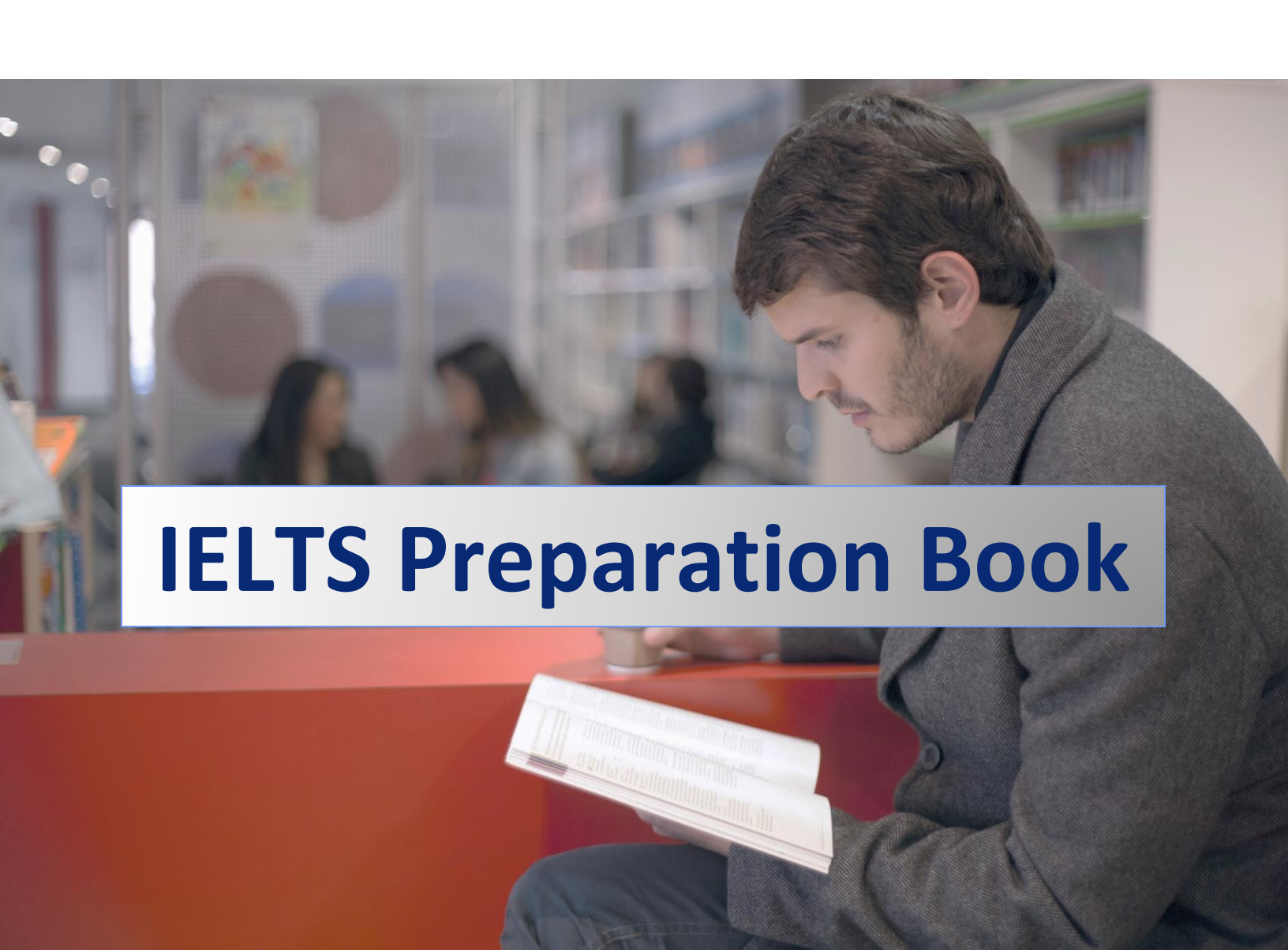


A man with dark hair and a beard, wearing a grey jacket, is sitting at a red table in a library or study area. He is looking down at an open book he is holding. In the background, there are bookshelves and other people, slightly out of focus.

IELTS Preparation Book

Reading Module

IELTS Test Venue (NZ300) & Registration Centre

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Course Outline

Lesson A.3 – Reading (1st Class) p. 01

- Academic / General
- Reading skills: Skimming, Scanning, Reading Intensively
- Practice exercises
- Practice Test

Lesson B.3 – Reading (2nd Class) p. 47

- Academic / General
- Question types: Overview, Viewpoint, Summarising, Specific Information
- Practice exercises

Lesson C.3 – Reading (3rd Class) p. 75

- Academic / General
- Question types: Matching information (True / False / Not Given)
- Practice exercises
- Reading practice test

Lesson D.3 – Reading (4th Class) p. 102

- Academic / General
- Question types: Viewpoint and summarising questions
- Practice exercises
- Reading practice test

About These Course Lesson Packs :

These lesson packs have been created as part of the FC ELC Intensive IELTS Preparation Course irrespective of whether you are a General or Academic candidate. It includes the basic strategies that you will be using throughout the Course.

It is very important that you read through this Welcome Pack and complete the activities before you come to your first class. This way you will benefit more from the Course as you will be able to better understand each lesson taught in class.

Each week you will receive a set of course notes which will include the lessons to be covered that specific week. The lessons are separated according to the IELTS test modules – Listening, Reading, Speaking and Writing. Furthermore, throughout the lessons the following icons are used to help you find your way around the pack.



When you see this icon, pay attention to grammar, vocabulary, organization or structure related information for IELTS tasks. This is what you should learn or review to do well on the test



This icon indicates an important piece of information about how to approach the test or a TEST TIP that is useful to remember.



This icon introduces a section that describes the format or provides information about an IELTS test module or the test in general.



This icon identifies in-class paper based activities and exercises. These activities help develop your skills for the IELTS test but are not necessarily indicative of the test format.



This icon indicates in-class group/pair work - usually speaking activities.



This icon indicates in-class activities that simulate IELTS test conditions. That means that they are usually timed and will model the test to give you an indication of what happens on the day of the test.



Indicates answers to a test segment or exercise. Make sure you do not look at those pages before you attempt a task.



Indicates a transcript page for a listening test.

It is also important for you to bring this Welcome Pack to your classes as your teacher may refer back to some of the techniques discussed here.

(1st Class)

Lesson A.3 – Reading



Overview of the Reading Module

Duration and format

60 minutes; 40 questions; three reading passages; total of 2,000 to 2,750 words.

One mark is awarded for each correct answer. A unique conversion table is produced for each Reading Module to translate scores out of 40 into the IELTS 9-band scale. Scores are reported as a whole band or a half band. Poor spelling and grammar are penalised.

All answers must be entered on an Answer Sheet during the 60-minute test. No extra time is allowed to transfer answers.

A variety of questions are used, chosen from the following types:

- multiple choice
- short-answer questions
- sentence completion
- notes/summary/diagram/flow-chart/table completion
- choosing from a 'heading bank' for identified paragraphs/sections of the text
- identification of writer's views/claims - yes, no or not given
- identification of information in the text - yes, no or not given/true, false or not given
- classification
- matching lists/phrases

Academic reading

Texts are taken from magazines, journals, books, and newspapers. Texts have been written for a non-specialist audience. All the topics are of general interest. They deal with issues appropriate for candidates entering tertiary institutions or seeking professional registration.

At least one text contains detailed logical argument. One text may contain diagrams, graphs or illustrations. If texts contain technical terms then a simple glossary is provided.

General Training Reading

Texts are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines.

The first section, 'social survival', contains texts relevant to basic linguistic survival in English with tasks mainly about retrieving and providing general factual information.

'Training survival', the second section, focuses on the training context, for example on the training programme itself or on welfare needs. This section involves a text or texts of more complex language with some precise or elaborated expression.

The third section, 'general reading', involves reading more extended prose with a more complex structure but with the emphasis on descriptive and instructive rather than argumentative texts, in a general context relevant to the wide range of candidates involved.

The reading skills you need: SKIM, SCAN and READ INTENSIVELY¹



How should you read? The IELTS test requires you to read effectively and efficiently. Being an effective and efficient reader means more than knowing what each word in the passage means.

Let's check the basic strategy. When you start to read a passage you need to ask yourself these three questions:

- What am I reading?
- Why am I reading it?
- How am I going to read it?

Look at the examples in the table.

What?	Why?	How?
A letter from a friend	For pleasure/information	READ the letter INTENSIVELY, that is, read it from the first word to the last word.
A magazine	For pleasure/information	SKIM the magazine, that is, glance at the headings and photos. If an article seems interesting, read more until you finish the article or you lose interest. Move on to the next heading or photo.
An airline ticket	For information, e.g. the flight number	SCAN the ticket, that is, look over it quickly until you find the information you need, ignore the other information.

What successful candidates do

- **SKIM** the passage to get a general understanding of the main points in the passage.
- **SCAN** the passage to locate the specific information needed to answer a question.
- **READ** the information **INTENSIVELY** to decide on the answer.

¹ Adapted from: O'Sullivan, K. & Lindeck, J. (2000) *Focusing on IELTS, Reading & Writing Skills*. NCELTR

STEP 1: SKIMMING

Skim the passage so that you have a general understanding of the main points in it.

When you are skimming a passage for a general understanding, don't try to understand every word. Jump from paragraph to paragraph, finding the main point in each paragraph before moving on to the next paragraph, like jumping across stepping-stones in a river. The main point of each paragraph is often, though certainly not always, the first sentence in each paragraph. The sentence with the main point is often called the 'topic sentence'. Taken together, the topic sentences of a passage should provide a reasonable summary of the passage.

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

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

While skimming, it is enough to understand that: (This) oil was used for (something). Or, say you are skimming this sentence:

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

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

When you have finished skimming the passage, skim the questions. You need to know how many questions there are and approximately what the questions are about.

**Exercise 1: Skimming**

Skim the following passage as quickly as possible and underline the sentence that gives the main point of each paragraph.

Time limit: 1 minute

Libraries

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

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

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

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

STEP 2: SCANNING

Scan the passage to locate the specific information you need to answer each question.

When you are scanning to locate some specific information, it is not necessary to read and understand every word in the passage. When you look at each sentence, you need to understand only enough to answer the question: Is this what I am looking for or not? So, you only need to understand the topic of each sentence. Let's say you are doing the IELTS test and you are trying to answer a question about shoes. You scan the passage to find the information that will give you the answer. You look at each sentence very quickly. For example, you see this sentence:

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

You locate the subject of the sentence 'cosmetics' and that is enough. It is not necessary to read all the details. You know that this sentence probably does not contain the information you need, so you quickly move on to the next sentence. This is scanning. It is similar to skimming in that you need to jump from sentence to sentence, and paragraph to paragraph.

You can now practise scanning. To encourage you to scan as quickly as possible, there is a suggested time limit.



Exercise 2: Scanning

Scan the passage about libraries. Which sentence contains the information you need to answer the questions below? Write the number of the sentence from the passage next to each question.

Time limit: 2 minutes

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

(6) Libraries are organised in three ways. (7) Most libraries will use one or more of the three main classification systems that have been developed to detail the material in the collection.

(8) They are referred to as the Dewey Decimal System, the Universal Decimal Classification and the Library of Congress System.

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

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

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

STEP 3: READING INTENSIVELY

Read one section of the passage carefully to understand what is needed to answer the question.

After you have scanned and located your information, you must read those sentences intensively. Reading intensively is different from skimming and scanning. When you skim and scan you only need to understand some key words: the subject, verb and object. Now it may be necessary to understand every word.

You can now practise reading intensively. To encourage you to read as quickly as possible, there is a suggested time limit.



Exercise 3: Reading Intensively

Answer the questions below. Scan the passage about libraries to locate the sentences that contain the answers. Then read the sentences intensively. Use NO MORE THAN FOUR WORDS in each answer.

Time limit: 2 minutes

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

Now practise the three-step reading strategy in Exercises 4 to 6. Be careful to follow the suggested time limits.

Remember – follow this 3 step reading strategy



- SKIM the passage and the questions to get a quick general understanding.
- SCAN the passage to locate the information you need to answer each question.
- READ the information intensively so that you can answer the question.



Exercise 4: Reading Strategies

Read the following passage and answer the questions below. Use **NO MORE THAN FOUR WORDS** in each answer. **Time limit: 3 minutes**

Esperanto

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

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

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

1. Who created Esperanto? Ludwig Zamenhof
2. When was Esperanto created? _____
3. How many people use Esperanto? _____
4. Name TWO countries where Esperanto is used. _____

5. In which country is Esperanto taught at universities? _____
6. Does Esperanto vocabulary come from eastern or western languages? _____
7. What kinds of words end in -a in Esperanto?

**Exercise 5: Reading Strategies**

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

Migrant labour Time limit: 3 minutes

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

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

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

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

1. Cultivating crops is an example of
 - A. economic growth.
 - B. stooped labour.
 - C. a typical job.
 - D. factory work.
2. Migrant workers usually speak the language of their host society
 - A. very fluently.
 - B. very poorly.
 - C. as well as their first language.
 - D. quite well.

3. The flow of migrant workers generally relates to
- A. war.
 - B. labor laws.
 - C. legal rights.
 - D. economic needs.



Exercise 6: Reading Strategies

Are the statements below True, False or Not Given according to the passage? Circle T, F or NG. The first has been done for you. **Time limit: 3 minutes**

Rice

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

In contrast to wheat and corn, only a small percentage of the total rice crop enters international trade. Not quite 4% of the worldwide total becomes an export commodity, although the United States exports approximately 45% of its total production. Limited international trade in rice has prevented the establishment of large, active trading centres like those for marketing cereal grains, and formulation of official grain standards for rice has been slow to develop.

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

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

Skim-Scan-Read Intensively – Further practice



From now on, remember to skim, scan and read intensively as appropriate when you do the practice exercises, when you take the IELTS reading module and when you read at university or college or generally.



Exercise 7: Australia's first commercial wind farm²

Take five minutes to answer questions 1-7.

The reading passage has eight paragraphs, A-H.

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

List of Headings

- i. Benefiting from an earlier model
- ii. Important operative conditions
- iii. Examining the public confusion
- iv. Where to go from here?
- v. How it's all linked up
- vi. How a suitable location was found
- vii. Comparing wind speeds in Australian cities
- viii. Matching operational requirements with considerations of appearance
- ix. What makes Esperance different?
- x. More than just a source of power

Example
Paragraph A

Answer
x

- 1 Paragraphs B _____
- 2 Paragraphs C _____
- 3 Paragraphs D _____
- 4 Paragraphs E _____
- 5 Paragraphs F _____
- 6 Paragraphs G _____
- 7 Paragraphs H _____



Now check your answers.

² Adapted from Jakeman, V & McDowel, C. (2006) *New Insight into IELTS*

Australia's first commercial wind farm

It's some years since the rotor blades began spinning in Esperance.

A Harvest time in Esperance is constant. As long as the wind blows - which is pretty much all the time - nine identical synchronised wind turbines reap the benefits of the dependable winds that gust up around the southern coastline of Western Australia. These sleek, white, robot-like wind turbines loom up on the horizon forming part of Australia's first commercial wind farm. They're not only functional machines that help provide electricity for this secluded coastal town but increasingly, they're also drawcards for curious tourists and scientists alike.



B Because of its isolation, Esperance is not linked to Western Power's grid which supplies electricity from gas, coal and oil-fired power stations to the widespread population of Western Australia. Before the wind turbines went in, Esperance's entire electricity needs were met by the diesel power station in town.

C The \$5.8 million Ten Mile Lagoon project is not Esperance's first wind farm. The success of a smaller, experimental wind farm, at a spot called Salmon Beach, encouraged the State's power utility to take Esperance wind seriously. Today, the wind turbines at Ten Mile Lagoon work in conjunction with the diesel power station, significantly reducing the amount of the town's electricity generated by expensive diesel power.

D The wind farm is connected to the power station by a 33-kilovolt powerline, and a radio link between the two allows operators to monitor and control each wind turbine. The nine 225-kilowatt Vestas wind turbines produce a total generating capacity of two megawatts and provide around 12 per cent of the energy requirements of Esperance and its surrounding districts.

E The power produced by a wind turbine depends on the size and efficiency of the machine and, of course, on the energy in the wind. The energy in the wind available to the wind turbines is proportional to wind speed cubed. Thus, the greater the wind speed, the greater the output of the turbine. In order to achieve optimum wind speeds, the right location is imperative. "You have to accept the nature of the beast," Mr Rosser, Western Power's physicist, said. "As surface dwellers, our perceptions of wind speeds are bad. As you go higher, wind speed increases significantly."

F The most favourable wind sites are on gently sloping hills, away from obstructions like trees and buildings and where the prevailing winds are not blocked. Computer modelling was used to select the optimum site for Esperance's wind farm. Scientists were concerned not only with efficiency, but also with protecting the coastal health environment which is rich in

plant life and home to tiny pygmy and honey-possums, and a host of bird species. In addition, the wind farm is adjacent to Esperance's popular scenic tourist drive.

G Strict erosion controls have been implemented and access to the wind farm is limited to selected viewing areas. The wind turbine towers are painted white and devoid of corporate logos or signage. According to Mr Rosser there is something of a worldwide backlash against wind farms with regard to their visual impact. "Because wind turbines perform best in the most exposed positions, they will always be visible. There is a very real need to balance environmental and technical requirements. I believe the Ten Mile Lagoon Wind Farm sets the standard for environmentally friendly developments," he said.

H In fact, the project has become something of a tourist attraction in itself. Esperance shire president Ian Mickel said the wind turbines had been well accepted by locals. "We have watched the wind farm develop with great interest, and now we find visitors to Esperance are equally enthusiastic about it," he said. The aim now is to identify other remote locations where wind turbines will be a feasible means of supplementing existing power stations.



Exercise 8: Australia's Growing Disaster

Australia's Growing Disaster

Farming is threatening to destroy the soil and native flora and fauna over vast areas of Australia. What price should be put on conservation?

Australia's National Greenhouse Gas Inventory Committee estimates that burning wood from cleared forests accounts for about 30 per cent of Australia's emissions of carbon dioxide, or 156 million tonnes a year. And water tables are rising beneath cleared land. In the Western Australian wheat belt, estimates suggest that water is rising by up to 1 metre a year. The land is becoming waterlogged and unproductive or is being poisoned by salt, which is brought to the surface. The Australian Conservation Foundation (ACF) reckons that 33 million hectares have been degraded by salination.



The federal government estimates the loss in production from salinity at A\$200 million a year. According to Jason Alexandra of the ACF, this list of woes is evidence that Australia is depleting its resources by trading agricultural commodities for manufactured goods. In effect, it sells topsoil for technologies that will be worn out or redundant in a few years. The country needs to get away from the

“colonial mentality” of exploiting resources and adopt agricultural practices suited to Australian conditions, he says. Robert Hadler of the National Farmers' Federation (NFF) does not deny that there is a problem, but says that it is “illogical” to blame farmers. Until the early 1980s, farmers were given tax incentives to clear land because that was what people wanted. If farmers are given tax breaks to manage land sustainably, they will do so. Hadler argues that the two reports on land clearance do not say anything that was not known before. Australia is still better off than many other developed countries, says Dean Graetz, an ecologist at the CSIRO, the national research organisation. “A lot of the country is still notionally pristine,” he says. “It is not transformed like Europe where almost nothing that is left is natural.” Graetz, who analysed the satellite photographs for the second land clearance report, argues that there is now better co-operation between Australian scientists, government officials and farmers than in the past. But the vulnerable state of the land is now widely understood, and across Australia, schemes have started for promoting environmentally friendly farming. In 1989, Prime Minister Bob Hawke set up Landcare, a network of more than 2000 regional conservation groups. About 30 per cent of landholders are members. “It has become a very significant social movement,” says Helen Alexander from the National Landcare Council. “We started out worrying about not much more than erosion and the replanting of trees but it has grown much more diverse and sophisticated.”

But the bugbear of all these conservation efforts is money. Landcare's budget is A\$110 million a year, of which only A\$6 million goes to farmers. Neil Clark, an agricultural consultant from Bendigo in Victoria, says that farmers are not getting enough. "Farmers may want to make more efficient use of water and nutrients and embrace more sustainable practices, but it all costs money and they just don't have the spare funds," he says. Clark also says scientists are taking too large a share of the money for conservation. Many problems posed by agriculture to the environment have been "researched to death", he says. "We need to divert the money for a while into getting the solutions into place." Australia's chief scientist, Michael Pitman, disagrees. He says that science is increasingly important. Meteorologists, for example, are becoming confident about predicting events which cause droughts in Australia. "If this can be done with

accuracy then it will have immense impact on stocking levels and how much feed to provide," says Pitman. "The end result will be much greater efficiency." Steve Morton of the CSIRO Division of Wildlife and Ecology says the real challenge facing conservationists is to convince the 85 per cent of Australians who live in cities that they must foot a large part of the bill. "The land is being used to feed the majority and to produce wealth that circulates through the financial markets of the cities," he says. One way would be to offer incentives to extend the idea of stewardship to areas outside the rangelands, so that more land could be protected rather than exploited. Alexander agrees. "The nation will have to debate to what extent it is willing to support rural communities," she says. "It will have to decide to what extent it wants food prices to reflect the true cost of production. That includes the cost of looking after the environment."

Take ten minutes to answer questions 1-8.

Look at the following statements (Questions 1-8) and the list of people below.

Match each statement with the correct person A-G.

NB: You may use any letter more than once

- 1 Current conservation concerns are focused on a broad range of problems.
- 2 Conserving land is too expensive for farmers.
- 3 Holding farmers responsible for land misuse makes no sense.
- 4 Australia should review its import/export practices.
- 5 More conservation funds should be put into helpful, practical projects.
- 6 Much of the land in Australia is unspoilt.
- 7 Weather research can help solve conservation problems.
- 8 Those involved in conservation are working together more efficiently than before.

List of People

- A. Jason Alexandra
- B. Robert Hadler
- C. Dean Graetz
- D. Helen Alexander
- E. Neil Clark
- F. Michael Pitman
- G. Steve Morton



Now check your answers.



Exercise 9: Australia's Growing Disaster – Looking for synonyms

Underline the words in the passage that have a similar meaning to these words and phrases from questions 1-8.

- 1 a broad range
- 2 too expensive for farmers
- 3 makes no sense
- 4 import/export
- 5 helpful, practical projects
- 6 unspoilt
- 7 weather research
- 8 working together



Now check your answers.



Reading Answers



Exercise 1: Skimming

Skim the following passage as quickly as possible and underline the sentence that gives the main point of each paragraph. **Time limit: 1 minute**

Libraries

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

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

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

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



Exercise 2: Scanning

Scan the passage about libraries. Which sentence contains the information you need to answer the questions below? Write the number of the sentence from the passage next to each question.

Time limit: 2 minutes

1. 4
2. 5
3. 10
4. 14


Exercise 3: Reading Intensively ANSWERS

Answer the questions below. Scan the passage about libraries to locate the sentences that contain the answers. Then read the sentences intensively. Use **NO MORE THAN FOUR WORDS** in each answer. **Time limit: 2 minutes**

1. ONE FROM: journals || newspapers || CD-ROMs || microfilm || audio-visual materials
2. three
3. hardware & personnel
4. physical places


Exercise 4: Reading Strategies ANSWERS

Read the following passage and answer the questions below. Use **NO MORE THAN FOUR WORDS** in each answer. **Time limit: 3 minutes**

Esperanto

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

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

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

- | | |
|---|-------------------------------------|
| 8. Who created Esperanto? | <u>Ludwig Zamenhof</u> |
| 9. When was Esperanto created? | <u>1887</u> |
| 10. How many people use Esperanto? | <u>one million</u> |
| 11. Name TWO countries where Esperanto is used. | <u>Brazil, Japan, China</u> |
| 12. In which country is Esperanto taught at universities? | <u>China</u> |
| 13. Does Esperanto vocabulary come from eastern or western languages? | <u>Western</u>
<u>adjectives</u> |
| 14. What kinds of words end in -a in Esperanto? | |

**Exercise 5: Reading Strategies ANSWERS**

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

Time limit: 3 minutes

Migrant labour

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

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

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

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

4. Cultivating crops is an example of
 - E. economic growth,
 - F. stooped labour.**
 - G. a typical job.
 - H. factory work.
5. Migrant workers usually speak the language of their host society
 - E. very fluently.
 - F. very poorly.**
 - G. as well as their first language.
 - H. quite well.
6. The flow of migrant workers generally relates to
 - E. war.
 - F. labor laws.
 - G. legal rights.
 - H. economic needs.**



Exercise 6: Reading Strategies ANSWERS

Are the statements below True, False or Not Given according to the passage? Circle T, F or NG. The first has been done for you. **Time limit: 3 minutes**

Rice

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

In contrast to wheat and corn, only a small percentage of the total rice crop enters international trade. Not quite 4% of the total worldwide becomes an export commodity, although the United States exports approximately 45% of its total production. Limited international trade in rice has prevented the establishment of large, active trading centres like those for marketing cereal grains, and formulation of official grain standards for rice has been slow to develop.

