |
| 30. A | 37. local language |
| 31. C | 38. research |
| 32. D | 39. paid |
| 33. B | 40. underpaying |
| 34. A | |

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