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

- | | | | |
|---|----------------------------|----------------------------|-----------------------------|
| 9. Rice has been eaten since ancient times. | ☐ T | F | NG |
| 10. Rice is a member of the grass family. | ☐ I | F | NG |
| 11. Rice can only be grown in tropical climates. | T | ☐ F | NG |
| 12. Some people eat rice three times a day. | | T | F |
| ☐ NG | | | |
| 13. Rice feeds more people than wheat. | ☐ T | F | NG |
| 14. Most rice is traded internationally. | T | ☐ F | NG |
| 15. Thailand is a major exporter of rice. | T | F | ☐ NG |
| 16. Rice breeding programs are concentrated in one country. | T | ☐ F | NG |



Exercise 7: Australia's First Commercial Wind Farm

- | | | | |
|------|------|--------|------|
| 1 ix | 3 v | 5 vi | 7 iv |
| 2 i | 4 ii | 6 viii | |



Exercise 8: Australia's Growing Disaster

- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 B | 5 E | 7 F |
| 2 E | 4 A | 6 C | 8 C |



Exercise 9: Looking for synonyms

- | | |
|-------------------------------------|---------------------------------|
| 1. more diverse | 5. getting solutions into place |
| 2. they just don't have spare funds | 6. pristine, natural |
| 3. "illogical" | 7. meteorologist |
| 4. trading | 8. co-operation |

Please write your **full name** in CAPITAL letters on the line below:

Please write your Candidate number on the line below:

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.



▶	0	1	2	3	4	5	6	7	8	9
▶	0	1	2	3	4	5	6	7	8	9
▶	0	1	2	3	4	5	6	7	8	9



Are you: Female? ☐ Male? ☐

Reading Reading Reading Reading Reading Reading

Module taken (shade one box):

Academic ☐

General Training ☐

		Marker use only		Marker use only
1		✓ 1 ✗ □ □	21	✓ 21 ✗ □ □
2		✓ 2 ✗ □ □	22	✓ 22 ✗ □ □
3		✓ 3 ✗ □ □	23	✓ 23 ✗ □ □
4		✓ 4 ✗ □ □	24	✓ 24 ✗ □ □
5		✓ 5 ✗ □ □	25	✓ 25 ✗ □ □
6		✓ 6 ✗ □ □	26	✓ 26 ✗ □ □
7		✓ 7 ✗ □ □	27	✓ 27 ✗ □ □
8		✓ 8 ✗ □ □	28	✓ 28 ✗ □ □
9		✓ 9 ✗ □ □	29	✓ 29 ✗ □ □
10		✓ 10 ✗ □ □	30	✓ 30 ✗ □ □
11		✓ 11 ✗ □ □	31	✓ 31 ✗ □ □
12		✓ 12 ✗ □ □	32	✓ 32 ✗ □ □
13		✓ 13 ✗ □ □	33	✓ 33 ✗ □ □
14		✓ 14 ✗ □ □	34	✓ 34 ✗ □ □
15		✓ 15 ✗ □ □	35	✓ 35 ✗ □ □
16		✓ 16 ✗ □ □	36	✓ 36 ✗ □ □
17		✓ 17 ✗ □ □	37	✓ 37 ✗ □ □
18		✓ 18 ✗ □ □	38	✓ 38 ✗ □ □
19		✓ 19 ✗ □ □	39	✓ 39 ✗ □ □
20		✓ 20 ✗ □ □	40	✓ 40 ✗ □ □

Marker 2
Initials

□ □

Marker 1
Initials

□ □

Band
Score

□ □

Reading
Total

□ □

Reading Test Academic

Practice using the IELTS Reading Answer Sheet provided in the course notes.

IELTS PRACTICE TEST³

READING

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 42

Instructions

All answers must be written on the answer sheet

The test is divided as follows:

Reading Passage 1 Questions 1-16

Reading Passage 2 Questions 17-32

Reading Passage 3 Questions 33-40

Start at the beginning of the test and work through it. You should answer all the questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

³ Adapted from: Sahanaya, W., Lindeck, J. & Stewart, R. (1994) IELTS Preparation and Practice, Reading & Writing Academic Module. OUP

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-16 which are based on Reading Passage 1 on the pages that follow.

Questions 1-6

Reading Passage 1 has 7 sections A-G. Choose the most suitable heading for each section from the list of headings below. Write the appropriate numbers (i-x) in boxes 1-6 on your answer sheet.

Note: *There are more headings than sections so you will not use all of them. You may use any of the headings more than once.*

<i>Example</i>	<i>Answer</i>
C	iv

HEADINGS

- (i) Daniel Defoe wrote *Robinson Crusoe*
- (ii) Australian culture and *The Bulletin*
- (iii) Magazines in Australia today
- (iv) Australia's first magazine
- (v) The first magazines
- (vi) Australians depend on England for news
- (vii) Historical value of magazines
- (viii) Improvements in printing technology
- (ix) Printing of photographs
- (x) Some magazines have died

Questions 1-6

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

AUSTRALIAN POPULAR MAGAZINES

A The magazine as a product for leisure reading, enjoyment and information, or, as the Gentlemen of the day would have put it ‘edification’, had its origins in England during the early years of the eighteenth century where the innovator was Daniel Defoe, the writer of *Robinson Crusoe*. The word magazine comes from the French magasin which originally meant a storehouse, an apt term since the first printed magazines were holdings for a miscellany of writings on various subjects. Defoe titled his magazine *The Review*, which, five years after the first issue, was followed by two other now famous magazines, *The Taller* and *The Spectator*. Both those publications were founded by the same partner-writers, Richard Steele and Joseph Addison.

B As for Australian popular magazines, initially, during the founding days of the colonies, readers at the time depended on the slow sailing ships from ‘home’ to bring them newspapers and journals, among the other necessary items.

C It was not until 1855 that Australia produced its own, and first, popular magazine. This was the highly successful *Melbourne Punch*, which had a life span reaching into the first quarter of the twentieth century.

D Popular illustrated magazines rapidly became an important and

significant factor to the literate in Australia, who were forming our national image, as were the singers of ballads and strolling entertainers who were also making a major contribution. Out of this background the now famous old *Bulletin* emerged in 1880. From the start *The Bulletin* policy was to foster and encourage Australian writers and artists: it succeeded in making the names and reputations of Henry Lawson, ‘Banjo’ Paterson, Steele Rudd and scores of others. It created a new, unique school of black-and-white art which, for instance, gave Phil May his big chance and eventual world recognition. The influence of *The Bulletin* was such that this era of the legendary ‘nineties’ is regarded as the source of our national culture.

From this Australian pre-Federation era a number of fascinating magazines were not only founded, but many were originated and owned by distinguished writers of the day. These included the writers Henry Kendall, Marcus Clarke, Rolf Boldrewood, Randolph Bedford, Edward Dyson, Norman Lindsay and C. J. Dennis, among others.

E As these magazines were developed technical advances were promptly exploited, the most sensational being the development of photo-process engraving which allowed, for the first time, the reproduction of ‘half-tone’ photographs. This ingenious method simply required a

photograph to be re-photographed through a dotted glass screen and on to a metal sheet where, after an acid bath, the tones are simulated by a pattern of minute, raised dots varying in size. When inked the metal sheet is ready for reproducing a facsimile photograph made of tiny dots. Previously, a scene or an event was drawn in reverse, or back to front, onto a prepared block of wood by an artist. This was then given to an engraver who, with a variety of delicate cutting tools, would gouge away areas of the drawing leaving a raised surface which, when inked and pressure applied, would give a black and white impression of the image. And for the first time too photo-engraving enabled an artist to draw a cartoon, for instance, in any manner or style he chose and the printed result, which could now be enlarged or reduced in size, would be accurate in every detail just as it was drawn.

Other not so significant technical developments have been high-speed printing presses, simultaneous multi-colour printing, and certain electronic 'scanner' equipment for preparing colour illustrations.

F By and large contemporary Australian magazines today do not differ greatly in content from those of the last century. There are some new directions: the high political content of *The Bulletin* for instance, reflects an

awareness that Australia is increasingly being drawn into the wider international community - the features and articles about 'Big Business', home and overseas reflect this appreciation.

Whilst some one-time popular and very successful magazines - *Pix* and the original *People* for example - have not survived the years following World War II into the 1980s, the long running *Australasian Post* has managed not only to survive for 120 years (with a slight name change in 1946) but the magazine has been, for quite some time now, heading the list of the largest circulation for an Australian magazine of its kind. A large part of this success has resulted from a conscious editorial policy of an emphasis on Australiana. Other contemporary magazines like the Australian *Penthouse* and *Playboy*, *Cleo* and *Cosmopolitan* - there are others - have no policy to pursue national identity, but rather to embrace an international quality or, in the case of *Penthouse*, some other point of interest.

G Today, at a time of renewed national assessment, publications of the past that may have seemed inconsequential assume fresh importance as a source for the broad study of our culture. The changes in social behaviour, tastes, attitudes, fashion and manners which they reflect have become a large part of our conception of ourselves.

Questions 7-11

Look at Questions 7-11.

Classify the following as belonging to:

N *New method of printing illustrations*

O *Old method of printing illustrations*

B *Both methods of printing illustrations*

Write the appropriate letters in boxes 7-11 on your answer sheet.

7 a wooden block

8 a metal sheet

9 a glass screen

10 inking

11 image is reversed

Questions 12-16

Several magazine titles are mentioned in Reading Passage 1. For which magazines are the following statements true?

Write the name of ONE appropriate magazine for each question in boxes 12-16 on your answer sheet.

<i>Example</i>	<i>Answer</i>
The first magazine	The Review

12 is no longer published

13 the first Australian magazine

14 has a strong political focus

15 has changed its name

16 does not emphasise Australiana

READING PASSAGE 2

You should spend about 20 minutes on Questions 17-32 which are based on Reading Passage 2 on the pages that follow.

Questions 17-20

Reading Passage 2 has 5 sections A-E.

From the list of headings below choose the most suitable heading for sections B to E.

Write the appropriate numbers (i-viii) in boxes 17-20 on your answer sheet.

Note: There are more headings than sections so you will not use all of them. You may use any of the headings more than once.

HEADINGS

- (i) Cells affected by radiation
- (ii) Effects of low-dose radiation
- (iii) Effects on cell multiplication
- (iv) Effects of radiation on cells
- (v) Sources of radiation
- (vi) Radiation in the food chain
- (vii) Dissemination of radiation
- (viii) Health effects of radiation

<i>Example</i>	<i>Answer</i>
Section A	v

- 17 Section B
- 18 Section C
- 19 Section D
- 20 Section E

RADIATION AND HUMAN HEALTH

A Radioactivity occurs naturally. The main source comes from natural sources in space, rocks, soil, water and even the human body itself. This is called background radiation and levels vary from place to place, though the average dose is fairly constant. The radiation which is of most concern is artificial radiation which results from human activities. Sources of this include the medical use of radioactive materials, fallout and contamination from nuclear bomb tests, discharges from the nuclear industry, and the storage and dumping of radioactive waste.

B While artificial radiation accounts for a small proportion of the total, its effects can be disproportionate. Some of the radioactive materials discharged by human activity are not found in nature, such as plutonium, while others which are found naturally may be discharged in different physical and chemical forms, allowing them to spread more readily into the environment, or perhaps accumulate in the food-chain.

For all these reasons, simple comparisons of background and artificial radioactivity may not reflect the relative hazards. Equally important, it has never been shown that there is such a thing as a safe dose of radiation and so the fact that we are progressively raising global levels should be of as much concern to us as the possibility of another major nuclear disaster like Chernobyl. Every nuclear test, nuclear reactor or shipment of plutonium means an additional and unnecessary health risk.

C In general, the effects of radiation can be divided into those which affect the individuals exposed and those which affect their descendants. Somatic effects are those which appear in the irradiated or exposed individual. These include cancer

and leukaemia. Hereditary or genetic effects are those which arise in subsequent generations.

Many of the elements which our bodies need are produced by the nuclear industry as radioactive isotopes or variants. Some of these are released into the environment, for example iodine and carbon, two common elements used by our bodies. Our bodies do not know the difference between an element which is radioactive and one which is not. So radioactive elements can be absorbed into living tissues, bones or the blood, where they continue to give off radiation. Radioactive strontium behaves like calcium - an essential ingredient in our bones - in our bodies. Strontium deposits in the bones send radioactivity into the bone marrow, where the blood cells are formed, and cause leukemia.

D There are three principal effects which radiation can have on cells: firstly the cell may be killed; secondly the way the cell multiplies may be affected, resulting in cancer; and thirdly damage may occur in the cells of the ovaries or testes, leading to the development of a child with an inherited abnormality.

In most cases, cell death only becomes significant when large numbers of cells are killed, and the effects of cell death therefore only become apparent at comparatively high dose levels. If a damaged cell is able to survive a radiation dose, the situation is different. In many cases the effect of the cell damage may never become apparent. A few malfunctioning cells will not significantly affect an organ where the large majority are still behaving normally.

However, if the affected cell is a germ cell within the ovaries or testes, the situation is different. Ionising radiation

can damage DNA, the molecule which acts as the cell's 'instruction book'. If that germ cell later forms a child, all of the child's cells will carry the same defect. The localised chemical alteration of DNA in a single cell may be expressed as an inherited abnormality in one or many future generations.

In the same way that a somatic cell in body tissue is changed in such a way that it or its descendants escape the control processes which normally control cell replication, the group of cells formed may continue to have a selective advantage in growth over surrounding tissue. It may ultimately increase sufficiently in size to form a detectable cancer and in some cases cause death by spreading locally or to other parts of the body.

E While there is now broad agreement about the effects of high-level

radiation, there is controversy over the long-term effect of low-level doses. This is complicated by the length of time it takes for effects to show up and the fact that the populations being studied (bomb survivors, people exposed to nuclear tests or workers in the nuclear industry) are small and exact doses are hard to calculate.

All that can be said is that predictions made about the effects of a given dose vary. A growing number of scientists point to evidence that there is a disproportionately high risk from low doses of radiation. Others assume a directly proportionate link between the received dose and the risk of cancer for all levels of dose, while there are some who claim that at low doses there is a disproportionately low level of risk.

Questions 21-26

Classify the following as linked in the passage to:

	BR	Background Radiation
	AR	Artificial Radiation
	N	Neither
or	B	Both

Write the appropriate letters in boxes 21-26 on your answer sheet.

- 21 produced by the human body
- 22 involves only safe amounts of radiation
- 23 is used for medical purposes
- 24 includes plutonium
- 25 produces a constant level of radiation
- 26 can enter the food chain

Questions 27-32

Complete the summary of Section D of Reading Passage 1 below. Choose your answers from the box below the summary and write them in boxes 27-32 on your answer sheet.

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

SUMMARY

Radiation can affect an organism by damaging ...(27) which may then die or malfunction. If the ...(28) affected in this way is small, the effect will not be too drastic and may not be noticeable. Alternatively, the ...(29) may grow uncontrollably and form cancers, in which case the organism is likely to die.

If the DNA in a germ cell in the ovaries or testes is affected, any ...(30) originating from that ...(31) may display ...(32), which can in turn be passed on to further offspring.

offspring	damaged cells
further offspring	individual cells
organisms	number of cells
cancers	germ cell
abnormalities	DNA

READING PASSAGE 3

You should spend about 20 minutes on Questions 33-42 which are based on Reading Passage 3 on the following two pages.

ASIA'S ENERGY TEMPTATION

Nuclear power supplies 5% of the world's energy from more than 400 plants. But with the exception of France and Japan, the rich world has stopped ordering new reactors. A technology that was once deemed both clean and "too cheap to metre" has proved to be neither. The industry's chief hope now rests on the poor world. Western firms with reactors to sell will be relying on Asia, where electricity demand is growing at 8% a year. New reactors are planned in China, Taiwan, Indonesia, South Korea, Pakistan and India. It is good news for the reactors' vendors; but these countries are making a mistake.

The economic arguments for building new nuclear plants are flawed. The marginal costs of generating electricity from nuclear energy may be tiny, but, as the technology now stands, huge and uncertain costs are involved in building the power stations, dealing with spent fuel, and decommissioning. Many western governments which sang nuclear's praises now admit that gas and hydropower can produce cheaper electricity.

The economics of nuclear power in the poor world could prove to be worse still. As in the rich world, fossil fuels such as gas and coal are invariably cheaper. In China the case for nuclear power may be a little stronger as domestic reserves of coal – though huge — are located far from some areas of growing electricity demand. But most developing countries, including China, are strapped for cash and need to increase electricity supply quickly to meet soaring demand. Nuclear plants fail on both counts: they are hugely capital-intensive, and can take as long as ten years to build.

Those still charmed by nuclear power nowadays make three new arguments in its favour: that it is a defence against climate change, against another OPEC-administered oil shock, and against the inevitable exhaustion of fossil fuels. None bears close examination.

At present rates of demand, the world has enough oil to last for more than 40 years, enough gas for more than 60 years and enough coal for more than 230 years. Naturally, demand will increase; but so will reserves as companies explore more widely and costs fall. Since 1970 viable reserves of oil have almost doubled while those of gas have leapt three-fold. One distant day a crunch will come but as it approaches fossil-fuel prices will rise, making alternative forms of energy, perhaps including nuclear power, competitive. That is no reason to spend on nuclear now.

An oil shock is a more worrying prospect, despite today's low oil price and OPEC's present inability to budge it upwards. After all, the cartel still sits on 75% of the world's economically viable reserves, and the politics of the Middle East can change at a stroke. However, even if an oil shock is a real danger, building nuclear reactors is not a good way to avert it. A higher oil price would have a relatively small effect on the supply of electricity - the only sort of energy that nuclear power can now provide. Just over a tenth of the world's electricity (and 14% of Asia's) is generated from oil, and the proportion has fallen steadily since 1970.

Besides, there are superior, non-nuclear, ways to prepare for an oil shock. Governments could take advantage of today's low oil prices to build up their stocks. Especially where congestion and pollution are serious problems, they could try to restrict the growth of car

use, or promote cars which guzzle less fuel. For governments keen to reduce electricity's remaining dependence on oil still further, there are usually cheaper alternatives to nuclear, such as coal or hydropower.

Climate change is a legitimate worry. Although still riddled with uncertainties, the science of climate change is becoming firmer: put too much carbon in the atmosphere and you might end up cooking the earth, with possibly catastrophic results. But here again, switching immediately to nuclear power is not the best response. Cutting the hefty subsidies that go to the world's coal producers would help tilt the world's energy balance towards natural gas, which gives off much less carbon dioxide. Developing countries subsidise electricity prices to the tune of up to \$120 billion a year, according to World Bank estimates. If prices reflected the true costs of generation, electricity demand would fall, thus cutting greenhouse emissions.

Once the tough job of cutting subsidies is over, governments might want to reduce greenhouse gases further. Again there are carbon-free energies that merit more subsidies than nuclear. The costs of many renewable technologies, such as solar and wind power, have fallen dramatically in recent decades.

Moreover, supporting nuclear power to ward off climate change means swapping one environmental risk for another. Voters in many countries fear radiation like the plague. The risks of nuclear accidents may be tiny, but when they happen they can be catastrophic. Renewables are not without their environmental disadvantages (wind turbines, for example, can be unsightly on hilltops), but are much cleaner than nuclear. The billions that rich countries each year pump into nuclear research would be better spent on renewables instead.

Having been invented, nuclear power will not disappear. The nuclear industry still has a job to do, running existing nuclear plants to the end of their lives as cheaply and safely as possible. For now, the case for nuclear power is full of holes. Asia should resist the temptation to throw its money into them.

Questions 33-36

Look at the following lists of **CAUSES** and **EFFECTS**.

Match each **EFFECT** with its **CAUSE**.

Write your answers in boxes 33-36 on your answer sheet.

Note: There are more causes than effects so you will not have to use all of them. You may use any cause more than once.

Example	Answer
prices rise	A

EFFECTS

- 33 the supply of electricity is hardly affected
- 34 oil can be stockpiled
- 35 less electricity is used
- 36 more natural gas is used

CAUSES

- A. reserves of fossil fuels go down
- B. reserves of fossil fuels increase
- C. oil prices are low
- D. electric subsidies are reduced
- E. coal subsidies are reduced
- F. demand for fossil fuels increases
- G. oil prices are high

Questions 37-40

Using **NO MORE THAN THREE WORDS**, complete the following statements. Write your answers in boxes 37-40 on your answer sheet.

- 37 Nuclear power plants require a great deal of _____ to build.
- 38 The main environmental risk attached to nuclear power is _____.
- 39 Two carbon-free forms of energy are _____ and _____.
- 40 Money presently used for nuclear research could be better spent on _____.

Reading Test General

Practice using the IELTS Reading Answer Sheet provided in the course notes.

IELTS PRACTICE TEST⁴

READING

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

All answers must be written on the answer sheet

The test is divided as follows:

Reading Passage 1 Questions 1-12

Reading Passage 2 Questions 13-25

Reading Passage 3 Questions 26-40

Start at the beginning of the test and work through it. You should answer all the questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

⁴ Adapted from: Pejovic, V., Nicklin, M. & Read, P. (1997) IELTS Preparation & Practice, Reading & Writing, General Training Module, OUP

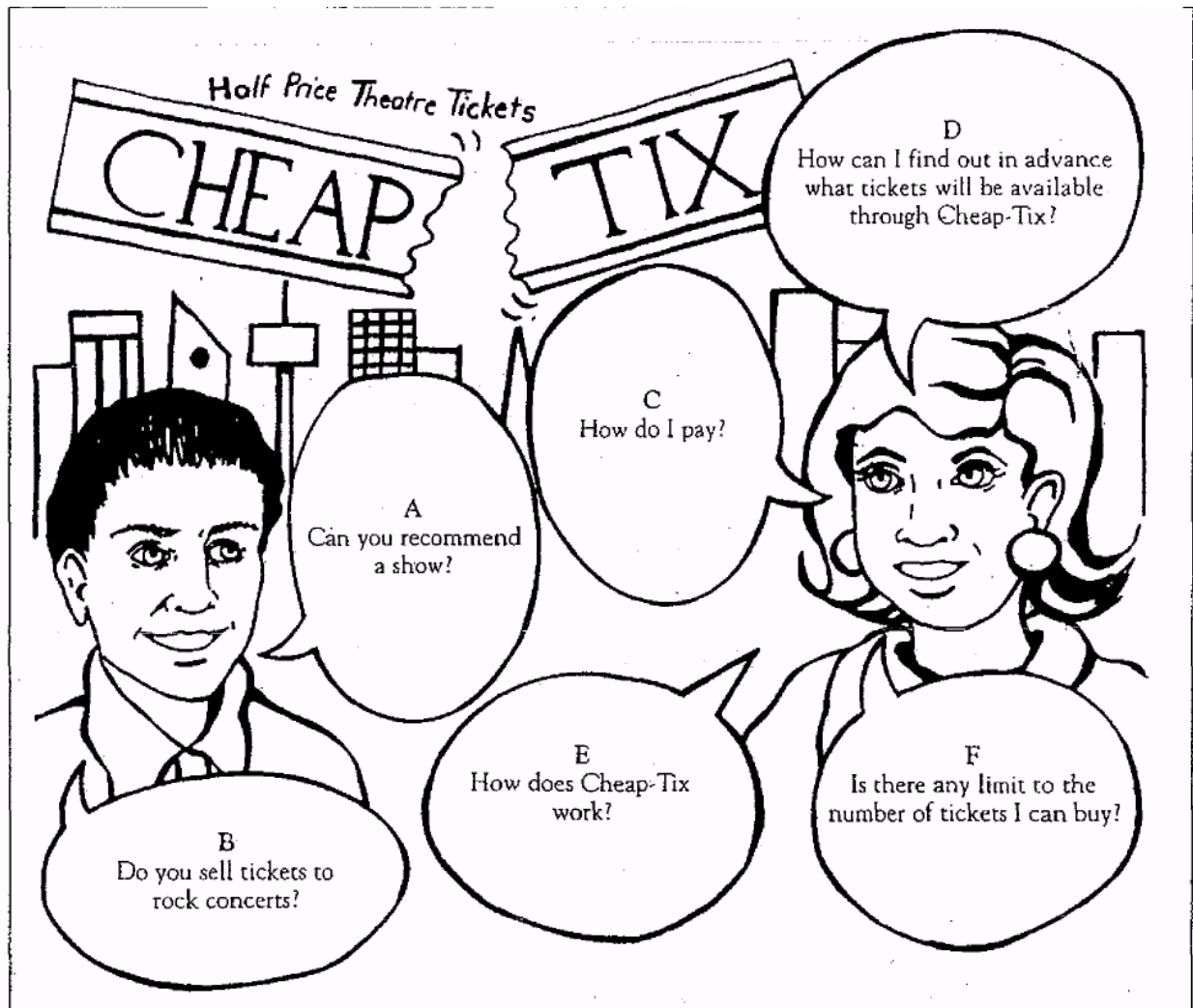
SECTION 1

Questions 1-12

Questions 1-5

Look at the advertisement for cheap theatre tickets. Match the information about the service with questions A-F in the picture.

Write the appropriate letters A-F in boxes 1-5 on your answer sheet.



Example

Cheap-Tix staff are theatre lovers too. They see almost every show in town and can give advice on a show to suit your requirements. Tourist maps and brochures are also available at the Cheap-Tix booth.

Answer A

1. In a word..... 'cash'. Credit cards, cheques or travellers' cheques are not accepted.
2. Tickets available to shows all over town are collected each morning from theatre box offices and ticket agencies and are offered for sale from 10 a.m. at the Cheap-Tix booth in the city mall.
3. Cheap-Tix does not offer advance bookings or sales information. Customers must come in person to the Cheap-Tix booth on the day of performance. Shows available are listed on the bulletin boards. There is no direct telephone link with the Cheap-Tix sales booth.
4. Anyone who goes to the Cheap-Tix booth can buy whatever tickets are available, making the service ideal for groups.
5. Cheap-Tix will sell tickets to any show it can get. This includes rock concerts and musicals.

Questions 6-9

Read the following advice about preventing tetanus.

Do the statements that follow agree with the information given in the text?

In the boxes 6-9 on your answer sheet write:

- | | |
|------------------|---|
| TRUE | <i>if the statement is true</i> |
| FALSE | <i>if the statement is false</i> |
| NOT GIVEN | <i>if the information is not given in the passage</i> |

Tetanus Injection

All wounds carry a risk of infection. Dirty wounds in particular carry a risk of tetanus infection. The bacteria that cause tetanus are present in the soil and in animal faeces. If they get into a wound they multiply very rapidly. Tetanus is a serious, potentially fatal condition. It can cause muscle spasms and leads to lockjaw. It can be prevented by a tetanus injection.

Have regular tetanus injections. A booster is recommended every five years. Always check that you are covered after any injury where the skin is broken.

Be particularly sure that children have regular tetanus injections. They are more prone to falling over and getting dirt in a wound than adults.

- 6 Tetanus can kill you.
- 7 Household pets should be given tetanus injections.
- 8 A single tetanus injection provides permanent protection.
- 9 Children have a higher risk than adults of getting tetanus.

Questions 10-12

Read the following advertisements and answer the questions. Choose the appropriate letters **A-D** and write them in boxes 10-12 on your answer sheet.

VISITING MELBOURNE?

Pick up a copy of *This Week in Melbourne*

It's full of up-to-the-minute information on:

- sightseeing
- shopping
- antiques and galleries
- wineries
- entertainment
- dining out and accommodation

Copies are available from the Victorian Government Travel Centre, 10 Jones Street, Sydney.

10 What is being advertised?

- A. a hotel
- B. a guided tour
- C. a shopping mall
- D. a tourist magazine

Photocopy cards

The college has introduced a new card system for obtaining photocopies called COPYCARD and it replaces the old system. The most important feature of the new card system is card reusability. When you have used up all the credits on your card, you simply recharge it.

To get your COPYCARD:

- 1 go to the Students' Union office. When you have used the current credit in the card, simply return the card along with a cash payment for the amount of credit you want added, or
- 2 there is a card dispenser in the library.

There is a unit cost of \$1.50 per card.

If you have any further enquiries you can contact the Technical Officer at the Students' Union.

Questions 11 and 12

- 11 The old cards
- A. were cheaper
 - B. were not reliable
 - C. could not be used again
 - D. cost \$1.50
- 12 When your card has run out of credits
- A. you can decide how many more credits you want to buy
 - B. you have to pay \$1.50
 - C. you should contact the Technical Officer
 - D. you will have to buy a new one

SECTION 2 Questions 13-25*Questions 13-18*

Look at the welcome letter to students.

The text has 7 sections (1-7).

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

Write the appropriate numbers (i-x) in boxes 13-18 on your answer sheet.

Note: *There are more headings than sections so you will not use all of them.*

Example

Answer

Section 1

vi

13 Section 2

14 Section 3

15 Section 4

16 Section 5

17 Section 6

18 Section 7

List of headings			
i	Class Handouts	ii	Final Assessment
iii	Homework	iv	Useful Information
v	Course Assessment	vi	Course Outline
vii	Study Resources	viii	Notification of Results
ix	College Facilities	x	Attendance

Portsmouth Community College

Dear Student,

Welcome to Portsmouth Community College. I hope you will enjoy your course here and that you will make some new friends as well as learn a lot.

1. _____

The syllabus which accompanies this letter gives you information about the topics that will be covered during your course.

2. _____

At each class you will receive study materials. You should keep them well organised in a file with dividers for each section and bring them with you to each class. Arrange for a 'study buddy' to collect materials for you if you are absent.

3. _____

Your teachers will often give you tasks to do outside of class time. These are an important part of the course and will contribute to your final grades. You will need to develop the ability to work independently and to organise your time.

4. _____

Passing your course will depend on 3 things;

performance in class and on class activities and projects
your results in the final test
your attendance.

You will receive a short report halfway through each course which will include your teachers' assessments and test results. The final test takes place in the last week of the term.

5. _____

You will only be eligible to sit the end-of-course test if you attend 65 per cent or more of the lessons in that course. It is important that you attend regularly as low attendance will affect your results. Any student whose attendance falls below 65 per cent will not be eligible to sit the final test, which will automatically result in a fail.

6. _____

Those students who do not pass the course will receive a letter of attendance. Students who pass the course will receive a certificate of achievement.

7. _____

When you join this college you also become a member of the college library. In the library there are books, cassettes, videos and computer programs for you to use outside of class time.

I wish you success in your studies.

Molly Abbott, Program Manager.

Questions 19-25

The reading passage 'Student Accommodation' gives information about different types of accommodation available for students.

Using information from the reading passage, complete the sentences below **IN NO MORE THAN THREE WORDS**. Write your answers in boxes 19-25 on your answer sheet.

- 19 You cannot cook your own meals in full-board boarding houses or in
_____ .
- 20 In a shared house, all the residents share the expenses of three things: rent,
_____ .
- 21 The amount you pay to rent a house depends on
_____ .
- 22 The accommodation that is available inside an academic institution is called
_____ .
- 23 The purpose of a bond is to make sure that the tenant gives notice and doesn't
_____ .
- 24 When you pay money to a landlord or agent, you should always get a
_____ .
- 25 You should only sign an agreement after you are sure that you
_____ .

STUDENT ACCOMMODATION

Although your accommodation is booked for the first few days, securing your long-term accommodation will be your own responsibility. During your orientation program, the housing options available will be discussed with you and you will be advised of the various organisations where you can go for help in finding accommodation.

You may find it more convenient to obtain accommodation in the institution where you are studying. Alternatively you may prefer to rent a room in a house or flat with other students. The various types of available accommodation are listed overleaf. The cost of accommodation will vary according to the facilities provided and the location.

The types of housing available include:

- boarding houses
- shared houses or flats
- residential colleges
- rented houses or flats.

Boarding houses: These are a combination of single and shared rooms which are rented out individually. There are two types of boarding houses available:

- (i) Self-cooking (you do your own cooking in a communal kitchen). Cooking and eating utensils are often provided.
- (ii) Full board (meals are cooked for you).

Facilities in a boarding house usually include: fully furnished room, linen, shared bathroom, gas/electricity charges.

Shared houses or flats: Shared accommodation is available when somebody has a spare room in their house or flat which they wish to rent. The rent and costs of gas/electricity are shared equally between the people sharing the flat. Each person is also expected to help clean and tidy the shared living space (e.g. kitchen, bathroom, living room). People sharing a house or flat are also responsible for cleaning their own room, doing their washing and cooking their own meals.

Residential colleges: Residential colleges are a feature of many academic institutions in Australia. The colleges are located on campus or very close to the campus and usually provide single study/bedrooms, shared bathroom, all meals and linen.

Rented houses or flats: These are usually for a longer term. Most flats are unfurnished and do not contain any furniture except a stove. Houses are considerably more expensive than flats, and rent varies with size, condition and location.

The costs of electricity and gas are additional. When renting a house or flat you can either sign a **lease** or enter into a **tenancy agreement** (written or verbal) with the landlord.

Landlords and managing agents usually require tenants to lodge an amount of money as a bond. A **bond** is kept by the landlord (or in some States by a Bond Board) as a protection against the tenant damaging the rented property or moving out without giving notice. If you

have kept the place clean and not damaged it, you would be entitled to have the bond refunded when you leave.

Rules for Renting or Leasing

- 1) All agreements with landlords should be in writing. Make sure you fully understand any agreements **before you sign**.
- 2) Always inspect the place carefully **before** you move in and keep a list of any items that were damaged by previous tenants. This prevents problems when you claim the return of bond money.
- 3) For furnished flats, always compile a list of furniture and equipment. A copy should be held by you, and a copy held by the landlord or real estate agent.
- 4) Always get a **receipt** from the landlord/agent when you pay rent and keep these receipts and any agreement in a safe place. Make sure you have a receipt for any bond money you have paid.
- 5) Always give notice **in writing** at least one rental period before you intend moving out and retain a copy of the dated letter.

SECTION 3 Questions 26-40

Questions 26-40 are based on the passage 'Foster Families in Rwanda'.

Questions 26-30

The passage has 17 paragraphs labelled A-Q.

Which paragraphs contain the following information?

Write the appropriate letter A-Q in boxes 26-30 on your answer sheet. You only need ONE letter for each answer.

Note: *You may use each letter more than once.*

Example

Answer

A schoolteacher who cares for orphans

A

26 The situation in orphanages.

27 The situation in refugee camps.

28 The number of children who have lost their families.

29 The kind of help which is given to foster families.

30 The story of one woman trying to give her child to someone to look after.

Foster Families in Rwanda

A Sperantia Nyirantibenda vividly recalls the night she was unceremoniously turned into a foster parent by soldiers who brought her five children and two sacks of maize. They came knocking at her door in the town of Gitarama as the civil war in Rwanda was winding down. Nyirantibenda, a 34-year-old school teacher, nervously opened the door and immediately recognised the smiling faces before her. "I have brought you children," one of the soldiers told Nyirantibenda this time, "and I will see you later."

B The maize the soldiers left behind did not last very long, and they never came back. Nyirantibenda is still caring for the children. She says she will gladly keep them so long as she receives some assistance.

C Food for the Hungry International (FHI), a US-based voluntary organisation supported by the UN High Commissioner for Refugees, has come in to help the

school teacher. In Rwanda and Zaire, FHI supports families which have taken in orphans and lost children, as well as unaccompanied minors who have formed into groups to live together. Over 7000 people receive blankets, shelter materials and a regular supply of corn, beans and oil.

D FHI originally began the program to help children separated from their families at Mugunga camp, near Goma in eastern Zaire, one month after more than a million Rwandan refugees flooded into Goma in July 1994, fleeing victorious troops of the Rwandan Patriotic Front.

E An estimated 95 000 children were separated from their families during the war. Nearly half of them were inside Rwanda and the rest were in refugee camps in Zaire, Tanzania, Burundi and Uganda, which together hold more than 2.1 million refugees.

F At the outset of the refugee influx into Goma, conditions in the camps were appalling. Thousands of refugees were dying every day of cholera, dysentery and other diseases. Youngsters were being picked up beside bodies lying along the roads. Starving parents were abandoning their children or sending them to centres for unaccompanied minors in the camps.

G Rachel Poulton, an FHI spokesperson in Gitarama, said that during a visit to a tent for separated children, a 5-year-old girl followed her and asked for help. She said her parents were dead. The girl kept glancing over her shoulder at a woman who Poulton subsequently discovered was her mother. The woman later told Poulton she could no longer feed her daughter.

H Poulton said that, over a four-day period, 184 children arrived at the tent and 16 others were brought by elders. There were also a lot of people fostering – mostly grandmothers and aunts. “And there were sibling groups,” she said. She said that a system was developed whereby FHI supported groups of unaccompanied children.

I “The challenge was to support these children in the community rather than in institutions. This shows another way of caring,” Poulton said. She said that it was preferable for children to grow up in a family setting rather than in orphanages.

J Myra Adamson, a 63-year-old nurse born in South Africa to American missionary parents, works with care givers and foster parents living in bombed-out

houses in Kigali. “These separated children in the communities need food. They need someone to give them stability. They need someone they can turn to,” she said. “The family would be destroyed if the children were brought to orphanages.”

K While a large proportion of children—about 60 per cent—are with foster families or ad hoc groups, a large number of unaccompanied minors also turn up in orphanages, such as the redbrick compound of Saint Andrew’s church at Kabgayi. Run by Abundant Life International—an organisation of former Rwandan exiles from Uganda — this orphanage was started 3 months ago and it now houses 536 children. The youngsters were either brought to the institution or fetched by workers who had been informed of their location.

L “Soldiers would come to us to tell us where we could find children and we would go and pick them up,” said an official. He said he himself had packed in his car 30 children that he had picked up from nearby Kibuye prefecture where camps for displaced people had been closed. “We get groups of 60 and 70 children,” he said.

M Throughout Rwanda and Zaire, the United Nations International Children’s Fund (UNICEF) and several other relief organisations are not only supporting various programs for unaccompanied minors, but are also pooling resources to help track missing relatives. As of March, over 7000 children had been reunited with their families.

Questions 31-35

Complete the table below by writing **NO MORE THAN THREE WORDS** in boxes 31-35 on your answer sheet.

Location	Person or organisation	Activity
Gitarama	<i>Example</i> Nyirantibenda	looking after five children
..... (31)	FHI	started helping lost children
..... (32)	Rachel Poulton	working for FHI
Rwanda and Zaire	 (33)	finding relatives and reuniting families
Kigali	 (34)	nursing
Kabgayi	Abundant Life International	(35)....

Questions 36-40

Do the statements below agree with the information given in the text?

In the boxes 36-40 on your answer sheet write:

TRUE

if the statement is true

FALSE

if the statement is false

NOT GIVEN

if the information is not given in the passage

- 36 FHI prefers to put orphaned children into orphanages.
- 37 Nyirantibenda's own children were killed during the war.
- 38 FHI also supports groups of children who are looking after themselves and not in the care of adults.
- 39 More than half of the orphans are being looked after in orphanages.
- 40 FHI first started helping unaccompanied Rwandan children in Zaire.

Answers to In-Class Reading Test General (Reading Passages: Cheap Tix, Portshhead Community College, Foster Families)

1. C	Key words are 'pay' and 'cash'.
2. E	Key word is 'how' and E explains a system.
3. D	Key word is 'advance'.
4. F	Key words are 'number of tickets, ideal for groups'.
5. B	Key words are 'rock concerts'.
6. TRUE	'potentially fatal'
7. NOT GIVEN	The text mentions that children should have injections.
8. FALSE	'have regular tetanus injections, a booster... every five years'.
9. TRUE	'They are more prone to falling over and getting dirt in wounds than adults'.
10. D	'pick up a copy'.
11. C	'most important feature of the new card system is card reusability'.
12. A	'return the card along with a cash payment for the amount of credit you want added'.
13. i	'study materials, etc'.
14. iii	'tasks to do outside of class time'.
15. v	'passing your course...'
16. x	'attend 65% or more...' etc.
17. viii	'will receive a letter of attendance/will receive a certificate of achievement'
18. vii	'become a member of the college library'.
19. residential colleges	'There is no kitchen'.
20. gas and electricity	Section B, second sentence.
21. size, condition, location	Section D, third sentence (not paragraph 2 which is about all kinds of accommodation).
22. a residential college	Section C: 'a feature of many academic institutions, located on campus'.
23. damage property	Paragraph after Section D, second sentence.
24. receipt	Rule 4
25. understand it	Rule 1
26. K	see first sentence
27. F	see first sentence
28. E	see first sentence
29. C	see last sentence
30. G	see last 3 sentences
31. Mugunga Camp	see paragraph D
32. Gitarama	see paragraph G
33. UNICEF	see paragraph M
34. Myra Adamson	see paragraph J
35. running an orphanage	see paragraph K
36. FALSE	see paragraph I and the last sentence of paragraph J
37. NOT GIVEN	
38. TRUE	see paragraph C, last sentence: 'FHI supported groups of unaccompanied children'.
39. FALSE	see paragraph K – only about 40% are in orphanages
40. TRUE	see paragraph D. Key words are 'originally', 'children separated from their families', 'Rwandan refugees'.

**Answers to In-Class Reading Test Academic (Reading Passages:
Australian Popular Magazines, Radiation and Human Health, Asia's Energy
Temptation)**

1. v	22. N
2. vi	23. AR
3. ii	24. AR
4. viii	25. N
5. iii	26. B
6. vii	27. individual cells
7. O	28. number of cells
8. N	29. damaged cells
9. N	30. offspring
10. B	31. germ cell
11. O	32. abnormalities
12. Melbourne Punch/Pix/People	33. G
13. Melbourne Punch	34. C
14. The Bulletin	35. D
15. Australasian Pose	36. E
16. Penthouse/Playboy/Cleo/Cosmopolitan	37. time/money/capital
17. vii	38. radiation/nuclear accident
18. viii	39. wind/sun/solar/hydro (must have 2)
19. iv	40. renewables/carbon-free energies
20. ii	
21. BR	

(2nd Class)

Lesson B.3 – Reading



The Question Types⁵

There are four main question types in the Academic Reading Module. These are:

- overview questions
- specific information questions
- viewpoint questions
- summarising questions

Overview questions

These questions will often require you to choose a heading for different sections of the reading. You will be given a number of possible headings to choose from. There are always more headings than you will need. You will not always have to give a heading to every section. Sometimes these questions will be multiple-choice questions asking you what the topic of a particular section is.

Specific information questions

These questions could take several forms. The most common are:

- multiple-choice
- questions requiring a short answer
- completing sentences
- matching lists of items
- classifying items

Viewpoint questions

The most common form for this question requires you to identify whether statements agree with the views or claims of the writer or of other people mentioned in the reading. There could also be multiple-choice questions about the writer's attitude.

Summarising questions

The most common form for this type of question requires you to complete a short summary of information contained in the reading.

You could also be asked to match two phrases or two parts of a sentence to summarise some of the information contained in the passage. You may also have to choose a title for the whole passage, usually one of four answer choices.

Each of these question types will be illustrated and practised in detail in the relevant sections which follow. Any question type can occur with any reading.

⁵ Adapted from: Sahanaya, W., Lindeck, J. & Stewart, R. .1998, IELTS Preparation and Practice, Reading & Writing Academic Module. OUP



Reading strategies for IELTS

OVERVIEW QUESTIONS (reading for gist)

1. Skim the reading passage by
 - Reading the first and last sentence of each paragraph
 - Skimming the rest of the paragraph
2. Read the questions to focus your reading on question KEYWORDS
3. Scan text for KEYWORDS
4. Answer the questions
5. Read the text more closely to confirm your choices – reading intensively

VIEWPOINT QUESTIONS (the writer's opinion)

1. Skim text if not already done
2. Read the questions to focus your reading on question KEYWORDS
3. Scan for the SPECIFIC information to answer the questions
4. Look out for SYNONYMS and restatements of the questions

SUMMARISING QUESTIONS

1. Skim text if not already done
2. Read through the summary in full
3. Try to GUESS words first
4. If you can't guess, think of the KIND of word that you need, e.g. noun, verb, adjective

SPECIFIC INFORMATION QUESTIONS

1. Skim text if not already done
2. Read the questions to focus your reading on question KEYWORDS
3. Scan the text
4. Look out for words/phrases/numbers/ACRONYMS
5. Recheck the question and the text to confirm your choices



Overview Questions —Strategies⁶

For each section of the Reading Test, the best strategy is to read all instructions, questions and examples very quickly. This gives you a clear focus when you read the passage and helps you to decide the best strategy for dealing with the questions.

If there are overview questions which require you to match headings with sections of the text, they always come before the reading. If there are questions which require you to choose the best topic from several options, they come after the reading. In both cases the best strategy is to quickly skim the passage.

- Read the first sentence of each paragraph.
- Skim the rest of each paragraph looking for key words.
- Match the headings with the sections.
- Write the heading numbers beside the appropriate sections in the test booklet.
- Read the text more closely to confirm your choices.

Choosing from a 'heading bank' for identified paragraphs/sections of the text

To answer a question using a list of Headings, or heading bank, the student must:

- understand the detail and gist of the article
- understand how the article progresses.

How can this be achieved quickly? Choose whichever approach below suits you best:

- read the article and then the headings. Some of the headings will fit to the paragraphs or sections quite quickly. Make a note of these headings and pencil them in. Then, read the passage. As you read the passage, think about what each section means, and match it to a heading.

or

- read the headings first and then read the article with the headings in mind.

⁶ Adapted from: Sahanaya, W., Lindeck, J. & Stewart, R., 1998, *IELTS Preparation and Practice, Reading & Writing Academic Module*. OUP


Exercise 1: Overview Questions Practice - General⁷

Now practice strategies for overview questions by choosing the most suitable heading for sections A-G from the list of headings below. Write the appropriate numbers (i-x).

NB There are more headings than paragraphs so you will not use all of them.

You may use any of the headings more than once.

List of Headings	
(i)	Sleeplessness and discomfort
(ii)	How sleep habits have changed
(iii)	Long-term anxiety
(iv)	Staying cool in summer
(v)	Sleep and security
(vi)	Comparisons between good and bad sleep
(vii)	The importance of sleep
(viii)	The correct temperature for winter
(ix)	Temporary problems
(x)	The full moon

Section	Answer
Section A	
Section B	
Section C	
Section D	
Section E	
Section F	
Section G	

⁷ Adapted from: Cameron, P. (1999) Prepare for IELTS - The IELTS Preparation Course, Insearch Language Centre & UTS

A Good Night's sleep

- A. There's nothing quite like the refreshment of a good night's sleep; conversely there is much misery which comes from a restless night. The whole of the next day can be disturbed by a bad night, as the poor sleepless one drags him or herself through the day, snapping at friend and colleague alike. Hopefully the problem can be solved quickly so the next night is not so bad, because entrenched bad sleeping habits may lead to serious problems.
- B. Why do we have bad nights? In some cases it is because of some traumatic event or emotional upset which deprives us of sleep. A good example would be if we are waiting for someone who is late coming home, or we are anticipating a serious examination, or are worried about some event which will occur the next day. The event may equally be something we are looking forward to, like a party or a celebration, so we cannot get to sleep for thinking about it. These bad nights are limited by the temporary nature of the events which cause them.
- C. Anxiety is a great thief of sleep, and may settle into a pattern where the sufferer gets to bed and to sleep only to awaken in the early hours of the morning. This sort of chronic pattern may go on for a long time, and is a serious health issue. Opinions differ on the best way to handle this sort of sleep deprivation: the early morning is probably no time to try to resolve the issue which is causing the concern. The immediate solution at 2 am may be to get up and move around a little and then return to bed, ready to sleep. This method is advocated by people who have running nightmares about their problems if they just try to lie in bed and go back to sleep.
- D. People may lose sleep because they are in greater or lesser degrees of pain. Here the problem becomes medical, and is beyond the scope of this article. Suffice it to say that a whole array of medicine is out there, and should be administered by the experts.
- E. People may find it hard to sleep because they are too hot or too cold. In hot, airless conditions even a standard fan will help immensely, and if there is a ceiling fan it should be set to move the air gently. Many people prefer to sleep with a window open to allow plenty of fresh air into the room, although in some places the fresh air may be accompanied by noise and mosquitoes.
- F. The topic of bedding is often neglected. Bed clothes should be light and clean, and in summer they should be minimal. In winter people can resort to heavier blankets or the self-indulgence of the electric blanket, best used to heat the bed before anyone gets into it and then turned off. It is quite easy to over-estimate the number of blankets needed in winter, and many people make themselves too hot, kick the bedclothes off, and then wake up cold.
- G. Finally, one must consider the part habit plays in our lives, and our sleep. People often claim they cannot sleep in a strange bed. When we settle down for the night a powerful part of us demands to feel secure, and to know that nothing has changed since the last time we slept. Lead me to my bed!



Viewpoint Questions —Strategies

Viewpoint questions are always more difficult to answer because you must understand the views and opinions expressed in the reading. Again, the best strategy is to read the questions first and look for the information to answer them as you read the passage. Watch particularly for synonyms and restatements of the questions. When comparing two sets of information, check whether:

- the tenses of the statements correspond
- the verbs are qualified by an auxiliary such as ‘can’, ‘must’, ‘should’, ‘might’, etc.
- the facts are qualified by circumstances such as time, location, and manner
- the nouns refer to exactly the same things
- the same meaning is expressed with different words



Exercise 2: Viewpoint Questions Practice (a)

Answer the following viewpoint questions regarding the passage on the following page. Remember to use Reading Skills you learned in the previous book: *SKIM, SCAN, READ INTENSIVELY*.

Time limit: 10 min

Do the following statements reflect the views of the writer in the Reading passage?

Choose:

YES	<i>if the statement agrees with the writer</i>
NO	<i>if the statement contradicts the writer</i>
NOT GIVEN	<i>if there is no information about this in the passage</i>

1. Women are commonly employed in labour-intensive and service industries.
2. Unemployed men generally encourage their wives to work.
3. Working women have been freed from social taboos.
4. Women have gained more from entering the workforce than they have lost.
5. Women are often forced by circumstances to accept whatever employment they can get.
6. The opening up of domestic markets has greatly benefited cottage industries.
7. The position of women in the workplace generally reflects their position in the wider society.
8. Although their work opportunities have increased, women are generally disadvantaged in the job market.
9. Men are invariably preferred to women when it comes to promotion.
10. Working mothers are generally able to provide their children with a better education.

Reading Passage

- I More and more women are now joining the paid labour force worldwide. They represent the majority of the workforce in all the sectors which are expanding as a result of globalisation and trade liberalisation - the informal sector, including subcontracting; export processing or free trade zones; homeworking; and the “flexible”, part-time, temporary, low-paid labour force. Even in countries which have low levels of women as paid workers, such as the Arab countries, employment is rising.

In South-East Asia, women represent up to 80 per cent of the workforce in the export processing zones, working mainly in the labour-intensive textile, toy, shoe and electronic sectors. In Latin America and the Caribbean, 70 per cent of economically active women are employed in services. Many women in South-East Asia are moving from manufacturing into services.

- ii Long excluded from many paid jobs and thus economically dependent on husbands or fathers, paid employment has undoubtedly brought economic and social gains to many women. For many previously inexperienced young women, the opportunity to gain financial independence, albeit limited and possibly temporary, has helped break down some of the taboos of their societies and prescriptions on women’s behaviour.

Any gains, however, should be seen in a wider context. Declining economic and social conditions throughout the world, in particular declining household incomes, have compelled many women to take any kind of paid work to meet their basic needs and those of their families. The jobs available to them are, in the main, insecure and low-paid with irregular hours, high levels of intensity, little protection from health and safety hazards and few opportunities for promotion.

- iii Women’s high participation in informal employment is partly due to the fact that many jobs in the formal economy are not open to them: they are actively excluded from certain kinds of work or lack access to education and training or have domestic commitments. The increase of women’s participation in the informal sector has been most marked in the countries of Sub-Saharan Africa where sharp economic decline and structural adjustment policies have reduced the official job market drastically.

- iv Job gains for some women have meant losses for others. Female employment in export production is increasing in Bangladesh, Vietnam and El Salvador for instance, while women in South Korea, Taiwan and Hong Kong are faced with redundancies as the industries which have relied on their labour for three decades (textile, clothing, shoe and electronics) relocate elsewhere. (In South Korea, industries which tend to employ men, such as steel, petrochemicals, electricity, automobiles, shipbuilding, and machinery - have received government subsidies to stay put.)

As domestic markets are opened up to international competition and quotas which restricted the quantity of imports from any one country are abandoned, cheap, subsidised foreign imports are threatening the livelihoods of many women, small producers and entrepreneurs in “cottage industries”. In countries such as India and Bangladesh, for instance, more than 90 per cent of economically active women work in the informal sector at jobs such as hand-loom weaving.

- V Far from escaping patriarchal control, the industrial setting invariably replicates it, the head of the factory taking the place of husband or father. To attract investors, some Asian

countries such as Malaysia and Thailand emphasise the “dexterity of the small hands of the Oriental women and traditional attitude of submission”. Women workers are particularly exposed to sexual harassment, a form of violence which reflects the subordination they have to submit to, in order to be allowed to work. Complaints by the women often lead to dismissal.

- Vi In general, women are paid less than men are, and women’s jobs pay less than men’s jobs. On average, most women earn 50 to 80 per cent of men’s pay, but there are considerable variations. In Tanzania, which ranks first in the world for pay equality, women earn 92 per cent of what men earn; in Bangladesh, they earn 42 per cent. Women also have less job security and fewer opportunities for promotion. Higher status jobs, even in industries which employ mostly women, tend to be filled by men.
- Vii In addition, women usually have to continue their unpaid domestic and caring work of children, the sick and the elderly, which is often regarded as women’s “natural” and exclusive responsibility. Even when they have full-time jobs outside the home, women take care of most household tasks, particularly the preparation of meals, cleaning and childcare. When women become mothers, they often have no option other than to work part-time or accept home-based work.

**Exercise 3: Viewpoint Questions Practice (b)**

Now attempt the following multiple choice questions regarding the same passage.

Time limit: 5 min

The reading passage has 7 sections (i-vii).

Choose the most suitable phrases **A-D** to complete the sentences below.

Example	Answer
The best title for this text is	
A. Women in Development	
B. A Woman's Work is Never Done	B
C. A Woman's Place is in the Home	
D. Women as Temporary Workers	

- The reading passage is mainly about
 - the social position of women
 - the situation of the working mother
 - the situation of women in the developing world
 - the situation of women as paid workers
- Section (i) is mainly about
 - the paid labour force
 - women working part-time
 - more women in the labour force
 - lack of female workers in Arab countries
- Section (ii) is mainly about
 - how women benefit and lose from work opportunities
 - breaking down social taboos
 - young women gaining experience from work
 - women working to fulfill basic needs

4. Section (iv) is mainly about
 - A. women being threatened
 - B. the effects of competition and quotas on women's incomes
 - C. women becoming redundant as industries relocate
 - D. how women have been disadvantaged in the job market
5. Section (v) highlights the point that
 - A. Oriental women have small hands
 - B. men are still in positions of authority over women
 - C. women usually work for their husband or their father
 - D. women who complain are dismissed
6. Section (vi) emphasises the point that
 - A. there are variations in the amount women are paid
 - B. men generally get the top jobs
 - C. men get better treatment than women do
 - D. women in Bangladesh earn less than women in Tanzania do
7. Section (vii) is mainly about
 - A. the extent of women's work
 - B. women's natural role
 - C. why women work part-time
 - D. women doing menial tasks



Summarising Questions —Strategies

Summarising questions can be in the form of:

- a brief summary of part of the reading passage
- a brief summary of the whole reading passage
- notes on the reading passage

They are usually the last questions related to a reading. The information in the summary usually has the same sequence as the information in the reading. They require you to complete gaps in the summary with appropriate words:

- from a box of possible answers
- from the reading passage itself

The words you have to use are never articles (a, an, the) or prepositions (e.g. at, in, over). They are always what we call content words. They are nouns, verbs, adjectives or adverbs. For this reason a good knowledge of grammar and vocabulary can help you a lot in answering these questions.

As these are usually the last questions for a reading passage, the best strategy for these questions is:

- to read the summary
- if there are words given in a box, to guess an answer
- if you have to find words in the passage, to guess a probable answer
- if you can't immediately guess an answer, to think about the kind of word you need



Exercise 4: Summarising Questions Practice

Now complete the following summary based on the previous reading passage.

Time limit: 5 min

SUMMARY

The social and personal __ (1) __ women have made by entering the __ (2) __ must be offset against the losses. While they may have won greater freedom, their high level of __ (3) __ in the __ (4) __ has left them at a disadvantage. They do not have the __ (5) __ of men in full-time employment. __ (6) __, they are disadvantaged because of their inescapable __ (7) __ obligations.

domestic	paid labour force	children
trading	official job market	informal labour sector
bargaining power	salaries	losses
obligations	freedom	gains
global market place	nowadays	furthermore
however	participation	



Specific Information Questions — Strategies

Specific Information Questions

These questions focus mainly on factual information and relationships between facts in a reading. They can take many forms, such as:

- multiple-choice questions
- questions requiring a short answer
- completing sentences
- matching lists of items
- classifying lists of items
- deciding whether or not the information in the question matches the information in the text.

The strategy you should use for answering these questions is:

- check the instructions quickly
- read the questions
- read any answer choices and predict possible answers
- read the text very quickly, looking for words, phrases or numbers from the questions and answer choices. Also look for synonyms to words in the answer choices
- mark these words, numbers or phrases in the reading



Exercise 5: Specific Information Questions Practice - Academic

Answer the following specific information questions regarding the passage 'UNICEF,

*Malnutrition and Micronutrients'. Remember to use Reading Skills you learned in the previous book: SKIM, SCAN, READ INTENSIVELY. **Time limit: 10 min***

UNICEF, MALNUTRITION AND MICRONUTRIENTS

UNICEF has continued to be at the forefront of advocacy and support for the implementation of programs to combat child malnutrition. A condition for designing effective programs to fight malnutrition is understanding the causes of the problem and recognising how complex they are.

Micronutrients

IODINE: Some of the most rapid and important progress in UNICEF programs is in the area of salt iodisation. The strategy of universal salt iodisation (USI) has been widely accepted in all regions, and the goal of USI by end 1995 has been met in virtually all of Latin America and in many countries in other regions. During the year, a number of countries with a high prevalence of iodine deficiency in which salt iodisation was previously thought to be virtually impossible, such as Pakistan and Indonesia, started to iodise at least half of all salt that reached consumers. To achieve this, UNICEF offices supported a range of innovative and flexible approaches, for example the establishment of an "Iodised Salt Support Facility" in Pakistan, to provide training, supplies and quality control to the 800 or so small salt crushers in the country.

Enormous progress was seen not only in getting iodine into salt but also in the promulgation of laws to give teeth to monitoring and quality control efforts. UNICEF, WHO and the International Council for the Control of Iodine Deficiency Disorders (ICCID) sponsored a forum in 1995 to consider the iodisation and monitoring challenges faced by countries in which salt is brought to market by many small producers rather than larger enterprises.

A technical monograph on practical ways of monitoring salt iodisation programs was developed jointly with WHO, ICCIDD and PAMM and widely distributed. Many UNICEF country programs are monitoring household availability of iodised salt, utilising a simple test kit, as part of the Multi-Indicator Cluster Surveys being undertaken to assess progress in meeting the goals of the World Summit.

VITAMIN A: WHO-UNICEF estimates now indicate that over 250 million children still suffer from vitamin A deficiency (VAD) with many millions more at risk. The known effects of VAD on the immune system and thus on child mortality make this a high-priority challenge for UNICEF. In 1995, UNICEF supported surveys of vitamin A status that resulted in widespread deficiency being recognised for the first time in Egypt, South Africa, Kenya and Botswana.

With support from the Micronutrient Initiative in Canada, UNICEF launched projects in 14 countries that will enable innovation in systems of distribution of vitamin A supplements and improvements in monitoring the mortality and morbidity impact of supplementation. A number of countries are building on the successful experience of Guatemala in fortification of sugar with vitamin A. Bolivia and Brazil both launched sugar fortification with vitamin A on a pilot basis in 1995. In Namibia and South Africa, the feasibility of fortifying maize meal with vitamin A is being considered.

UNICEF supports dietary diversification and the consumption of appropriate fruits and vegetables as one of the most potentially sustainable ways for communities to overcome micronutrient malnutrition. Research completed in 1995 with UNICEF assistance pointed to the need to pay further attention to the types of vegetables grown and the type of cooking in order to maximise the impact of home gardening on the vitamin A status of children. In Bangladesh, UNICEF is collaborating with Helen Keller International to assess the impact of a large home gardening project on the vitamin A

status of mothers and young children. This information should help to ensure that future programs of this type are designed in the most cost effective way.

IRON: The statement on strategies for reducing iron deficiency anaemia, developed and adopted by WHO and UNICEF in 1995, calls for general supplementation with iron in any population of pregnant women or young children where the prevalence of anaemia exceeds 30%. The results of research trials investigating the impact on anaemia of weekly iron supplements have started to become available. Weekly iron, or iron and vitamin A supplements now appear to be a feasible intervention to combat iron deficiency anaemia on a population basis in some vulnerable groups.

UNICEF supported a meeting, together with the Thrasher Research Fund and Cornell University, to explore ways of increasing the micronutrient content of foods commonly consumed in countries where micronutrient malnutrition is common. Plant breeders, soil scientists and human nutritionists met to consider the problem and agreed that the micronutrient content of foods had been neglected in the breeding of high yielding (green revolution) varieties of cereals such as rice. With the realisation of the tremendous importance of the micronutrient content of staple food crops to human development, plant breeders agreed that future breeding work should take micronutrient goals into account. The participants also called for research in other priority areas to exploit the potential food-based systems, including the development of programs and policies that influence the choices of consumers and producers to increase the supply and consumption of micronutrient-rich foods.

Questions 1-4

Using **NO MORE THAN THREE WORDS**, answer the following questions according to the passage.

1. What strategy for overcoming iodine deficiency did UNICEF plan to have in place by the end of 1995?
2. & 3. In which two countries was iodised salt thought unlikely to succeed?
4. What did WHO, PAMM and ICCIDD collaborate to produce?

Questions 5-8

Choose the appropriate letter **A-D** to answer Questions 5-8.

5. In which country or area was an “Iodised Salt Support Facility” established?
 - A. Indonesia
 - B. Latin America
 - C. Botswana
 - D. Pakistan
6. What common food has vitamin A been added to?
 - A. salt
 - B. maize meal
 - C. sugar
 - D. rice flour
7. Why does UNICEF support fruit and vegetable consumption and a more varied diet?
 - A. it's cheaper
 - B. it's sustainable
 - C. it's more easily obtainable
 - D. it's more cost effective
8. In what aspect of the green revolution was micro nutrient content not taken fully into account?
 - A. development of high-yielding varieties of cereals
 - B. excessive use of pesticides
 - C. programs designed to influence consumer choice
 - D. application of chemical fertilizers


Exercise 6: Specific Information Questions Practice - General⁸

Look at the advertisements for different museums that follow. Identify the letter of the appropriate museum.

1. Which museum includes exhibits from a gaol? _____
2. Which two museums have exhibits about medicine? _____
3. Where can you learn about wine making? _____
4. Which museum is concerned with education? _____
5. Which museums will permit visits after hours? _____

CAPE TOWN & PENINSULA REGION			
Museum	City/Town/Times	Comments	
A	Bo-Kaap Museum	Cape Town Mon.- Sat.: 09:30-16:30	1760 House
B	CapeMedical Museum	Green Point Tues. - Fri.: 09:00-16:00 Mon., Sat., after hours on request	Early Cape medical history
C	CP Nel Museum	Oudtshoorn Tues. - Fri.: 09:00-16:00 Some public holidays: closed	Was the home of medical superintendent of now defunct City Hospital, 100 years ago. Early Cape medical history, artefacts, reconstructions, photographs, books, documents of cultural heritage
D	District Six Museum Foundation	Cape Town Mon. -Sat: 10:00-16:00 After hours on request	Oldest residential area of the inner city which fell victim to the Group Areas Act, 1966. 50 000 people were relocated
E	Education Museum	Wynberg Mon. -Fri.: 09:00-15:00	Victorian and Edwardian school furniture. Teaching aids before computers
F	Fish Hoek Valley Museum	Fish Hoek Tues. -Fri: 09:30-12:30 After hours on request	Stories about the early inhabitants of Peers Cave, whaling in Fish Hoek and the community
G	Groot Constantia	Constantia Daily: 10:00-17:00	South Africa's oldest producing wine estate
H	Josephine Mill	Newlands, Cape Town Mon. -Fri.: 09:00-16:00 Sat. & Sun.: 10:00-15:00	Cape Town's only surviving and operational watermill, built in 1840
I	Koopmans De Wet House	Cape Town Tues. -Sat: 09:30-16:30	1 9th century home of politically prominent Marie Koopmans De Wet
J	Knysna Museum	Knysna	Four buildings with relics of Knysna's past: Old Gaol Complex, Millwood House, Parkes Shop, Parkes Cottage
K	LeRoux Townhouse	Oudtshoorn Mon. - Fri.: 09:00-17:00 Closed 13:00-11:00 Sun. After hours: on request Public Holidays: closed	Annex to CP Nel Museum South African Arts, Culture and Heritage: 1997 Calendar page 121

⁸ Adapted from Cameron, P. (1999) Prepare for IELTS - The IELTS Preparation Course, Insearch Language Centre & UTS


Exercise 7: Classification Questions Practice - General⁹

Finally, for extra practice read the passage “Safety Information for Guests”, and answer the questions that follow. These Classification questions are very similar to True/False/Not Given types of question.



Hotel Sofitel
Safety Information for Guests

Please assist us in ensuring your safe stay at Hotel Sofitel by taking a moment to carefully read the following safety instructions:

• Prepare If you have a disability that might prevent you from responding to a fire alarm notify the reception desk. • Know Where the Exits Are On the back of the door to your room is a map showing the location of emergency exits, fire extinguisher and alarms. Walk down the hall and check the locations so that you could easily find them under adverse conditions. • Don't Use the Elevators In the event of a fire or earthquake, don't use an elevator. It may take you to a floor filled with smoke or flames, or it may be mechanically unsafe. • Know How to Turn Off the Air Conditioner/Heating Unit in Your Room Familiarize yourself with the Air Conditioning/Heating System instructions. In case of fire, turn off the air conditioner. It may suck smoke into your room. • If There is a Fire, You'll Smell Smoke Call the Operator (press '0') If there is no answer, press '9' and then '911'. Tell them there is an emergency at Hotel Sofitel. Give them your room number and tell them you are staying in your room, if that is the case.	• Touch Your Guest Room Door If it feels hot, do not open it. Fill your bathtub, waste basket and ice bucket with water. • Stuff Wet Towels, Sheets or Blankets into the Cracks Around Your Door Use them to cover all air vents. Keep several wash cloths moist so that, if your room fills with smoke, you can put the wet cloth over your nose and mouth. • If Your Door and/or Walls Feel Hot Use your waste basket or ice bucket to throw water on them. Keep them damp. • Know Where Your Room Key is at All Times Always have your room key within easy reach. This is especially important at night. If you leave your room during an emergency, take your key with you. Exits may be blocked and you may need to return to your room. • If You Leave Your Room Go to the fire exit. Before opening the door, check to make sure it is not hot. If it is not hot, enter the stairwell and if possible, go downstairs and out of the building. If you cannot go down and out, use your judgement; consider whether to try another exit, or return to your room.
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⁹ Adapted from Cameron, P. (1999) Prepare for IELTS - The IELTS Preparation Course, Insearch Language Centre & UTS

Look at the list of safety instructions. Write:

- A. if the action should be taken before a fire has started
- B. if the action should be taken during a fire
- C. if the action is not mentioned by the author

1. inform reception desk of disability
2. use fire extinguishers
3. shout from the open window
4. telephone for help
5. turn off air conditioner
6. moisten wash cloths
7. crawl through the smoke



NOTE: Be careful to answer using the information in the passage – and not rely on your own experience or knowledge.

To perform this task quickly and effectively the reader must be able to skim and understand both the gist and the detail of the question.



Exercise 8: Discussion

Discuss your answers with your classmates. Which answer was most troublesome? Why?

When answering a question like this, you could:

- read the questions before the text
- skim the text, read the questions, scan the text
- read the text carefully before reading the questions.

How can you use the headings to help you to understand quickly?

Please write your **full name** in CAPITAL letters on the line below:

Please write your Candidate number on the line below:

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.



▶	0	1	2	3	4	5	6	7	8	9
▶	0	1	2	3	4	5	6	7	8	9
▶	0	1	2	3	4	5	6	7	8	9



Are you: Female? ☐ Male? ☐

Reading Reading Reading Reading Reading Reading

Module taken (shade one box):

Academic ☐

General Training ☐

		Marker use only		Marker use only
1		✓ 1 ✗ ☐ ☐	21	✓ 21 ✗ ☐ ☐
2		✓ 2 ✗ ☐ ☐	22	✓ 22 ✗ ☐ ☐
3		✓ 3 ✗ ☐ ☐	23	✓ 23 ✗ ☐ ☐
4		✓ 4 ✗ ☐ ☐	24	✓ 24 ✗ ☐ ☐
5		✓ 5 ✗ ☐ ☐	25	✓ 25 ✗ ☐ ☐
6		✓ 6 ✗ ☐ ☐	26	✓ 26 ✗ ☐ ☐
7		✓ 7 ✗ ☐ ☐	27	✓ 27 ✗ ☐ ☐
8		✓ 8 ✗ ☐ ☐	28	✓ 28 ✗ ☐ ☐
9		✓ 9 ✗ ☐ ☐	29	✓ 29 ✗ ☐ ☐
10		✓ 10 ✗ ☐ ☐	30	✓ 30 ✗ ☐ ☐
11		✓ 11 ✗ ☐ ☐	31	✓ 31 ✗ ☐ ☐
12		✓ 12 ✗ ☐ ☐	32	✓ 32 ✗ ☐ ☐
13		✓ 13 ✗ ☐ ☐	33	✓ 33 ✗ ☐ ☐
14		✓ 14 ✗ ☐ ☐	34	✓ 34 ✗ ☐ ☐
15		✓ 15 ✗ ☐ ☐	35	✓ 35 ✗ ☐ ☐
16		✓ 16 ✗ ☐ ☐	36	✓ 36 ✗ ☐ ☐
17		✓ 17 ✗ ☐ ☐	37	✓ 37 ✗ ☐ ☐
18		✓ 18 ✗ ☐ ☐	38	✓ 38 ✗ ☐ ☐
19		✓ 19 ✗ ☐ ☐	39	✓ 39 ✗ ☐ ☐
20		✓ 20 ✗ ☐ ☐	40	✓ 40 ✗ ☐ ☐

Marker 2
Initials

Marker 1
Initials

Band
Score

Reading
Total



Academic Extra Reading¹⁰

Do this and check your answers. Discuss the answers with your teacher.

You should spend about 20 minutes on Questions 1-13 which are based on the following passage.

Airconditioning the Earth¹¹

The circulation of air in the atmosphere is activated by convection, the transference of heat resulting from the fact that warm gases or fluids rise while cold gases or fluids sink. For example: if one wall of a room is heated whilst the opposite wall is cooled, air will rise against the warm wall and flow across the ceiling to the cold wall before descending to flow back across the floor to the warm wall again.

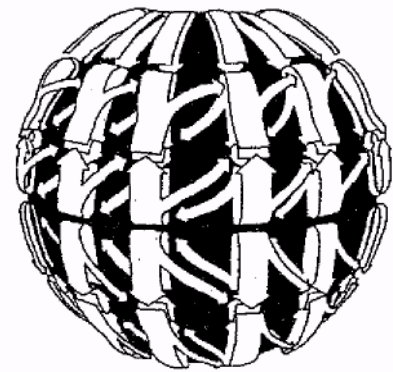
The real atmosphere, however, is like a very long room with a very low ceiling. The distance from equator to pole is 10,000 km., while the "ceiling height" to the beginning of the stratosphere is only about 10 km. The air therefore splits up into a number of smaller loops or convection cells. Between the equator and each pole there are three such cells and within these the circulation

is mainly north-south.

Large-scale airconditioning

The result of this circulation is a flow of heat energy towards the poles and a levelling out of the climate so that both equatorial and polar regions are habitable. The atmosphere generally retains its state of equilibrium as every north-going air current is counterbalanced by a south-going one. In the same way depressions at lower levels in the troposphere are counter-balanced by areas

of high pressure in the upper levels, and vice versa. The atmospheric transference of heat is closely associated with the movement of moisture between sea and continent and between different latitudes. Moist air can transport much greater quantities of energy than dry air.



Each hemisphere has three belts of convection cells and the circulation within each belt is greater than it is between them. If the Earth did not rotate, the winds would blow largely in a north-south direction. The Earth's rotation causes them to veer off course (oblique arrows). The model above is schematic and presupposes a planet totally covered by sea. The continents create local wind systems.

Because the belts of convection cells run east to west, both climate and weather vary according to latitude. Climatic zones are particularly distinguishable at sea where there are no land masses to disturb the pattern.

Man and the winds

For thousands of years mankind has been dependent upon the winds: they brought rain to the land and carried ships across the seas. Thus the westerly wind belts, the trade winds and the monsoon winds of the global circulation systems, have been known to us for many centuries. As recently as

¹⁰ Cameron, P. & Todd, V. (2001) *The New Prepare for IELTS - General Training Module* (Insearch & UTS)

¹¹ Cameron, P. & Todd, V (1996) *Prepare for IELTS - Academic Modules* (Insearch & UTS)

last century, Arab ships sailed on the south-west monsoon winds from East Africa to India and back again on the north-east monsoon winds, without need of a compass. The winds alone were sufficient. In the equatorial convergence zone (the “doldrums”), and in the regions around the Tropic of Cancer and Tropic of Capricorn known as the “horse latitudes”, sailing ships could drift for weeks unable to steer, while the “roaring forties” of the South Atlantic (40-50°S) were notorious among mariners for their terrible winds.

It was not until the development of the balloon at the end of the 18th century, however, that it became possible to study meteorological conditions at high altitudes. The balloon is still a significant research device although today it carries a radar reflector or a set of instruments and a radio transmitter, rather than the scientists themselves. Nowadays high-flying aircraft and satellites are also important aids to meteorology. Through them we have discovered the west to east jet-stream. This blows at speeds of up to 500 km/h at altitudes of 9,000 -10,000 m along the border between the Arctic and temperate zone convection belts.

Weather fronts

The circulation within the different convection cells is greater than the exchange of air between them and therefore the temperature in two cells that are close to each other can differ greatly. Consequently the borders between the different convection cells are areas in which warm and cold air masses oppose each other, advancing and withdrawing. In the northern hemisphere the dividing line between the Arctic and temperate convection zones is the polar front, and it is this which determines the weather in northern Europe and North America. This front is unstable, weaving sometimes northward, sometimes southward, of an average latitude of 60°N. Depressions become trapped within the deep concavities of this front and these subsequently move eastward along it with areas of rain and snowfall. In this way global air circulation determines not only the long-term climate but also the immediate weather.

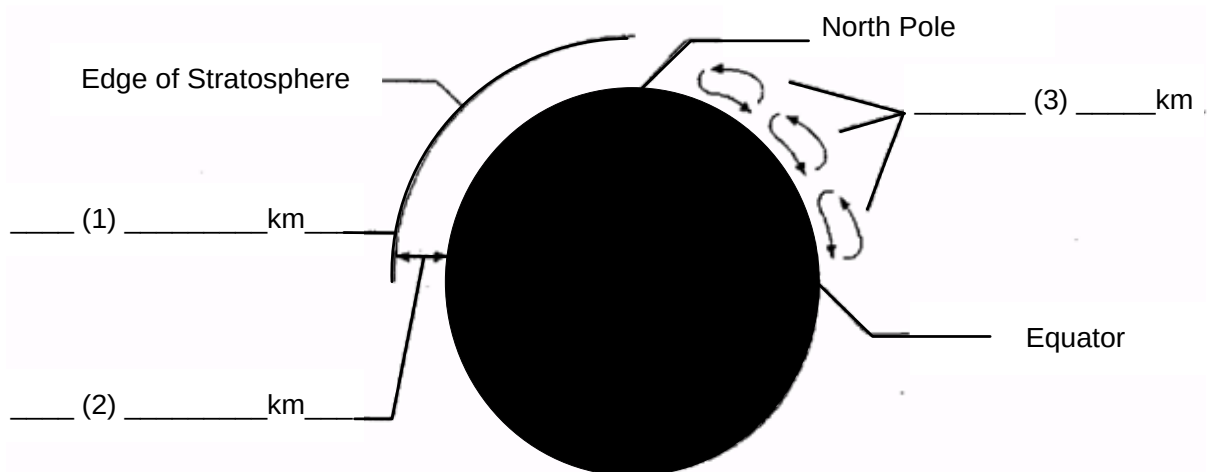
Glossary:

Troposphere: the part of the atmosphere closest to the surface of the earth

Stratosphere: the atmospheric zone above the troposphere

Questions 1-3

Complete the diagram using information from the text. Write **NO MORE THAN THREE WORDS** or **ONE NUMBER** in boxes 1-3 on your answer sheet.



Questions 4-7

Complete the paragraph below using words and phrases from the box. There are more words and phrases than you will need. Write your answers in boxes 4-7 on your answer sheet.

Global air circulation spreads heat from the ___(4)___ towards the ___(5)___.
 Within this system of heat transfer, climate is affected not only by ___(6)___ but
 also by the amount of moisture in the air. The most accurate geographical zone in
 which to study climate is ___(7)___ where there are no local wind systems.

on land	equatorial regions
heat	in the air
mountainous regions	latitude
polar regions	at sea
moisture	depressions
coastal regions	longitude

Questions 8-11

Several different wind patterns are mentioned in the passage. For each of the patterns below, write a letter in the boxes marked 8-11 on your answer sheet.

Write:

- U** *if the passage states that the patterns are useful*
- P** *if the passage states that the patterns present problems*
- N** *if the passage does not state whether the patterns are useful or problematic.*

- 8. West to east jet stream
- 9. The roaring forties
- 10. The horse latitudes
- 11. North-east monsoon winds

Questions 12-13

Choose the appropriate letter A-C and write it in boxes 12 and 13 on your answer sheet.

- 12. Convection cells near to each other
 - A. usually have similar temperatures
 - B. usually have slightly different temperatures
 - C. may have extremely different temperatures.
- 13. The borders between convection cells
 - A. are always in the same place
 - B. may move forwards and backwards
 - C. are totally unpredictable in their position.



When you are finished check your answers.



General Extra Reading¹²

Do this and check your answers. Discuss the answers with your teacher.

Questions 26-40

Read the passage below and answer questions 26-40 that follow.

Kormilda College

Section A

Kormilda College is a unique school situated near Darwin in Australia's Northern Territory. For 20 years, to 1989, Kormilda College operated as a government-run, live-in school for high school Aboriginal students. In 1989 it was bought from the Government by two Christian church groups and since then it has expanded enormously, to include a day school as well as boarders (residential students) in Years 8-12. Although 320 pupils of the College's total number are Aboriginal students, drawn mainly from isolated communities across the Northern Territory, Kormilda also has a waiting list of non-Aboriginal students. With a current enrolment of 600, student numbers are expected to grow to 860 by 1999.

Section B

Central to the mission of the school is the encouragement of individual excellence, which has resulted in programs designed especially for the student population. Specialist support programs allow traditional Aboriginal students, who are often second language users of English, to understand and succeed in the mainstream curriculum. A Gifted and Talented Program, including a special Aboriginal and Torres Strait Islander Tertiary Aspirations program, has been introduced, as has an Adaptive Education Unit. Moreover, in Years 11 and 12, students may choose to follow the standard Northern Territory Courses, or those of the International Baccalaureate (I.B.).

Section C

To provide appropriate pastoral care, as well as a suitable academic structure, three distinct sub-schools have been established.

- Pre-Secondary: For Aboriginal and Torres Strait Islander students in Years 8-10 who are of secondary school age but have difficulties in reading and writing.
- Supported Secondary: For Aboriginal and Torres Strait Islander students who are of secondary school age and operating at secondary school year levels 8-12 who need specific second language literacy and numeracy support.
- Secondary: For multi-cultural Year 8- Year 12 students.

Students remain in their sub-schools for classes in the main subject areas of English, Maths, Social Education and Science. This arrangement takes into account both diverse levels of literacy and the styles of learning and cultural understandings appropriate to traditional Aboriginal second-language users. In elective subjects chosen by the students - which include Indonesian, Music, Art, Drama, Science for Life, Commerce, Geography, Modern History, Woodwork, Metal Work, Economics and Legal Studies - students mix on the basis of subject interest.

¹² Cameron, P. & Todd, V. (2001) The New Prepare for IELTS - General Training Module (Insearch & UTS)

Section D

To aid the development of the Aboriginal Education program, a specialist curriculum Support Unit has been set up. One of its functions is to re-package school courses so that they can be taught in ways that suit the students.

The education program offered to Aboriginal students uses an approach which begins with the students' own experiences and gradually builds bi-cultural understanding. In one course, titled "Introducing Western European Culture Through Traditional Story-Telling", students are helped to build a common base for approaching the English literature curriculum. Drawing on the oral culture of traditional Aboriginal communities, they are introduced to traditional stories of other cultures, both oral and written. In a foundational Year 10 course, "Theory of Learning", concepts from Aboriginal culture are placed side by side with European concepts so that students can use their own knowledge base to help bridge the cultural divide.

Another project of the Support Unit has been the publication of several books, the most popular being *Kormilda Capers*. The idea for *Kormilda Capers* came about when it became obvious that there was a lack of engaging material for the school's teenage readers. One of the stories in the book, "The Bulman Mob hits the Big Smoke", recounts the adventures of Kormilda pupils on their first visit to Sydney, Canberra and the snow country. Focusing on experiences which have directly affected the lives of students at the College, and on ideas and issues which are of immediate interest to Aboriginal students, *Kormilda Capers* has earned enthusiastic support within and outside the school.

Questions 26-27

Complete the following sentences with a **NUMBER OR DATE** from the passage. Write your answers in boxes 26-27 on your answer sheet.

26. Kormilda College opened as a school in_____

27. At the time of writing there were _____ non-Aboriginal students at Kormilda College.

Question 28

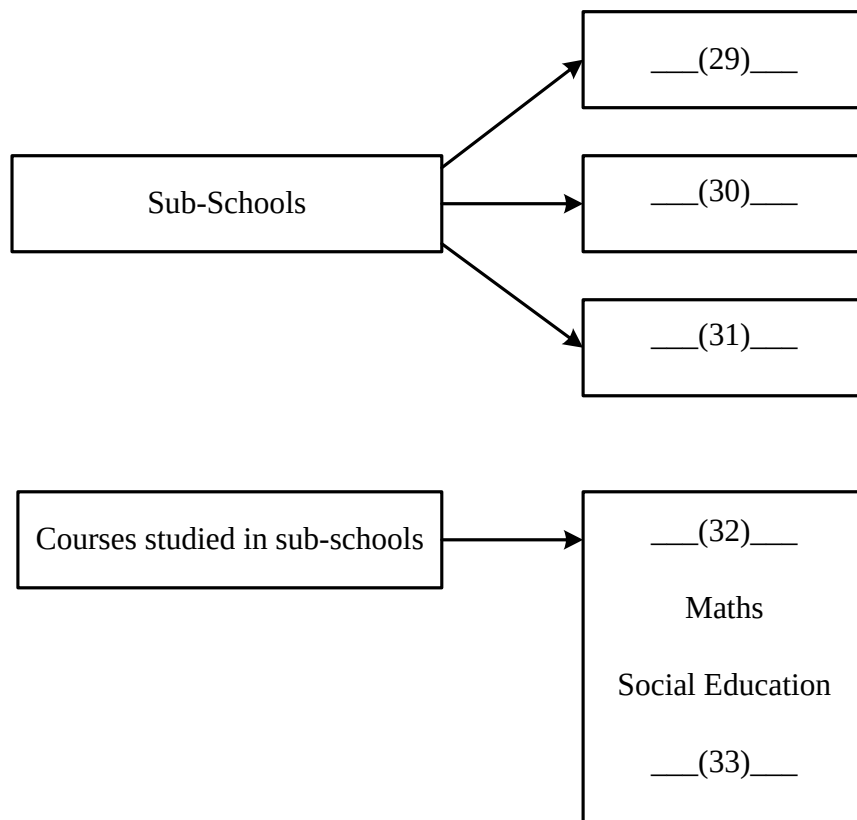
From the list below, choose the best heading for **Section B** of the reading passage. Write the appropriate letter **A-D** in box 28 on your answer sheet.

- A. Specialist teaching and teachers at Kormilda College
- B. Special Programmes at Kormilda College for Aboriginal students
- C. The new look Kormilda College
- D. Programmes at Kormilda College to promote individual excellence

Questions 29-33

The following diagram shows how Kormilda College is organised. Complete the diagram using information from the text. Use **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 29-33 on your answer sheet.

KORMILDA COLLEGE



Questions 34-40

Read the passage about Kormilda College and look at the statements below. In boxes 34-40 on your answer sheet write:

TRUE if the statement is true

FALSE if the statement is not true

NOT GIVEN if the information is not given in the passage

- 34. Kormilda College educates both Aboriginal and non-Aboriginal students.
- 35. Some students travel from Arnhem Land to attend Kormilda College.
- 36. Students must study both the International Baccalaureate and Northern Territory courses.
- 37. The Pre-Secondary School attracts the best teachers.
- 38. The specialist curriculum Support Unit adapts school courses so the students can approach them more easily.
- 39. There are no oral traditional stories in Western communities.
- 40. The school helps the students make connections between Aboriginal and non-Aboriginal cultures.



When you are finished check your answers.

Answers

Exercise 1.

A Good Night's Sleep (GT)

- A. vii
- B. ix
- C. iii
- D. i
- E. iv
- F. viii
- G. v

Exercise 2.

Women in the Labour Force

1. N
2. NG
3. Y
4. NG
5. Y
6. N
7. NG
8. Y
9. Y
10. NG

Exercise 2.

Women in the Labour Force

1. D
2. C
3. A
4. D
5. B
6. A
7. B

Exercise 4.

Women in the Labour Force

1. gains
2. paid labour force
3. participation
4. informal labour sector
5. salaries
6. furthermore
7. domestic

Exercise 5.

UNICEF, Malnutrition and Micronutrients

1. universal salt iodisation
2. Pakistan
3. India
4. Salt iodination programs
5. D
6. C
7. B
8. A

Exercise 6.

Cape Town and Peninsula Region (GT)

1. J
2. B, C (must have both)
3. G
4. E
5. B, D, F, K (must have 4)

Exercise 7.

Safety Information for Guests (GT)

1. A
2. C
3. C
4. B
5. B
6. B
7. C

Academic Extra Reading

Airconditioning the Earth (AC)

1. 10,000 kilometres
2. 10 kilometres
3. convection cells
4. equatorial regions
5. polar regions
6. latitude
7. at sea
8. N
9. P
10. P
11. U
12. C
13. B

General Extra Reading

Kormilda College (GT)

26. 1969
27. 280
28. D
29. pre-secondary
30. supported secondary
31. secondary
32. English
33. science
34. T
35. NG
36. F
37. NG
38. T
39. NG
40. T

(3rd Class)

Lesson C.3 – Reading



Matching information T / F / NG: Specifying NOUNS¹³

For this question type, ask -

- Do the words that specify the nouns match?
- Do the words that specify the verbs match?
- Do the facts match?

Specifying Nouns:

all books this book the book **that I found** **that red book**
that book about grammar

Are the nouns in the question the same as the nouns in the reading passage?

Question	Passage	Answer
people <u>who have heart disease</u>	<u>all</u> people	F
<u>some</u> of the problems	<u>most</u> of the problems	F
<u>difficult</u> questions	<u>important</u> questions	F
people <u>at work</u>	people <u>at home</u>	F

Look for:

- relative clauses e.g. **who have heart disease**
- quantifiers e.g. **most, all, some**
- demonstrative pronouns, e.g. **this**
- prepositional phrases, e.g. **at home**
- adjectives e.g. **difficult**

¹³ Adapted from: O'Sullivan, K. & Lindeck, J. (2000) Focusing on IELTS, Reading & Writing Skills, NCELTR

**Exercise 1: Words that specify nouns**

Answer the following questions.

1. Look at the pen in your hand. Which pen are you looking at? Be specific.
 - a. I'm looking at _____ (answer with a demonstrative pronoun)
 - b. I'm looking at _____ (answer with a prepositional phrase)
 - c. I'm looking at _____ (answer with an adjective)
2. Which people do you like? Be specific.
 - a. I like _____ (answer with a quantifier)
 - b. I like _____ (answer with a relative clause)
 - c. I like _____ (answer with an adjective)
3. Which tests do you hate? Be specific.
 - a. I hate _____ (answer with a quantifier)
 - b. I hate _____ (answer with a relative clause)
 - c. I hate _____ (answer with an adjective)

**Exercise 2: Answering True/False/Not Given questions**

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

The banana comes in all kinds of sizes and shapes. The plant, which may reach eight metres in height, bears big hanging purple flowers, and almost every part of it is useable.

- | | | | |
|---|---|---|----|
| 1. You can use every part of a banana. | T | F | NG |
| 2. Some banana trees grow over eight metres high. | T | F | NG |
| 3. The flowers on a banana tree are big and purple. | T | F | NG |
| 4. Bananas are really delicious. | T | F | NG |
| 5. Bananas have a standard size and shape. | T | F | NG |



Matching information T / F / NG: Specifying VERBS¹⁴

Specifying Verbs:

Eat bananas write books the bananas **look** delicious

the books **are lying** on the floor

In the following examples, the information **specifying the verbs** does not match:

What you read in the question	What you read in the passage	Answer
He can travel	He should travel	F
Women always drive carefully	Women usually drive carefully	F
He sews while he watches TV	He sews in the evening	F

Look for:

- modal auxiliary verbs, e.g. **can, should, must etc.**
- adverbs, e.g. **always, usually, often, carefully**
- adverbial phrases, e.g. **in the evening, on the floor**
- adverbial clauses, e.g. **while he watches TV, when I do my homework**



Exercise 3: Words that specify verbs

1. Where do you do your homework? Be specific.

I do my homework _____ (answer with an adverbial phrase)

2. When do you do your homework? Be specific.

I do my homework _____ (answer with an adverbial phrase)

3. Do you like doing homework? Be specific.

I _____ homework, (answer positive or negative)

4. What do you do while you are doing your homework? Be specific.

I _____ (answer with an adverbial clause)

¹⁴ Adapted from: O'Sullivan, K. & Lindeck, J. (2000) Focusing on IELTS, Reading & Writing Skills, NCELTR


Exercise 4: Answering True/False/Not Given questions

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

Widely popular in Asia, the guava is little known in Western countries, although it is both delicious and nutritious, with a very high Vitamin C content. Its pear-like crunchy flesh is best eaten unripe.

- | | | | |
|---|---|---|----|
| 1. The guava is widely popular in Asia. | T | F | NG |
| 2. Guavas must be eaten unripe. | T | F | NG |
| 3. Guavas are unknown in Western countries. | T | F | NG |
| 4. Guavas are usually eaten for breakfast. | T | F | NG |
| 5. Guavas are often eaten with a bit of salt. | T | F | NG |


Matching information T / F / NG: ACCURACY OF FACTS¹⁵

When the answer is false

In the following examples, the information does not match:

What you read in the question	What you read in the passage	Answer
I answered fifteen questions	I answered fourteen questions	F
We used to stay in a flat	We used to own a flat	F
He arrived in November	He arrived in December	F

When the answer is true

In the following examples, even though different words are used, the meaning is the same - therefore the answer will be 'true' / T

What you read in the question	What you read in the passage	Answer
He should go to a doctor	He ought to see a doctor	T
Mary's children really like sports	Mary said, "My kids are keen on sport"	T

¹⁵ Adapted from: O'Sullivan, K. & Lindeck, J. (2000) Focusing on IELTS, Reading & Writing Skills, NCELTR

When the answer is not given

A 'NOT GIVEN' answer means that it is not possible to determine whether the statement is true or false - the passage does not give enough relevant information to make this choice.

What you read in the question	What you read in the passage	Answer
They produce the best cars	Their cars are expensive	NG
Computers have many uses	Computers are popular	NG
Bananas are nutritious	Bananas taste really good	NG

Example

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

Research indicates that, if adults and children are given the same amount of time to learn a foreign language, it is the adults who will be more successful, with the possible exception of achieving a native-like pronunciation.

- | | | | |
|--|---|---|----|
| 1. Adults enjoy learning foreign languages more than children do. | T | F | NG |
| 2. Foreign languages are difficult to learn. | T | F | NG |
| 3. There has been extensive research into the learning of foreign languages. | T | F | NG |

For all three statements, the correct answer would be 'not given'. In statement 1, you do not know if they 'enjoy' the learning. You only know which one is more 'successful'. Maybe they enjoy it more, maybe they don't. This information is 'not given'. In statement 2, you do not know if foreign languages are difficult to learn (remember: your personal opinion does not count!). You only know that research says adults are more successful than children. Maybe foreign languages are difficult; maybe they aren't. This information is 'not given'. In statement 3, you do not know how much research there has been. You only know about one type of research.

**Exercise 5: Answering True/False/Not Given questions**

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

Despite the dazzling diversity of shapes and colours among insects, they all have three fundamental characteristics in common. They are made up of three component parts. All are invertebrates, that is, they have no backbone. And, finally, all have six legs.

- | | | | |
|--|---|---|----|
| 1. Insects are often very different in their shapes and colours. | T | F | NG |
| 2. All insects share the same shape and colour. | T | F | NG |
| 3. Insects are a vital part of the environment. | T | F | NC |

- | | | | |
|---|---|---|----|
| 4. Insects have no backbone. | T | F | NG |
| 5. Insects share many of the same characteristics of other animals. | T | F | NG |


Exercise 6: Answering True/False/Not Given questions

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

The Olympic Games are an international sports festival that began in ancient Greece. The original Greek games were staged every fourth year for several hundred years until they were abolished in the early Christian era.

The revival of the Olympic Games took place in 1896 and since then they have been staged every four years, except during World War I and World War II (1916, 1940, 1944).

Perhaps the basic difference between the ancient and modern Olympics is that the former were the ancient Greeks' way of saluting their gods, whereas the modern Games are a manner of saluting the athletic talents of citizens of all nations. The original Olympics featured competition in music, oratory and theatre performances as well. The modern Games have a more expansive athletic agenda, and for two and a half weeks they are supposed to replace the rancour of international conflict with friendly competition. In recent times, however, that lofty ideal has not always been attained.

- | | | | |
|--|---|---|----|
| 1. The ancient Olympics lasted for several hundred years. | T | F | NG |
| 2. The modern Olympics have been held every four years since 1896. | T | F | NG |
| 3. The ancient and modern Olympics have the same basic aim. | T | F | NG |
| 4. The modern Olympics have more kinds of athletics. | T | F | NG |
| 5. The ideal of the modern Games has not been achieved. | T | F | NG |


Exercise 7: Answering True/False/Not Given questions

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

Research indicates that if adults and children are given the same amount of time to learn a foreign language, it is the adults who will be more successful, with the possible exception of achieving a native-like pronunciation.

- | | | | |
|--|---|---|----|
| 1. Adults find it easy to learn foreign languages. | T | F | NG |
| 2. The issue of whether adults or children learn foreign languages more successfully has been researched. | T | F | NG |
| 3. It has been concluded that children are more successful than adults at achieving a native-like pronunciation in a foreign language. | T | F | NG |



Answers to Exercises 1-7

Exercise 1

- | | | | |
|---|----------------|-----------------------------------|--------------------|
| 1 | a this pen; | b the pen in my hand; | c this red pen; |
| 2 | a most people; | b people who play sport; | c friendly people; |
| 3 | a all tests; | b tests that my teacher gives me; | c long tests |

Exercise 2

- 1 F; 2 F; 3 T; 4 NG; 5 F

Exercise 3

1. I do my homework in my bedroom..
2. I do my homework in the evening.
3. I don't like doing homework.
4. I eat while I am doing my homework.

Exercise 4

- 1 T; 2 F; 3 F; 4 NG; 5 NG

Exercise 5

- 1 T; 2 F; 3 NG; 4 T; 5 NG

Exercise 6

- 1 T; 2 F; 3 F; 4 T; 5 F

Exercise 7

- 1 NG; 2 T; 3 F

Please write your **full name** in CAPITAL letters on the line below:

Please write your Candidate number on the line below:

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9



Are you: Female? ☐ Male? ☐

Reading Reading Reading Reading Reading Reading

Module taken (shade one box):

Academic ☐

General Training ☐

		Marker use only				Marker use only	
1		✓ 1 ✗		21		✓ 21 ✗	
2		✓ 2 ✗		22		✓ 22 ✗	
3		✓ 3 ✗		23		✓ 23 ✗	
4		✓ 4 ✗		24		✓ 24 ✗	
5		✓ 5 ✗		25		✓ 25 ✗	
6		✓ 6 ✗		26		✓ 26 ✗	
7		✓ 7 ✗		27		✓ 27 ✗	
8		✓ 8 ✗		28		✓ 28 ✗	
9		✓ 9 ✗		29		✓ 29 ✗	
10		✓ 10 ✗		30		✓ 30 ✗	
11		✓ 11 ✗		31		✓ 31 ✗	
12		✓ 12 ✗		32		✓ 32 ✗	
13		✓ 13 ✗		33		✓ 33 ✗	
14		✓ 14 ✗		34		✓ 34 ✗	
15		✓ 15 ✗		35		✓ 35 ✗	
16		✓ 16 ✗		36		✓ 36 ✗	
17		✓ 17 ✗		37		✓ 37 ✗	
18		✓ 18 ✗		38		✓ 38 ✗	
19		✓ 19 ✗		39		✓ 39 ✗	
20		✓ 20 ✗		40		✓ 40 ✗	

Marker 2
Initials

Marker 1
Initials

Band
Score

Reading
Total

Academic Reading Test

Do this and then check your answers. Discuss the answers with your teacher.

Practice using the IELTS Reading Answer Sheet provided.

IELTS PRACTICE TEST ¹⁶

READING

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

All answers must be written on the answer sheet

The test is divided as follows:

<i>Reading Passage 1</i>	<i>Questions 1-13</i>
<i>Reading Passage 2</i>	<i>Questions 14-26</i>
<i>Reading Passage 3</i>	<i>Questions 27-40</i>

Start at the beginning of the test and work through it. You should answer all the questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

¹⁶ Adapted from: O'Sullivan, K. & Lindeck, J. (2000) *Focusing on IELTS Reading & Writing Skills*. NCELTR

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 to 13.

Questions 1 to 7

Reading Passage 1 has 6 sections A-H.

From the list of headings below choose the most suitable heading for sections A-H.

Write the appropriate number (i-x) in boxes 1 to 7 on your answer sheet.

NB There are more headings than sections so you will not use all of them. You may use any of the headings more than once.

List of headings	
(i)	The feeding habits of feral cats
(ii)	A pointless campaign
(iii)	Cats: a dangerous pet
(iv)	A more realistic campaign
(v)	An increase in the garden bird population
(vi)	A false belief
(vii)	Ways of controlling feral cats
(viii)	Garden birds: a threatened species
(ix)	Natural predators of birds
(x)	The impossibility of controlling feral cats

<i>Example</i>	<i>Answer</i>
Section D	(v)

1. Section A
2. Section B
3. Section C
4. Section E
5. Section F
6. Section G
7. Section H

Cats - scoundrels or scapegoats?

A	The campaign against cats has become so exaggerated it has lost its focus. Much energy that could be put to good use is being wasted on futile campaigns that do little more than aggravate cat owners.
B	It is widely believed that because cats prey on native birds they could bring about their extermination. But predation seldom leads to extinction in such a simplistic way. If it did there would be no animals left in Africa, as those big cats called lions would have eaten them all up.
C	Enormous numbers of birds are killed by pet cats in gardens, it is true. But while this may sound alarming, ecologically there is nothing wrong with it - predation is a fact of life. Birds are killed in forests too, by a whole gamut of predators including snakes, goannas, falcons, butcherbirds, quolls, dingoes and even spiders. Pet cats are the urban counterparts of a range of native predators.
D	Hunting by pet cats would only be a problem if the rate of predation, combined with other deaths, exceeded the breeding rate of the birds. This does not seem to be the case. Several studies show that urban environments actually support a higher density of birds than native forests, despite all the cats. This is partly because of all the garden plants with berries and nectar rich flowers.
E	The native garden birds killed by cats are nearly all widespread adaptable species that are thriving in response to urbanisation. Some of them are probably more abundant now than they were before European settlement. This definitely seems to be the case for the common garden skinks that cats often kill.
F	Feral cats are a much greater threat to wildlife than pet cats, and in some situations they are a major hazard but not usually to birds, which they seldom eat. Studies of their diet confirm what cartoonists have always known: that cats prefer rats, mice and other small mammals. In a major article on cats (Nature Australia, Winter 1993) Chris Dickman stated: 'In most Australian studies, rabbits constitute the single most important prey'.
G	I would suggest that foxes pose a greater problem, yet there is no passionate public campaign to oust foxes, presumably because it is obvious we can never eliminate the millions of wild foxes in Australia. Yet the same common sense thinking is not applied to cats. It is thought instead that, if everyone would only spay their cats, string bells around their necks and keep them in at night, cats would no longer kill wildlife. But what of the millions of feral cats in our deserts and woodlands? They are the bigger problem, but they are no more controllable than foxes or cane toads.
H	To be useful, the anti-cat campaign should focus on specific situations where cats are a proven problem, and where something can actually be done about it. But to make the sweeping claim that 'Cats threaten the future survival of most wildlife', as the Victorian Department of Environment does in a leaflet, is to exaggerate the case so badly that it probably does more harm than good, by pitting cat owners against conservationists, instead of bringing them together as allies. Tim Low. Nature Australia. Autumn 1996, p 80

Questions 8 to 13

Do the following statements reflect the claims of the writer of Reading Passage 1?

In boxes 8 to 13 on your answer sheet write:

- | | |
|------------------|--|
| YES | if the statement agrees with the writer |
| NO | if the statement contradicts the writer |
| NOT GIVEN | if there is no information about this in the passage |

8. The activity of predators, such as lions causes extinction of other animals.
9. Other animals eat more birds than cats.
10. There are more birds per kilometre in towns and cities than in a forest environment.
11. The large number of plants in gardens has helped to increase the bird population.
12. The author believes that all wild foxes should be killed.
13. Cats are a particular problem in Victoria.

READING PASSAGE 2

You should spend about 20 minutes on questions 14 to 26.

Does an aging society mean an aging culture?

Especially in the United States, the developed world's obsession with newness, progress and the future has always derived its energy from the numerical heft of each new rising generation. As recently as 1970, when a new youth culture redefined the American dream, the US median age was only 28 - not much higher than the median (about age 18 to 20) of the typical pre-modern society. Today with the US median age hitting an unprecedented 35, the American public hears a lot less about the ideals of youth than about the worries of the middle-aged and old.

And this is just the beginning: by the year 2030, the median age will reach at least 40 in the United States and at least the late 40s in much of Europe. Back when America's baby boomers were warning each other, 'Don't trust anyone over 30', Americans over 30 were in the minority. Over the foreseeable future, they are certain to remain in a solid majority. By the year 2030, over one-half of all adults will be aged 50 and over - and thus eligible to join AARP (the American Association of Retired Persons). While this 50 and over crowd will outnumber all younger adults in the United States, in some European countries it will outnumber all younger adults and all children.

What do these numbers mean for our culture? Clearly, they mean a much greater focus on the interests and activities of the old over those of the young. For decades, the mass media in the United States and around the world - TV, movies, popular music, and radio - have aggressively courted the all important under 50 demographic. How will the business, as well as the substance, of popular culture change as it becomes evident that the elderly represent the fastest growing component of the total population and youth the fastest shrinking one?

We should not be surprised to see pension issues eclipsing college issues on the front pages of newspapers. Yet the numbers may have a deeper influence. Along with experience and wisdom, it has long been observed that old age brings with it an aversion to risk and change. Cicero put it this way:

“young men for action, old men for counsel”. As people age, moreover, the formative era that shaped their education and outlook becomes ever more remote in time - making them seem, in a changing world, increasingly ‘out of date’ from the perspective of youth.

As the entire population of the developed world grows older, the attributes of personal aging may come to define the tone and pace of the culture at large.

Part of this tone may be a general slowing down of the pace of social life. As social scientist Andrew Hacker observes, “Have you noticed how much longer it takes New York buses to get going, since elderly passengers take so much longer boarding and leaving? Or the wait at your bank and post office, when the aged person at the window doesn’t understand what he/she is being told?”

The impact of fewer young people

The shrinking of the average family may reinforce the aging of culture. In a world of steadily falling fertility, a growing share of the population will consist of first born and only children. First born children, many social scientists say, are typically more conservative in their social outlook than later-born siblings. According to historian Frank Holloway, “First borns are less open to innovation, they tend to be more conforming, more traditional and more closely allied with their parents”.

Another possibility is that smaller families may make society less willing to put its young at risk in national emergencies such as war. In past generations, families who lost a son in battle could usually take solace in the survival of his brother, and indeed governments have sometimes exempted only sons from war time service. In the coming decades, will developed societies be willing to place their scarce youth in harm’s way to defend national interests?

Peter G Peterson, ‘World future society’ 19, *The Futurist*, Jan-Feb 2000

Questions 14 to 20

Complete the summary of the first two paragraphs of Reading Passage 2 above. Choose your answers from the box below the summary and write them in boxes 14 to 20 on your answer sheet.

NB: There are more words/phrases or numbers than you will need to fill in the gaps. You may use a word or a phrase more than once.

Summary

The ____ (14) ____ has always looked towards the future because most people were young. The average age of Americans in 1970 was ____ (15) ____, compared to ____ (16) ____ in developing countries.

In the future, Americans over 30 will form a ____ (17) ____ It is therefore likely that governments will be more concerned with ____ (18) ____ . In 2030, over 50% of ____ (19) ____ of some countries in Europe and 50% of ____ (20) ____ in America will be over 50 years old.

developed world	the population	all adults	all adults and children
35	18-20	majority	minority
28	special interest group	the aged	developing world

Questions 21 to 26

Choose the letter from A – D that most closely describes the author's viewpoint to complete each statement. Write the appropriate letter in boxes 21 to 26 on your answer sheet.

21. The aging population ...
 - A. has changed the face of popular culture.
 - B. will change the type of music we listen to.
 - C. will mean a rise in pensions.
 - D. could change the face of popular culture.
22. An aging population may make society
 - A. out of touch.
 - B. risky and changeable.
 - C. more cultured.
 - D. remote.
23. According to the author the pace of future society is likely to
 - A. speed up.
 - B. remain the same.
 - C. become slower.
 - D. be difficult to predict.
24. The other factor which may age culture is
 - A. reduced fertility.
 - B. the length of time needed to perform simple tasks.
 - C. more wisdom.
 - D. an old fashioned education system.
25. First born children are ...
 - A. less willing to take risks in time of national emergency.
 - B. likely to support their parents views.
 - C. always more conservative than their siblings.
 - D. unlikely to be asked to fight in future wars.
26. An aging society is likely to happen
 - A. in America.
 - B. in America and Europe.
 - C. everywhere.
 - D. in developing countries.

READING PASSAGE 3

You should spend about 20 minutes on questions 27 to 40.

Short shift

The benefits of employing part-time staff are well known, but little has been done to improve the quality of, or access to part-time work.

The long awaited consultation document on part-time work had the potential to tackle the long hours culture, underpin the government's family friendly stance and encourage flexibility in the labour market, but the reality is disappointing. Opting for a light touch, the regulations fail to improve the quality of part-time work or to aid the development of part-time work on a voluntary basis.

More than six million people (a quarter of the workforce) work part-time, including nearly one million men. Two categories - wholesale, retail and motor trade, and health and social work account for 45 percent of part-time jobs, with many more in the hospitality industry. The increase in part-time work has been a major feature of employment trends in the past decade, but most jobs remain low-paid and low in status.

Many employers already acknowledge the key role that part-time work plays in employment strategies. Tesco, for example is on record as describing its part-time workforce - which makes up 65% of the total - as the 'lifeblood of the organisation'. Labour supplies can be tailored to trading peaks and demand for ever longer trading hours.

Furthermore, specialist jobs do not always require full-time cover, particularly in smaller organisations. Christine Pointer, a chief executive with a local authority who works with limited budgets, finds it better to employ a more senior professional on a part-time basis, rather than a less qualified person full-time. Part-time work at senior levels also helps to retain key staff who might otherwise leave the organisation.

Unfortunately, not all employers recognise these potential benefits. In the health service for example, where few such opportunities exist, many doctors leave, despite the high cost to the state of training them. And the insurance sector has lower levels of part-time working than any other area of financial services.

Sadly the widespread view that part-time work is primarily attractive to women with caring responsibilities is reinforced both by legislature and organisational culture. The growing trend for men to seek a better work/home balance is being ignored. Women have managed to negotiate limited access to part-time work at senior levels on the back of equal opportunities legislation. But the assumption remains that there is something odd about men who want to work part-time and that they lack ambition and commitment to their employer.

Disabled employees represent a large proportion of the workforce that could benefit from part-time work. The labour force identifies over two million economically active people with a long term health problem or disability. It also shows that nearly fifteen million people of working age judge themselves to be covered by the Disabilities Discriminations Act's definition of disability. This includes almost one million who are not working but would like to. For many of them, part-time work is the simplest 'reasonable adjustment' that an employer can make.

On access to training for part-timers, the consultation document again disappoints. While placing an obligation on employers not to exclude part-timers in principle, there is no legal requirement to structure training to accommodate them. New technologies can and do provide flexible access to training - making this omission inexcusable. Ironically, the government is on record as saying that

competitiveness depends on the UK making the best use of the talents of as many people as possible and that the larger the number of people to which business can look, the better. However, little is done to encourage the development of these talents in the workforce.

Similarly nothing has been done to alter the perception that part-time work is a 'woman's issue'. A recent press release states 'the new measures will simplify the legal position for part-timers - 80% of whom are women - who will no longer have to go down the indirect route of claiming discrimination under the sex discrimination act'. Wonderful! But occupational segregation is still maintained by gender.

Anna Allan, People management, 3 February 2000.

Questions 27 to 32

Choose one phrase A-L from the box to complete each of the following key points. Write the appropriate letters A-L in boxes 27 to 32 on your answer sheet.

NB There are more phrases than key points so you will not use all of them. You may use any of the headings more than once.

List of phrases	
A.	many of them are voluntary.
B.	most of them are poorly paid.
C.	they don't have to provide training at appropriate times.
D.	if they want to work part-time.
E.	if they can't work part-time.
F.	would like to work.
G.	part-time senior professionals.
H.	wouldn't be able to work full-time.
I.	less qualified full-time employees.
J.	people would prefer to work full-time.
K.	part-time female employees.
L.	they don't have to offer training to part-timers.

Example	Answer
Many employees	H

27. Although there are many more part-time jobs,
28. Often smaller organisations prefer to hire
29. Senior staff might leave the organisation,
30. Men are thought to lack ambition,
31. Nearly one million disabled people
32. Although employers are required not to discriminate against part-timers,

Questions 33 to 40

Using **NO MORE THAN THREE WORDS**, complete the following statements. Write your answers in boxes 33 to 40 on your answer sheet.

Part-time employees can adapt to ___(33)___ better than full time staff.

Many organisations assume that part-time work is only attractive to ___(34)___.

Part-time work is available for women at senior levels because of ___(35)___.

Men who want to work part-time are considered to ___(36)___.

Employers could help ___(37)___ to find work by allowing them to work part-time.

New technology has made access to training ___(38)___.

Despite statements to the contrary, part-time work is still seen as a ___(39)___.

The new legislation is designed to make ___(40)___ of part-timers clearer.

After you have completed this practice test check the Answer Key.

General Reading Test

Do this test and check your answers. Discuss the answers with your teacher.

Practice using the IELTS Reading Answer Sheet provided.

IELTS PRACTICE TEST ¹⁷

READING

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

All answers must be written on the answer sheet

The test is divided as follows:

<i>Reading Passage 1</i>	<i>Questions 1-13</i>
<i>Reading Passage 2</i>	<i>Questions 14-25</i>
<i>Reading Passage 3</i>	<i>Questions 26-40</i>

Start at the beginning of the test and work through it. You should answer all the questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

¹⁷ Adapted from O'Sullivan, K. & Lindeck, J. (2000) *Focusing on IELTS Reading & Writing Skills*

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 to 13.

Questions 1 to 13

Look at the list of eight television series (A-H). Answer the questions below by writing the letters of the appropriate series A-H in boxes 1 to 13 on your answer sheet.

NB You may use any letter more than once.

<i>Example</i>	<i>Answer</i>
Which series looks at Chinese history?	B

1. Which series has won awards?
2. Which TWO series are screened on Friday?
3. Which series is NOT screened in the morning?
4. Which series shows the way people used to live?
5. Which TWO series are presented by students?
6. Which series has the most parts?
7. Which TWO series have 60-minute programs?
8. Which series would help students looking for a job?
9. Which TWO series focus on the future?
10. Which series is NOT about people?
11. Which series stresses that its topic is not as difficult as viewers might consider?
12. Which TWO series focus on just one particular country?
13. Which series gives the meaning of words?

Education programs on Channel 7

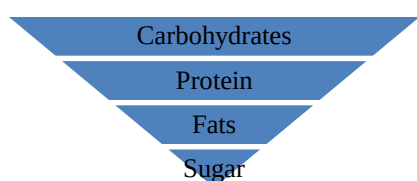
- A A World of Music: This award-winning six-part series introduces music from an international perspective. Featuring musicians from five countries, each 30-minute program focuses on the origin of music and the role of music in people's lives. Tuesday 7.30am and Friday 7.00am.
- B Ancient Civilisations: How do civilisations begin? Why do they fall? This five-part series looks for answers to these questions in the ancient civilisations of Rome, Meso-america and China. Each 30-minute program includes computer-generated reconstructions of daily life in these societies. Saturday 5.00am.
- C Mathematics and You: This innovative 12-part series takes the sting out of mathematics. Presented by secondary students, each 15-minute program shows how mathematics relates to your daily life. Explanations and examples are easy to follow and fun. Tuesday 6.00am.
- D Working Life: This series looks at jobs in various employment sectors such as the hospitality industry, information technology, horticulture and childcare. Each of the 20-minute programs in the ten-part series follows a person who actually works in that sector. Friday 5.00am.
- E The Last Millennium? As we enter the third millennium, the question arises: will this be the last? Will the world succumb to environmental degradation? Using a case-study approach, each 60-minute program in this three-part series takes a detailed look at an environmental problem. How will this problem affect the people living in that area? What are the implications globally? Saturday 7.00am.
- F Faces in the News: This ten-part series examines two people who have been in the news during the last year. Each ten-minute program presents the original news reports, provides background information, summarises the main points of the report and explains the vocabulary used in the reports. Monday 7.00am.
- G Naturally England: This four-part series examines the natural environment in England. Each 60-minute program explores a different season, outlining the interaction of climate, plants and animals. Both informative and beautiful, the series has been nominated for two cinematography awards. Tuesday 5.00am.
- H The USA and IT: This three-part series takes a look at information technology in the United States of America in the twenty-first century. In this new so-called 'Information Age' how will people study, work, communicate and identify themselves? Each 30-minute program is presented by students. Wednesday 11.00pm.

A ARE YOU A GOOD STUDENT OR AN AVERAGE STUDENT?

B What is a 'good' student? We think a good student is not just someone who gets good results in their study. We believe that a good student is a person who is physically healthy (in good condition and eating nutritious food) and mentally healthy (with sound self-esteem and good stress management). We think a good student can manage their time well and can enjoy - yes, enjoy - their study. Unfortunately, research shows that the average student does not achieve these goals. Are you a good student or an average student? Check out the stats and make up your own mind.

C Good student

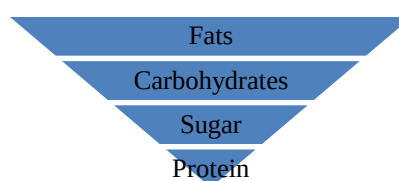
A person whose height/weight ratio is ideal (that is, with a gap of 100 between height in centimetres and weight in kilograms). For example, a person who is 175 cm tall and weighs 75 kg.



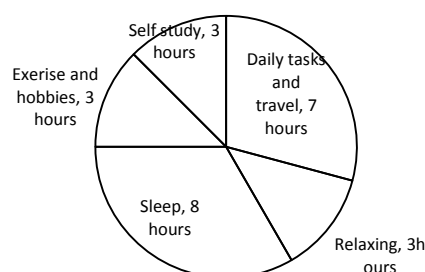
A person who has a balanced and healthy diet

Average student

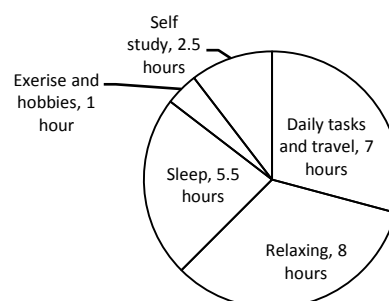
A person whose height/weight ratio is not ideal (that is, with a gap of more than 100 between height in centimetres and weight in kilograms). For example, a person who is 175 cm tall but who weighs 85 kg.



A person who does not have a balanced diet.



A person who manages their time appropriately



A person who has difficulty managing their time appropriately.

D STUDENT HEALTH AND SUPPORT SERVICES CENTRE

E Ground Floor, Haydon Building; Open 9am to 6pm Monday to Friday

F At the Student Health and Support Services, our staff can help you with health matters, study-related issues and personal concerns. We have doctors (both male and female), psychologists and professionally trained guidance counsellors. If we can't help you ourselves, we'll find someone who can! All our services are 100% free to students with a currently valid student card. All our services are 100% confidential.

G DON'T FORGET TO BRING YOUR STUDENT CARD WHEN YOU COME

Reading Passage 2

You should spend about 20 minutes on questions 14 – 25.

Questions 14 to 19

For each question choose the letter (A-D) that most closely describes the authors' claims and write the appropriate letter in boxes 14 to 19 on your answer sheet.

14. Being a good student ...
 - A. involves many different factors.
 - B. is extremely important.
 - C. can be achieved easily.
 - D. may not be enjoyable.
15. A good weight for a person who is 155 cm tall is
 - A. 50 kg.
 - B. 117kg.
 - C. 65 kg.
 - D. 55kg.
16. Students should eat
 - A. more carbohydrates.
 - B. more sugar.
 - C. less protein.
 - D. more food.
17. The average student
 - A. should sleep less.
 - B. gets enough sleep.
 - C. should sleep more.
 - D. sleeps 8 hours a day.
18. The biggest proportional shortfall in the average student's time management is in the time spent in ...
 - A. sleeping.
 - B. self-study.
 - C. exercise and sport.
 - D. daily tasks and travel.
19. The centre's services are available free to
 - A. people who go to see the centre.
 - B. students with a currently valid student card.
 - C. people who manage their time well.
 - D. people who come to the ground floor of the Haydon Building.

Questions 20 to 25

Reading Passage 2 has seven parts labeled **A-G**.

From the list of headings below choose the most suitable heading for parts **A-G**.

Write the appropriate number (**i-x**) in boxes 20 to 25 on your answer sheet.

NB There are more headings than parts so you will not use all of them. You may use any of the headings more than once.

List of headings
(i) The title of the passage
(ii) A reminder to students wishing to use the centre's services
(iii) The writer's philosophy
(iv) A description of the centre's organisation
(v) Information about the centre's services and staff
(vi) Information about the centre's methods
(vii) Advice about improving diets
(viii) Details about the centre's location and operating hours
(ix) The name of the centre
(x) Profiles of students' characteristics

Example	Answer
Part A	(i)

20. Part B

21. Part C

22. Part D

23. Part E

24. Part F

25. Part G

READING PASSAGE 3

You should spend about 20 minutes on Questions 26 to 40.

The United Nations

The United Nations (UN) is a general international organisation established at the end of World War II to promote international peace and security. It is the second such organisation, having replaced the League of Nations, which was founded in the aftermath of World War I.

The United Nations officially came into existence on 24 October 1945, when 51 original members ratified its charter. The main purposes of the organisation were 'to save succeeding generations from the scourge of war'; develop friendly relations among states; cooperate in solving international economic, social, cultural and humanitarian problems; and promote respect for human rights and fundamental freedoms.

To enable it to work towards its goals, the UN was equipped with six major organs: the Security Council, General Assembly, Economic and Social Council, Trusteeship Council, International Court of Justice and the Secretariat. In addition, a number of specialised agencies were attached to the UN system to deal with specific international problems.

The primary responsibility for the maintenance of international peace and security was assigned to the Security Council. Based on the assumption that the five major military contributors to victory in World War II - the United States, the USSR, Great Britain, France and China - could reach unanimity on the question of peace in the postwar world, the Security Council made up of these five members was to be the international guardian of peace.

The second major UN organ, the General Assembly, was to operate as a forum for debating world issues. The underlying assumption in creating the General Assembly was that the airing of disputes among nations could contribute to the settlement of those disputes as well as to peaceful changes in the international system.

A third principal organ, the Economic and Social Council, was created in the belief that a great deal of international strife was rooted in poverty and misery and that therefore the UN should do its utmost to help raise standards of living and economic conditions throughout the world. Because, moreover, the founders of the UN saw colonialism as another frequent source of war, they felt it necessary also to employ the new world organisation to mitigate the anger of dependent peoples against their colonial masters. To devise a technique whereby independence could be gained with as little bloodshed as possible, they provided a fourth major organ, the Trusteeship Council.

Yet another cause of war was believed by the founders of the UN to lie in the absence of common legal standards among nations. For this reason they included within the UN framework a world court, the International Court of Justice.

Finally, the founders of the UN were convinced that the maintenance of peace required a nucleus of men and women whose loyalty was first and foremost not to any particular nation but to the entire international community. To form such an international civil service, they established a sixth major organ of the UN, the Secretariat headed by the secretary-general.

Questions 26 to 30

Look at the list of aims **A-J**. Choose the most suitable aim for each of the UN organs listed below. Write the appropriate letters **A-J** in boxes 26 to 30 on your answer sheet.

NB There are more aims than UN organs so you will not use all of them. You may use any of the aims more than once.

List of aims
A. To improve living standards and economic conditions
B. To maintain international peace
C. To establish a framework
D. To establish common legal standards
E. To provide neutral administration of the UN
F. To facilitate the independence of colonised nations
G. To allow international debate
H. To set up six major organs
I. To establish a number of specialised agencies
J. To encourage loyalty to particular nations

Example	Answer
Security Council	B

26. Economic and Social Council

27. International Court of Justice

28. General Assembly

29. Trusteeship Council

30. Secretariat

Questions 31 to 40

Do the following statements reflect the statements made by the writer of Reading Passage 3?

In boxes 31 to 40 on your answer sheet write:

- YES** if the statement agrees with the writer
- NO** if the statement contradicts the writer
- NOT GIVEN** if there is no information about this in the passage

<i>Example</i>	<i>Answer</i>
The League of Nations did not succeed	NOT GIVEN

31. The United Nations is the first general international organisation ever established.
32. The United Nations replaced the previous League of Nations.
33. One of the reasons for setting up the UN was to avoid further war.
34. The UN established specialised agencies to handle specific international problems.
35. The five members of the Security Council became members because of their size.
36. Since the war the Security Council has been able to achieve unanimity on peace.
37. The founders of the UN felt that debating in the General Assembly could help solve disputes.
38. The founders of the UN saw a connection between conflict and economic conditions.
39. The establishment of the International Court of Justice has brought common legal standards.
40. The UN has a comprehensive structure for dealing with the world's problems.

After you have completed this practice test check the Answer Key.

Answers to Reading Test (Academic)

1. ii	21. D
2. vi	22. A
3. ix	23. C
4. v	24. A
5. i	25. B
6. x	26. B
7. iv	27. B
8. N	28. G
9. NG	29. E
10. Y	30. D
11. Y	31. F
12. NG	32. C
13. NG	33. trading peaks / demand
14. developed world	34. women
15. 28	35. equal opportunities legislation
16. 18 – 20	36. be odd / lack ambition / lack commitment
17. majority	37. disabled people / employees
18. the aged	38. flexible
19. the population	39. woman's issue
20. all adults	40. the legal position

Answers to Reading Test (General)

1. A	21. x
2. A, D	22. ix
3. H	23. viii
4. B	24. v
5. C, H	25. ii
6. C	26. A
7. E, G	27. D
8. D	28. G
9. E, H	29. F
10. G	30. E
11. C	31. N
12. G, H	32. Y
13. F	33. Y
14. A	34. Y
15. D	35. N
16. A	36. NG
17. C	37. Y
18. C	38. Y
19. B	39. NG
20. iii	40. Y

(4th Class)

Lesson D.3 – Reading

Viewpoint & Summary Questions



Exercise 1: Viewpoint Questions Practice (AT - a)¹⁸

Answer the questions that follow the passage: *Cleaner Industrial Production: Why?*

Cleaner Industrial Production: Why?

Industry continues to pose a potential threat to the environment, both globally and locally. It accounts for approximately one-third of the world's greenhouse gas emissions and a large percentage of the hazardous waste generated.

For the past two decades, industry in most developed countries has relied on end-of-pipe pollution abatement as the main pollution control technique. Although end-of-pipe treatment is effective, it has proved to be expensive. Nowadays the more progressive countries are calling for cleaner industrial production, a preventive approach that attempts to minimize waste. This holistic approach demands that the industrial pollutants be treated not at the end-of-pipe stage, but rather that they be prevented altogether, throughout the production process. Cleaner production techniques range from inside-the-factory changes in management, to shop-floor operations and processes, equipment and sometimes alterations in the products themselves. Cleaner production means adapting industrial processes to use raw materials and energy more efficiently, to eliminate toxic raw materials and to generally reduce emissions and wastes.

Enterprises everywhere are reaping environmental financial benefits from cleaner industrial production. Many developing countries and economies in transition are unaware of the benefits of preventive measures: not only do they reduce waste and the consumption of energy and water but they also offer the prospect of utilizing or recycling by-products. In some cases, these countries do not have information about cleaner production and in other cases, they fail to appreciate the environmental and financial benefits of cleaner production activities.

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

YES	if the statement agrees with the writer
NO	if the statement does not agree with the writer
NOT GIVEN	if there is no information about this in the passage

1. End-of-pipe treatment is an ineffective way to control pollution.
2. Cleaner industrial production is the best way to control industrial pollution.
3. Cleaner production if fully implemented will involve management changes.
4. Some countries do not realize the financial advantages of clean production.
5. All industries have an obligation to control pollution.

¹⁸ Cameron, P. (1999) Prepare for IELTS - The IELTS Preparation Course, Insearch Language Centre & UTS

**Exercise 2: Viewpoint Questions Practice (GT/AT - b)¹⁹**

Answer the questions that follow the passage: *Culture in Action -Table Manners.*

Culture in Action -Table Manners

Victoria Strutt, writing in *Boomerang*

Food is one of the first things we notice about a different culture. It is also one of the first aspects of a different culture we feel free to adopt. The table manners that accompany the food are not so obvious. When the behaviours of a culture are invisible, when we are not even aware we have them, they are most powerful. What are some of the different table manners we might encounter at a class dinner when a range of cultures is represented?

In Australia, it is expected that everyone will talk during a meal. The talking passes from one person to another and is often about an issue that has been in the news, a new movie or some other neutral and safe topic. In many Eastern cultures it is considered impolite to speak while the meal is in progress. Conversation is held before or after the meal itself.

After the meal, the way we place our eating tools, our knives, forks, spoons or chopsticks, is also culturally defined. In Australia, when we have finished eating the main course we put the knife and fork across the middle of the plate parallel to each other with the handles facing towards us. When we are resting during the meal, we put the knife and fork across each other on the middle of the plate. In China the chopsticks go crossways across the top of the plate with the handles facing towards the right as that is the hand that holds the chopsticks. In Indonesia, some students tell me, the fork and spoon are crossed as in the Australian resting position. But not all Indonesians may do this. Indonesia is itself a very multicultural society so there may be a number of different customs for this within the country.

Consider further where the dishes are positioned on the table. The Chinese custom of all the diners eating from a range of central dishes is different from the Western way of having servings on separate plates. This expresses a different relationship between people and shows lines of community in contrast to the Westerner's separate plates. Even the way the knives and forks fence in the plates makes a little frame for the plate and defines separate arenas of action all around the table, rather than one common arena of action as is the case of cultures where all the diners share from the common dishes in the middle.

Then there is the complex issue of accepting or declining an offer. Ritual refusals also differ from one culture to another. If you decline the offer of a drink in Australia, you may not be offered another for some time as the 'no' is taken to mean 'no'. In some cultures however, the first 'no' is a recognised step in the polite way of accepting a drink, while saying 'yes' straight away is seen as impolite and too direct.

Even leaving food on a plate at the end of the meal tells us something about our culture. Are we accustomed to leave a small amount to indicate we have been provided for well? Are we accustomed to eating everything on the plate to indicate we have respected the food and so wasted nothing? Are there rules in your culture for where you put any scraps or leftovers on the plate? Can you leave them scattered on the plate or should you put them together in one tidy heap?

We need to remember too that table manners change within cultures. First, they change across time; from one generation to another what is considered polite, marginal or uncouth, shifts and alters. What were bad manners to one generation may be unimportant to another. Manners also

¹⁹ Cameron, P. (1999) Prepare for IELTS - The IELTS Preparation Course, Insearch Language Centre & UTS

vary according to the occasion. Just as in language, where the level of formality we use must fit the social context, so the manners we use for eating will change depending on how formal the eating event is. A barbecue or a dinner with a few friends will have different rules and conventions from a big family gathering or the formal dinner of a professional group.

Table manners are mostly invisible but bringing them to consciousness can be an intriguing way of becoming more familiar with another culture. They can also be a rich topic of conversation as everyone is an authority with a lifetime of firsthand experience.

Do the following statements agree with the attitudes of the writer in the reading passage Culture in Action - Table Manners? Select:

YES	if the statement agrees with the writer
NO	if the statement does not agree with the writer
NOT GIVEN	if there is no information about this in the passage

1. Unrecognized cultural differences are more powerful than recognized ones.
2. It is always polite to talk during the meal.
3. The writer has never visited Indonesia.
4. The writer prefers the idea of eating from dishes in the middle of the table.
5. It is rude to refuse a drink in Australia.

**Exercise 3: Viewpoint Questions Practice (GT - c)²⁰**

Answer the questions that follow the passage.

The University of Hong Kong Museum Society

The University Museum and Art Gallery is one of the oldest and most distinguished museums in Hong Kong. It is housed in the Fung Ping Shan Building and the lower three floors of the new T.T. Tsui Building. Both are located on the campus of the University of Hong Kong on Bonham Road. The Museum primarily displays traditional Chinese art: painting and calligraphy, bronzes and ceramics. The Art Gallery features both Chinese and Western modern art. Special exhibitions are organised throughout the year.

The Museum and Art Gallery is open to the public free of charge Monday to Saturday, 9.30am - 6.00pm. Both buildings are closed on Sundays and public holidays.

Objectives

- To support and assist the University Museum and Art Gallery.
- To promote the understanding and appreciation of art, particularly Chinese art.
- To raise funds, enrich the collections and finance exhibitions and cultural activities.
- To promote friendship among members.

Activities

- Lectures, seminars, museum and art gallery tours.
- Overseas tours to museums, galleries and other places of interest.

Membership

Membership of the Society is open to all. Categories of membership are:

- Ordinary Membership
HK\$250 per annum (single)
HK\$300 per annum (joint)
- Full-time Student Membership
HK\$100 per annum (most lectures are free)
- Life Membership
HK\$2,500 (single)
HK\$300Q (joint)

The membership year runs from June to May. Anyone joining after 1st March receives membership until May of the following year.

Benefits

- Museum Society newsletters and invitations to lectures and seminars.
- Invitations to previews of exhibitions at the University Museum and Art Gallery.
- 20% discount on University Museum and Art Gallery publications.

Please send your application to:

Honorary Secretary
The University of Hong Kong Museum Society
University Museum and Art Gallery
The University of Hong Kong
Pokfulam, Hong Kong
Tel: 2975 5600
Fax: 2975 5610

²⁰ Cameron, P. (1999) Prepare for IELTS - The IELTS Preparation Course, Insearch Language Centre & UTS

Look at the following statements and decide if they are correct or wrong, according to the information in the reading passage on the University of Hong Kong Museum Society.

Select:

TRUE	if the statement is true.
FALSE	if the statement is not true.
NOT GIVEN	if the information is not given in the passage.

1. The University Museum and Art Gallery is on the university campus on Bonham Road.
2. The Museum and Art Gallery are open every day of the year.
3. The University of Hong Kong Museum Society aims to raise money for travel grants for artists.
4. Membership of the University of Hong Kong Museum Society is free and open to all.
5. Members may take part in overseas tours to museums.

Summarising Questions



Exercise 4: Summarising Questions Practice (AT)²¹

This type of question tests your ability to understand the overall meaning of a passage, and to extract particular information from it.

Answer the questions that follow the passage, "Japanese Schools, Foreign Students".

Japanese Schools, Foreign Students

Many foreign families living in Japan consider sending their children to Japanese schools. Those who do are often richly rewarded.

The families who send their children to Japanese public schools are likely to be long-time residents who have already made a commitment to living in Japan. Sojourners, people who plan to move on after a limited stay in the country, are far less likely to use the Japanese public schools, and tend to send their children to the international schools which teach in English and often advertise that aspects of their curriculum will prepare students to move on to other international schools. Bi-cultural families will often choose the Japanese system, once again demonstrating an expectation that Japan will be their home for many years.

The problems perceived by the sojourners are real: the first, the language barrier, will be a serious impediment. People who expect to move on are unlikely to make the serious effort of learning another language and writing system, but without language the parent of a school child is

²¹ Cameron, P. (1999) Prepare for IELTS - The IELTS Preparation Course, Insearch Language Centre & UTS

handicapped every time a note is sent home or a school function occurs. However, if the stay in Japan is likely to be short, or its duration dictated from outside the family, it might well be foolish to settle a student into the Japanese system.

There are, however, great advantages for those foreigners who do choose to school their children in local schools. The Japanese system offers six years of elementary school from the age of six, three years of junior high school and then three years of senior high school followed by four years of university. The whole system is free to Japanese people and to those foreigners who hold an alien registration card. Most Japanese children attend nursery school or kindergarten before entering elementary school, although nursery school is only available to families where both parents are working. The best surprise for most foreigners is the discovery that the Japanese system is far less rigid and pressurized than they had imagined. One mother felt it was more creative and 'hands on' than her own early education in the United States had been.

For those who feel that schools are as much about socialization as they are about skills, Japanese education is an obvious stepping stone for their children's acceptance of and into the Japanese community. If the children are already playing with Japanese children and progress into kindergarten with them the idea of continuing in the system seems sensible. After all, these foreign children will not lose their own language, which will very probably be spoken at home.

Another positive aspect is the quality of both the teaching and the facilities. There are set text books which specify wide-ranging topics, and the Ministry of Education insists that all schools must have dedicated classrooms specially equipped for science, music, art and cookery. There must also be a gymnasium and a swimming pool. These rules apply to all schools from elementary level upward.

There are disadvantages: the classes are large, maximum size 40 pupils in elementary school and 45 in junior high. Language can be a barrier, although some schools provide extra Japanese classes for foreign students, and Minato-ku, the foreign embassy area, offers not only lessons but, if necessary, a personal interpreter during lessons.

Foreign families have been generally pleased with elementary education in Japan, but less pleased with the higher levels of the system. Some of their discontent can be traced to the *juku*, or private cram schools which force-feed students to help them gain access to a more desirable senior high school. The sheer amount of time consumed in attending school and *juku* means the students' lives are far more focused than their western counterparts.

Complete the following summary. Choose your answers from the box below the summary.

NB *There are more words or phrases than you will need to fill the gaps. You may use any word or phrase more than once.*

Foreign families living in Japan have to decide whether to send their children to (1) _____ schools or to make other arrangements. Those who choose to use Japanese schools are demonstrating a (2) _____ to the Japanese way of life.

Many foreign families are concerned about their (3) _____ to use the language and the possibility that they will only stay in Japan for a (4) _____ time. Those who do use the Japanese system are pleased by the free education, standard of (5) _____, the facilities, and the (6) _____ of the elementary schools. They also see advantages for their children in becoming part of Japanese (7) _____

There are some problems, largely to do with class (8)_____ and language. Although (9)_____ happy with Japanese elementary education, the foreign parents are less pleased with the Japanese education system as it applies to (10)_____ school students.

generally	size	younger	connection	rigidity
inability	creativity	limited	teaching	university
society	sometimes	secondary	boarding	
elementary	commitment	Japanese	older	



Thinking about instructions

What help does the instruction; 'Choose your answers from the box below the summary,' give you?

The test is checking for overall comprehension, so you cannot simply scan the passage for words to go in the gaps. You must understand what you have read. How can this be achieved? Think about the writer's purpose. What was the writer trying to do?

describe	discuss	evaluate
explain	offer solutions	make arguments

Practise your vocabulary skills. Identify the words which you find difficult. Try to guess their meanings:

- Are they similar to words you already know?
- Does the context help?



Exercise 5: Summarising Questions Practice (GT)²²

Read: Bondi and Bay Explorer Bus, Terms and Conditions.

Bondi and Bay Explorer Bus, Terms and Conditions.

Sydney is a busy, vibrant city of over four million people. From time to time, due to circumstances beyond the control of Explorer Buses, the city streets may be temporarily closed for street parades, celebrations and road works. These closures may affect the running time of Explorer Bus services.

Busy streets may become very crowded, and this congestion affects the Explorer Bus services, especially the Bondi and Bay Explorer Bus during the hot summer months from December to February, when everyone wants to go to the beach. In August every year many streets close for the City to Surf Fun Run which attracts huge crowds.

The information, prices, conditions and times are correct at the time of printing but are subject to change at any time. They apply as far as circumstances will permit; however, the State Transit Authority which runs the buses shall not be responsible for any consequence arising from any variance.

²² Cameron, P. (1999) Prepare for IELTS - The IELTS Preparation Course, Insearch Language Centre & UTS

State Transit reserves the rights to cancel, without notice, wholly or in part, any of the bus services. The State Transit Authority shall not be held responsible for property left on buses.

During peak times (including school holidays), services become very popular, and all seats are sold on a 'first in - first seated' basis. Reservations cannot be made, so be early to avoid disappointment.

Complete the summary below. Choose **ONE OR TWO WORDS** for each answer.

Sometimes the buses of the Explorer Service cannot follow their usual timetable because of road **(1)** _____. There may also be a problem with **(2)** _____ streets during the summer. The information in this brochure is correct now but circumstances may change. If this happens, the State Transit Authority accepts no **(3)** _____ for anything resulting from a change. The State Transit may cancel all or part of a bus service, and is **(4)** _____ for things left behind on its vehicles. There are no reservations so it is wise to arrive **(5)** _____ particularly during times when the service is very popular.



Be careful to answer using only the number of words suggested.



Answers to reading exercises.

Cleaner Industrial Production (AT)

1. NO
2. YES
3. NOT GIVEN
4. YES
5. NOT GIVEN

Culture in Action – Table Manners (AT/GT)

6. YES
7. NO
8. NOT GIVEN
9. NOT GIVEN
10. NO

The University of Hong Kong Museum Society (GT)

1. True
2. False
3. Not Given
4. False
5. True

Japanese Schools, Foreign Students (AT)

1. Japanese
2. commitment
3. inability
4. limited
5. teaching
6. creativity
7. society
8. size
9. generally
10. secondary

Bondi and Bay Explorer Bus (GT)

1. closures/works
2. busy/crowded
3. responsibility
4. not responsible
5. early

Reading Test



Academic in class practice test

Use the Reading Answer Sheet provided.

IELTS PRACTICE TEST²³

READING

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

All answers must be written on the answer sheet

The test is divided as follows:

<i>Reading Passage 1</i>	<i>Questions 1-12</i>
<i>Reading Passage 2</i>	<i>Questions 13-25</i>
<i>Reading Passage 3</i>	<i>Questions 26-40</i>

Start at the beginning of the test and work through it. You should answer all the questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.



When you are finished check your answers.

²³ Adapted from: Sue O'Connell (2002) Focus on IELTS, Longman

READING PASSAGE 1

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

- | | |
|--|---|
| <p>A The Lumiere Brothers opened their Cinematographe, at 14 Boulevard des Capucines in Paris, to 100 paying customers over 100 years ago, on December 8, 1895. Before the eyes of the stunned, thrilled audience, photographs came to life and moved across a flat screen.</p> <p>B So ordinary and routine has this become to us that it takes a determined leap of the imagination to grasp the impact of those first moving images. But it is worth trying, for to understand the initial shock of those images is to understand the extraordinary power and magic of cinema, the unique, hypnotic quality that has made film the most dynamic, effective art form of the 20th century.</p> <p>C One of the Lumiere Brothers' earliest films was a 30-second piece which showed a section of a railway platform flooded with sunshine. A train appears and heads straight for the camera. And that is all that happens. Yet the Russian director Andrei Tarkovsky, one of the greatest of all film artists, described the film as a 'work of genius'. 'As the train approached,' wrote Tarkovsky, 'panic started in the theatre: people jumped and ran away. That was the moment when cinema was born. The frightened audience could not accept that they were watching a mere picture. Pictures were still, only reality moved; this must, therefore, be reality. In their confusion, they feared that a real train was about to crush them.'</p> <p>D Early cinema audiences often experienced the same confusion. In time, the idea of film</p> | <p>became familiar, the magic was accepted but it never stopped being magic. Film has never lost its unique power to embrace its audiences and transport them to a different world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image of the real flow of events. A still picture could only imply the existence of time, while time in a novel passed at the whim of the reader. But in cinema, the real, objective flow of time was captured.</p> <p>E One effect of this realism was to educate the world about itself. For cinema makes the world smaller. Long before people travelled to America or anywhere else, they knew what other places looked like; they knew how other people worked and lived. Overwhelmingly, the lives recorded - at least in film fiction - have been American. From the earliest days of the industry, Hollywood has dominated the world film market. American imagery - the cars, the cities, the cowboys - became the primary imagery of film. Film carried American life and values around the globe.</p> <p>F And, thanks to film, future generations will know the 20th century more intimately than any other period. We can only imagine what life was like in the 14th century or in classical Greece. But the life of the modern world has been recorded on film in massive, encyclopaedic detail. We shall be known better than any preceding generations.</p> <p>G The 'star' was another natural consequence of cinema. The cinema star was effectively</p> |
|--|---|

born in 1910. Film personalities have such an immediate presence that, inevitably, they become super-real. Because we watch them so closely and because everybody in the world seems to know who they are, they appear more real to us than we do ourselves. The star as magnified human self is one of cinema's most strange and enduring legacies.

H Cinema has also given a new lease of life to the idea of the story. When the Lumiere Brothers and other pioneers began showing off this new invention, it was by no means obvious how it would be used. All that mattered at first was the wonder of movement. Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction.

I Cinema might, for example, have become primarily a documentary form. Or it might

have developed like television - as a strange, noisy transfer of music, information and narrative. But what happened was that it became, overwhelmingly, a medium for telling stories. Originally these were conceived as short stories - early producers doubted the ability of audiences to concentrate for more than the length of a reel. Then, in 1912, an Italian 2-hour film was hugely successful, and Hollywood settled upon the novel-length narrative that remains the dominant cinematic convention of today.

J And it has all happened so quickly. Almost unbelievably, it is a mere 100 years since that train arrived and the audience screamed and fled, convinced by the dangerous reality of what they saw, and, perhaps, suddenly aware that the world could never be the same again that, maybe, it could be better, brighter, more astonishing, more real than reality.

Questions 1-5

Reading Passage 1 has ten paragraphs, **A-J**.

Which paragraph contains the following information?

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

1. the location of the first cinema
2. how cinema came to focus on stories
3. the speed with which cinema has changed
4. how cinema teaches us about other cultures
5. the attraction of actors in films

Questions 6-9

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 6-9 on your answer sheet, write

- | | |
|------------------|---|
| YES | <i>if the statement agrees with the views of the writer</i> |
| NO | <i>if the statement contradicts the views of the writer</i> |
| NOT GIVEN | <i>if it is impossible to say what the writer thinks about this</i> |

6. It is important to understand how the first audiences reacted to the cinema.
7. The Lumiere Brothers' film about the train was one of the greatest films ever made.
8. Cinema presents a biased view of other countries.
9. Storylines were important in very early cinema.

Questions 10-13

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

Write the correct letter in boxes 10-13 on your answer sheet.

- 10.** The writer refers to the film of the train in order to demonstrate
- A.** the simplicity of early films.
 - B.** the impact of early films.
 - C.** how short early films were.
 - D.** how imaginative early films were.
- 11.** In Tarkovsky's opinion, the attraction of the cinema is that it
- A.** aims to impress its audience.
 - B.** tells stories better than books.
 - C.** illustrates the passing of time.
 - D.** describes familiar events.
- 12.** When cinema first began, people thought that
- A.** it would always tell stories.
 - B.** it should be used in fairgrounds.
 - C.** its audiences were unappreciative.
 - D.** its future was uncertain.
- 13.** What is the best title for this passage?
- A.** The rise of the cinema star
 - B.** Cinema and novels compared
 - C.** The domination of Hollywood
 - D.** The power of the big screen

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14-27** which are based on Reading Passage 2 on the following pages.

Questions 14-18

Reading Passage 2 contains six Key Points.

Choose the correct heading for Key Points **TWO** to **SIX** from the list of headings below.
Write the correct number, **i-viii**, in boxes 14-18 on your answer sheet.

List of Headings	
i.	Ensure the reward system is fair
ii.	Match rewards to individuals
iii.	Ensure targets are realistic
iv.	Link rewards to achievement
v.	Encourage managers to take more responsibility
vi.	Recognise changes in employees' performance over time
vii.	Establish targets and give feedback
viii.	Ensure employees are suited to their jobs

Example	Answer
Key Point One	viii

14. Key Point **Two**

15. Key Point **Three**

16. Key Point **Four**

17. Key Point **Five**

18. Key Point **Six**

Motivating Employees under Adverse Conditions

THE CHALLENGE

It is a great deal easier to motivate employees in a growing organisation than a declining one. When organisations are expanding and adding personnel, it seems that promotional opportunities, pay rises, and the excitement of being associated with a dynamic organisation create feelings of optimism. Management is able to use the growth to entice and encourage employees. When an organisation is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organisation can least afford to lose - those with the highest skills and experience. The minor employees remain because their job options are limited.

Morale also suffers during decline. People fear they may be the next to be made redundant. Productivity often suffers, as employees spend their time sharing rumours and providing one another with moral support rather than focusing on their jobs. For those whose jobs are secure, pay increases are rarely possible. Pay cuts, unheard of during times of growth, may even be imposed. The challenge to management is how to motivate employees under such retrenchment conditions. The ways of meeting this challenge can be broadly divided into six Key Points, which are outlined below.

KEY POINT ONE

There is an abundance of evidence to support the motivational benefits that result from carefully matching people to jobs. For example, if the job is running a small business or an autonomous unit within a larger business, high achievers should be sought. However, if the job to be filled is a managerial post in a large bureaucratic organisation, a candidate who has a high need for power and a low need for affiliation should be selected. Accordingly, high achievers should not be put into jobs that are inconsistent with their needs. High achievers will do best when the job provides moderately challenging goals and where there is independence and feedback. However, it should be remembered that not everybody is motivated by jobs that are high in independence, variety and responsibility.

KEY POINT TWO

The literature on goal-setting theory suggests that managers should ensure that all employees have specific goals and receive comments on how well they are doing in those goals. For those with high achievement needs, typically a minority in any organisation, the existence of external goals is less important because high achievers are already internally motivated. The next factor to be determined is whether the goals should be assigned by a manager or collectively set in conjunction with the employees. The answer to that depends on perceptions of goal acceptance and the organisation's culture. If resistance to goals is expected, the use of participation in goal-setting should increase acceptance. If participation is inconsistent with the culture, however, goals should be assigned. If participation and the culture are incongruous, employees are likely to perceive the participation process as manipulative and be negatively affected by it.

KEY POINT THREE

Regardless of whether goals are achievable or well within management's perceptions of the employee's ability, if employees see them as unachievable they will reduce their effort. Managers must be sure, therefore, that employees feel confident that their efforts

can lead to performance goals. For managers, this means that employees must have the capability of doing the job and must regard the appraisal process as valid.

KEY POINT FOUR

Since employees have different needs, what acts as a reinforcement for one may not for another. Managers could use their knowledge of each employee to personalise the rewards over which they have control. Some of the more obvious rewards that managers allocate include pay, promotions, autonomy, job scope and depth, and the opportunity to participate in goal-setting and decision-making.

KEY POINT FIVE

Managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such as pay increases and promotions or advancements should be allocated for the attainment of the employee's specific goals. Consistent with maximising the impact of rewards, managers should look for ways to increase their visibility. Eliminating the secrecy surrounding pay by openly communicating everyone's remuneration, publicising performance bonuses and allocating annual salary increases in a lump sum rather than spreading them out over an entire year are examples of actions that will make rewards more visible and potentially more motivating.

KEY POINT SIX

The way rewards are distributed should be transparent so that employees perceive that rewards or outcomes are equitable and equal to the inputs given. On a simplistic level, experience, abilities, effort and other obvious inputs should explain differences in pay, responsibility and other obvious outcomes. The problem, however, is complicated by the existence of dozens of inputs and outcomes and by the fact that employee groups place different degrees of importance on them. For instance, a study comparing clerical and production workers identified nearly twenty inputs and outcomes. The clerical workers considered factors such as quality of work performed and job knowledge near the top of their list, but these were at the bottom of the production workers' list. Similarly, production workers thought that the most important inputs were intelligence and personal involvement with task accomplishment, two factors that were quite low in the importance ratings of the clerks. There were also important, though less dramatic, differences on the outcome side. For example, production workers rated advancement very highly, whereas clerical workers rated advancement in the lower third of their list. Such findings suggest that one person's equity is another's inequity, so an ideal should probably weigh different inputs and outcomes according to employee group.

Questions 19-24

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 19-24 on your answer sheet, write

- | | |
|------------------|---|
| YES | <i>if the statement agrees with the views of the writer</i> |
| NO | <i>if the statement contradicts the views of the writer</i> |
| NOT GIVEN | <i>if it is impossible to say what the writer thinks about this</i> |

19. A shrinking organisation tends to lose its less skilled employees rather than its more skilled employees.
20. It is easier to manage a small business than a large business.
21. High achievers are well suited to team work.
22. Some employees can feel manipulated when asked to participate in goal-setting.
23. The staff appraisal process should be designed by employees.
24. Employees' earnings should be disclosed to everyone within the organisation.

Questions 25-27

Look at the following groups of workers (Questions 25-27) and the list of descriptions below.

Match each group with the correct description, A-E.

Write the correct letter, A-E, in boxes 25-27 on your answer sheet.

25. high achievers
26. clerical workers
27. production workers

List of Descriptions

- A. They judge promotion to be important.
- B. They have less need of external goals.
- C. They think that the quality of their work is important.
- D. They resist goals which are imposed.
- E. They have limited job options.

READING PASSAGE 3

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

The Search for the Anti-aging Pill

In government laboratories and elsewhere, scientists are seeking a drug able to prolong life and youthful vigor. Studies of caloric restriction are showing the way.

As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging - the build-up of molecular and cellular damage that increases vulnerability to infirmity as we grow older. But one intervention, consumption of a low-calorie* yet nutritionally balanced diet, works incredibly well in a broad range of animals, increasing longevity and prolonging good health. Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.

Unfortunately, for maximum benefit, people would probably have to reduce their caloric intake by roughly thirty per cent, equivalent to dropping from 2,500 calories a day to 1,750. Few mortals could stick to that harsh a regimen, especially for years on end. But what if someone could create a pill that mimicked the physiological effects of eating less without actually forcing people to eat less? Could such a 'caloric-restriction mimetic', as we call it, enable people to stay healthy longer, postponing age-related disorders (such as diabetes, arteriosclerosis, heart disease and cancer) until very late in life? Scientists first posed this question in the mid-1990s, after researchers came upon a chemical agent that in rodents seemed to reproduce many of the benefits of caloric restriction. No compound that would safely achieve the same feat in people has been found yet, but the search has been informative and has fanned hope that caloric-restriction (CR) mimetics can indeed be developed eventually.

The benefits of caloric restriction

The hunt for CR mimetics grew out of a desire to better understand the many effects on the body of caloric restriction. Scientists first recognized the value of the practice more than 60 years ago, when they found that rats fed a low-calorie diet lived longer on average than free-feeding rats and also had a reduced incidence of conditions that become increasingly common in old age. What is more, some of the treated animals survived longer than the oldest-living animals in the control group, which means that the maximum lifespan (the oldest attainable age), not merely the normal lifespan, increased. Various interventions, such as infection-fighting drugs, can increase a population's average survival time, but only approaches that slow the body's rate of aging will increase the maximum lifespan.

The rat findings have been replicated many times and extended to creatures ranging from yeast to fruit flies, worms, fish, spiders, mice and hamsters. Until fairly recently, the studies were limited to short-lived creatures genetically distant from humans. But caloric-restriction projects underway in two species more closely related to humans, that is, rhesus and squirrel monkeys, have made scientists optimistic that CR mimetics could help people.

* *calorie*: a measure of the energy value of food

The monkey projects demonstrate that, compared with control animals that eat normally, caloric-restricted monkeys have lower body temperatures and levels of the pancreatic hormone insulin, and they retain more youthful levels of certain hormones that tend to fall with age.

The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreased likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetes, which is marked by unusually high blood glucose levels). Further, it has recently been shown that rhesus monkeys kept on caloric-restricted diets for an extended time (nearly 15 years) have less chronic disease. They and the other monkeys must be followed still longer, however, to know whether low-calorie intake can increase both average and maximum lifespan in monkeys. Unlike the multitude of elixirs being touted as the latest anti-aging cure, CR mimetics would alter fundamental processes that underlie aging. We aim to develop compounds that fool cells into activating maintenance and repair.

How a prototype caloric-restriction mimetic works

The best-studied candidate for a caloric-restriction mimetic, 2DG (2-deoxy-D-glucose), works by interfering with the way cells process glucose. It has proved toxic at some doses in animals and so cannot be used in humans. But it has demonstrated that chemicals can replicate the effects of caloric restriction; the trick is finding the right one.

Cells use the glucose from food to generate ATP (adenosine triphosphate), the molecule that powers many activities in the body. By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation. When 2DG is administered to animals that eat normally, glucose reaches cells in abundance but the drug prevents most of it from being processed and thus reduces ATP synthesis. Researchers have proposed several explanations for why interruption of glucose processing and ATP production might retard aging. One possibility relates to the ATP-making machinery's emission of free radicals, which are thought to contribute to aging and to such age-related diseases as cancer by damaging cells. Reduced operation of the machinery should limit their production and thereby constrain the damage. Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such 'luxuries' as growth and reproduction.

Questions 28-32

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 28-32 on your answer sheet, write

- YES** *if the statement agrees with 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*

- 28.** Studies show drugs available today can delay the process of growing old.
29. There is scientific evidence that eating fewer calories may extend human life.
30. Not many people are likely to find a caloric-restricted diet attractive.
31. Diet-related diseases are common in older people.
32. In experiments, rats that ate what they wanted led shorter lives than rats on a low-calorie diet.

Questions 33-37

Classify the following descriptions as relating to

- A** *caloric-restricted monkeys*
B *control monkeys*
C *neither caloric-restricted monkeys nor control monkeys*

Write the correct letter, A, B or C, in boxes 33-37 on your answer sheet.

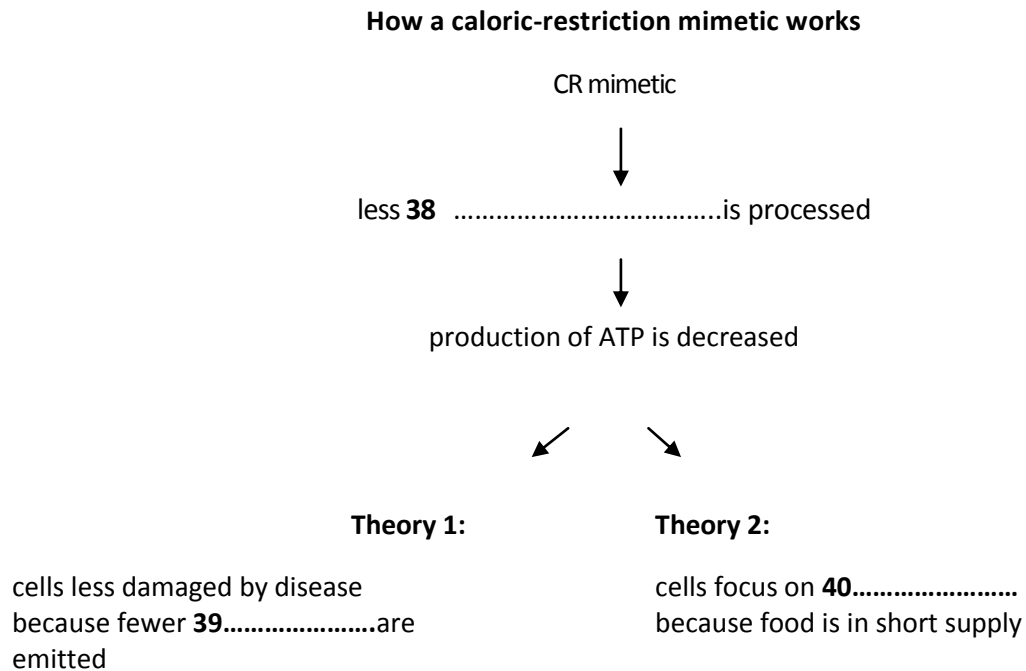
- 33.** Monkeys were less likely to become diabetic.
34. Monkeys experienced more chronic disease.
35. Monkeys have been shown to experience a longer than average life span.
36. Monkeys enjoyed a reduced chance of heart disease.
37. Monkeys produced greater quantities of insulin.

Questions 38-40

Complete the flow-chart below.

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

Write your answers in boxes 38-40 on your answer sheet.





General in class practice test

Use the Reading Answer Sheet provided.

IELTS PRACTICE TEST²⁴

READING

TIME ALLOWED: 1 hour

NUMBER OF QUESTIONS: 40

Instructions

All answers must be written on the answer sheet

The test is divided as follows:

<i>Reading Passage 1</i>	<i>Questions 1-13</i>
<i>Reading Passage 2</i>	<i>Questions 14-27</i>
<i>Reading Passage 3</i>	<i>Questions 28-40</i>

Start at the beginning of the test and work through it. You should answer all the questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.



When you are finished check your answers.

²⁴ Adapted from: Milton, J. Bell. H., & Neville, P. (2002) IELTS Practice Tests 1, Express Publishing

Section 1 *Questions 1-13***Questions 1-6**

For Questions 1 - 6, read the statements below, the extracts about East Deane College and the application form. In boxes 1 - 6 on your answer sheet write:

Yes if the statement is true,

No if the statement is false and

Not Given if the information is not given in the passage.

Example	Answer
East Deane College receives money from the Martin John Trust.	YES

1. Mr. Jones is an expert at making musical instruments.
2. Ronald Carter teaches furniture making.
3. East Deane College provides qualifications in architectural glass work.
4. The College provides all necessary materials.
5. Mr. Jones wants to live in the College during the course.
6. Mr. Jones is employed.

East Deane College

East Deane is a private educational foundation funded through the Martin John Trust. It provides intensive vocational training in the traditional crafts of musical instrument making, tapestry design and weaving, and architectural glass and metal work. It also provides a series of shorter weekend and holiday courses for the enthusiastic amateur in various crafts, taking advantage of the superb facilities offered by East Deane.

Courses in Woodwork

21 - 23 April	Rustic Furniture Making	(Eric Machin)
27 - 30 April	Turning for Beginners	(Ronald Carter)
04 - 06 May	Advanced Turning	(Ronald Carter)
10 - 18 May	Musical Instrument Making Course (apply for special brochure)	
22 - 24 May	Picture Framing	(Martin MacCarthy)
28 - 30 May	Freehand Carving	(Jean Atkinson)

Musical Instrument Making Course
(Joan Juliard, R Z Smith and Gordon Smith)

Course fee: £628 (concessions for OAPs, students and unemployed)

This 9-day course will allow interested woodworkers to plan and make a complete musical instrument during the course of their stay, no matter what the level of their woodworking abilities.

Beginner Level

Appalachian Dulcimer, Renaissance Flute

Intermediate Level

Modern Guitar, Violin, Bagpipes

Advanced Woodworkers

Renaissance Guitar, Bass Viola

Students are asked to bring their own woodworking tools (and to mark these clearly), although a full range of power and other tools will be available. Wood for the instruments must be bought separately from tutors.

The course is fully-catered but students must indicate if they wish to live in College accommodation during the course. This can be indicated on the application form.

Musical Instruments Making Course
Application Form

Name	<i>Brian Jones</i>	Address	<i>6 The Elms</i>
Date of Birth	<i>5th March 1945</i>		<i>Stanton</i>
			<i>Portsmouth PO2 4EQ</i>

What instrument do you want to make?

1st choice	<i>Appalachian Dulcimer</i>
2nd choice	<i>Renaissance Flute</i>

Accommodation

Single Room Yes Double Room none
(If you choose a double room, please indicate with whom you will be sharing)

Fee Paid (please enclose a cheque for the appropriate amount) £628

Questions 7-13

Using **NO MORE THAN THREE WORDS** answer the following questions. Write your answers in boxes 7-13 on your answer sheet

7. When does Mr. Jones have to pay for his accommodation?
8. Mr. Jones is unsure where and when dinner is provided. Who should he contact?
9. Another student breaks a mirror in Mr. Jones' room during a party. Who pays?
10. Why might Mr. Jones be disturbed while sleeping?
11. When do guests have to vacate their rooms?
12. If Mr. Jones wants help with his suitcases, which room should he go to?
13. If Mr. Jones needs a receipt, where should he go?

East Deane College

Accommodation Information and Agreement

Almost all rooms are single and with their own bathrooms. A small number of double rooms are available and these will be allocated strictly on a first come, first served basis. For temporary students who want to live in the College during their course, an application form must be completed. Signing and returning this form indicates agreement to the terms and conditions listed below.

1. Payment for accommodation must be made in full and in advance.
2. The College accepts that reasonable wear and tear will occur but damage beyond this is the sole responsibility of the occupant of the room, who must pay in full.
3. Guests may check in anytime after midday on the day of enrolment and must check out before 10 am on their day of departure.
4. Guests are expected to make themselves acquainted with the fire instructions and the location of the fire exit nearest to their room. (Practice fire drills may be carried out at night.)

Useful names and numbers

Enquiries about charges:	Mrs. Robertson, room 21
Other enquiries:	Miss Smith, room 22
Porter:	Mr. Ferguson, room 06
Complaints:	The Duty Manager, room 01

Section 2

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

Personnel Development in Jago International Ltd

A Jago International is a by-word for quality in vocational education. From training in the use of the humble word processor to the highest level of negotiation skills, Jago International will arrange for employers to gain the most from their employees' abilities, and for employees to make the best of themselves. Jago International has an unblemished record of achievement after more than 50 years' work with the world's largest companies.

B Jago International is committed to the personal and professional development of its own staff. This is in keeping with its philosophy of 'Achieving the best, for the best of all possible worlds'. Only if our own staff are fully-trained and fulfilled can our customers receive the most up-to-date and most effective training for their own development.

C Staff are encouraged to pursue both personal and professional qualifications to ensure they fulfill their potential to the greatest degree. There are a number of ways staff can achieve this with the support of Jago International. Staff may take any of the wide assortment of training courses administered through our own Professional Development Unit. Staff may be directed to take outside qualifications from other training providers where we do not provide these qualifications ourselves. Staff may also wish to take time to pursue individual training goals and, where appropriate, Jago International will support this.

D Jago International's Professional Development Unit is housed in our Freemantle headquarters but delivers courses on-site in each of our regional centres. A monthly schedule of courses available is sent to every section and department head and is posted on main notice boards and the Jago

website. These courses extend from word processing and spreadsheet use, to staff and project management, to our own MBA courses run in association with the University of Freemantle. These courses are free to all Jago staff. Applications should be made through your line supervisor or head of department.

E It may be appropriate to take courses or qualifications which are not covered in the range offered by our PDU. Staff are encouraged to take courses and qualifications with other training organisations with the agreement of their line supervisor or head of department. Support and funding is available to staff through the PDU where this is thought appropriate and helpful to the company as a whole. Application forms for funding can be obtained from Dr Bob Morley, the Director of our PDU, but must be submitted by the appropriate head of department. Within the last year we have supported staff taking courses in Advanced Marketing at the University of Freemantle. It is company policy for staff to make some financial commitment to the courses they take in these circumstances.

F Staff may also wish to take other courses or training for their own personal development and there are opportunities for support here too. The PDU has a budget for extraordinary training to provide some help to staff undertaking training in this category. This is also administered by Dr Morley in the PDU and an application form should be sought from him. Currently being funded are courses at the Queensland Higher College in aromatherapy and spiritual cleansing.

G For a full description of all courses and funding opportunities available to staff

through Jago International, contact Dr Bob Morley on extension 5391 at the Professional

Development Unit at the Headquarters Building.

Questions 14-19

Read the article on page 128 which has seven paragraphs A - G. Choose the most suitable headings for paragraphs B - F from the list of headings below. Write the appropriate numbers i - x in boxes 14 - 19 on your answer sheet. The first one has been done for you as an example. There are more headings than paragraphs, so you will not use them all.

List of Headings	
(i) About Jago International	(vi) The Professional Development Unit
(ii) Training Outside Jago	(vii) Find out More
(iii) Jago's Training Worldwide	(viii) Routes to Professional Development
(iv) Personal Development	(ix) Why Jago Encourages Professional Development
(v) Achieving the Best	(x) Queensland Higher College

Example	Answer
Paragraph A	(i)

14. Paragraph B ____
15. Paragraph C ____
16. Paragraph D ____
17. Paragraph E ____
18. Paragraph F ____
19. Paragraph G ____

Questions 20 – 26

For questions 20 - 26, complete the summary below using the best word or expression from those provided in the box. Write your answers in the boxes 20 - 26 on the answer sheet.

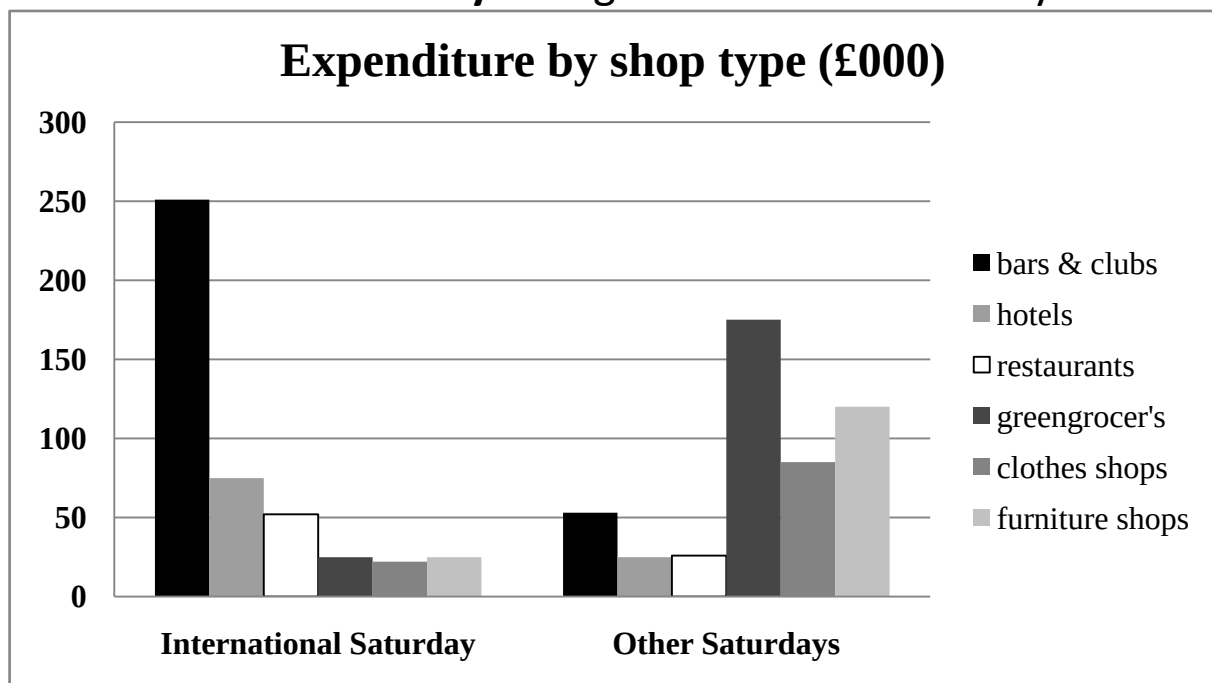
might	routes	with	works	by	encourages	specializes
time	want	ways	money	will	suggested	recommended

Jago International is a company which _____ (20) in providing training in other companies. It has been going for more than 50 years. Jago _____ (21) its own staff to undergo training. It provides three different _____ (22) to training. Firstly, staff can take training at its own Professional Development Unit, although some courses are run _____ (23) the University of Freemantle. These courses are free. Secondly, staff can be _____ (24) to take courses outside the Professional Development Unit. Staff must contribute some of their own _____ (25) to these courses. Finally, staff can take any other course which interests them and Jago _____ (26) offer some financial help.

Questions 27-40

Read the following passage and answer questions 27 to 40.

International Day: is it good or bad for the city?



Everyone loves International Day in Wellington. International rugby is part of New Zealand's culture and besides, a big international match with the All Blacks playing Australia or South Africa is good for the local economy. Thousands of rugby fans bring money into the city when they come to the match and we all benefit from this boost to the local economy. That is the theory. So why do so many local retailers hate International Day? Is it as good for the economy as we are led to believe?

Superficially, it is easy to see how money enters the local economy from this source. The sale of tickets for the international match alone raises nearly \$5 million and the sale of television rights a further \$2 million. Part of this is used to employ match stewards and ticket collectors at the game. Rugby supporters from overseas need to stay in hotels and they need to eat so they spend money in hotels and restaurants. All rugby fans, both home and away, like a drink and the bars and clubs do an excellent trade. It is estimated that rugby fans may spend

\$250,000 on drinks and a further \$75,000 on hotels and accommodation over an international weekend. Some of this information can be seen on the graph.

So where is the problem? The assumption here is that all this extra money, over \$7 million, is additional to the money in the local economy. There are two reasons for thinking this may be a wrong assumption. One is that a good deal of this money may not stay local - it is, in fact, spent elsewhere or even in another country. The second is the possibility that this particular form of trade will drive out existing trade and may depress the local economy.

Let us look at the first of these possibilities and look specifically at the revenue from the game itself. Money from television rights is something that never sees the local economy at all. The International Rugby Board negotiates the \$2 million deal and takes the fee. The New Zealand Rugby Union will get a portion of this, about 4.5%, which it will use to foster the game at a national level. Specialist cameramen, technicians and commentators may well fly in from abroad to cover the game and then fly out again afterwards, taking their fees with them. The money from ticket sales is likewise widely distributed. Only 20% of the total is paid to the Wellington National Rugby Ground to cover the hire of the stadium and the cost of match day staff. The remaining 80% is split evenly between the competing rugby unions. The unions will give approximately 5% of this back to the Wellington Rugby Club, who provide the union with so many of its players. So it would seem that only a quarter of the money from ticket sales would stay in the local economy. This is significantly less than would appear at first.

There is an argument too that international rugby may actually drive certain money out of the economy. A look at the graph shows that certain shops and trades, far from carrying out good trade on International Day, suffer a significant slump. Shops which sell unprepared foodstuffs or clothes, for example, see their trade cut by a half or even three quarters when rugby comes to town. It

would seem that, rather than face a city full of exuberant rugby fans, many potential customers will go elsewhere to shop. Every match day greengrocers lose A\$100,000, clothes and furniture sellers a further \$A70,000 each. There are many other retailers in this category. Even the bars and restaurants lose their regular trade over rugby weekends. \$250,000 of new drinking income may come into the bars but the usual \$50,000 of trade appears to stay at home and the evidence shows that it does not immediately return the following weekend.

This study is far from complete but it does provide persuasive evidence that international rugby does not only bring money into Wellington, it also drives it out, perhaps in equal measure. Add to the equation the extra cost of policing and clearing up after 100,000 visitors to the city centre and Wellington may actually be paying for the privilege of hosting internationals. But then, most rugby fans would willingly do that anyway!

Questions 27-30

Use the figures and expressions in the box to answer the following questions. Write your answers in boxes 27 - 30 on your answer sheet.

nearly \$5 million	about \$200,000	about \$250,000	about \$140,000
over \$7 million	about \$1 million	about \$325,000	

27. How much money does an international rugby match appear to bring to Wellington?
28. How much is spent on hotels and drinks?
29. How much money does the 'Wellington National Rugby Ground' get from ticket sales?
30. How much money do clothes and furniture shops combined lose over an international weekend?

Questions 31 - 35

Below is a list of shops and other businesses in Wellington. Determine whether these businesses gain money or lose money over an international weekend. In boxes 31 - 35 on your answer sheet write:

- G** if they gain money,
L if they lose money and,
NG if information for this is not given in the passage.

31. bars
32. restaurants
33. greengrocers
34. the New Zealand Rugby Union
35. Wellington City Council

Questions 36-40

Complete the sentence below using **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 36 - 40 on your answer sheet.

36. It is commonly believed that the income from international rugby enhances_____
37. After paying for the ground, the rival rugby unions divide the proceeds from the ticket sales_____
38. Stores trading in non-edible merchandise have their business_____
39. Wellington Council must pay for additional_____
40. The businesses which benefit most are the_____

Please write your **full name** in CAPITAL letters on the line below:

Please write your Candidate number on the line below:

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9



Are you: Female? ☐ Male? ☐

Reading Reading Reading Reading Reading Reading

Module taken (shade one box):

Academic ☐

General Training ☐

		Marker use only			Marker use only
1		✓ 1 ✗	21		✓ 21 ✗
2		✓ 2 ✗	22		✓ 22 ✗
3		✓ 3 ✗	23		✓ 23 ✗
4		✓ 4 ✗	24		✓ 24 ✗
5		✓ 5 ✗	25		✓ 25 ✗
6		✓ 6 ✗	26		✓ 26 ✗
7		✓ 7 ✗	27		✓ 27 ✗
8		✓ 8 ✗	28		✓ 28 ✗
9		✓ 9 ✗	29		✓ 29 ✗
10		✓ 10 ✗	30		✓ 30 ✗
11		✓ 11 ✗	31		✓ 31 ✗
12		✓ 12 ✗	32		✓ 32 ✗
13		✓ 13 ✗	33		✓ 33 ✗
14		✓ 14 ✗	34		✓ 34 ✗
15		✓ 15 ✗	35		✓ 35 ✗
16		✓ 16 ✗	36		✓ 36 ✗
17		✓ 17 ✗	37		✓ 37 ✗
18		✓ 18 ✗	38		✓ 38 ✗
19		✓ 19 ✗	39		✓ 39 ✗
20		✓ 20 ✗	40		✓ 40 ✗

Marker 2
Initials

Marker 1
Initials

Band
Score

Reading
Total

Answers

Academic test	General Test
<i>Reading Passage 1</i>	1. N
1 A	2. N
2 I (careful: mentions story in H but I gives info of 'how')	3. NG
3 J "happened so quickly"	4. N
4 E "educate the world about itself"	5. Y
5 G "star"	6. Y
6 YES para A, "stunned, thrilled"	7. in advance
7 NOT GIVEN	8. Miss Smith
8 NOT GIVEN	9. Mr. Jones
9 NO(para B, C)	10. (practice) fire drill
10 B para B "initial shock"	11. before 10 am
11 C para D "...real flow of events,"	12. room 06
12 D para H "...a passing gimmick"	13. room 21
13 D	14. ix
<i>Reading Passage 2</i>	15. viii
14 vii "...goal setting theory..."	16. vi
15 iii "...achievable..."	17. ii
16 ii "...personalize..."	18. iv
17 iv "...rewards contingent on..."	19. vii
18 i "...equitable..."	20. specialises
19 NO	21. encourages
20 NOT GIVEN	22. routes
21 NO	23. with
22 YES	24. recommended
23 NOT GIVEN	25. money
24 YES	26. might
25 B	27. over \$7 million
26 C	28. about \$325,000
27 A	29. about \$1 million
<i>Reading Passage 3</i>	30. about \$140,000
28 NO	31. G
29 YES	32. G
30 YES	33. L
31 NOT GIVEN	34. G
32 YES	35. NG
33 A	36. the local economy
34 B	37. evenly/equally
35 C	38. cut/reduced
36 A	39. policing/clearing up
37 B	40. bars and clubs
38 glucose	
39 free radicals	
40 preservation	