

Lesson 1
OCGI: P.44-54

1 Reading strategies

In this unit you will practise:

- using the features of a passage
- understanding explanations
- skimming a text and speed reading
- global understanding of a passage

1 Using the features of a Reading passage

1.1 Label the reading passage with the correct letters in the box (A–G).

Features of a Reading passage

- | | |
|--------------------------------|--------------------|
| A footnote | E heading |
| B subheading | F caption |
| C column | G paragraph |
| D figure / illustration | |

1 2 3

Health-Tea


Sid Cowans looks at the health properties of a favourite drink

If you are a tea drinker you have probably heard of **tannins**, which are plant based chemicals found in tea. They are responsible for the **astringent** bitter taste sometimes associated with tea. When you drink a cup of tea, it usually dissolves and remains clear unless the water is too cold or too **alkaline**.

Tannins occur in many different types of plants and food, but are especially present in **oak galls**, which have been used for centuries in Chinese medicine due to their health giving properties. Tannins are often present in drinks and medicine because they are **soluble** in water, but how much they dissolve depends on factors like temperature and the chemical make up of the liquid.

¹ In chemistry, an alkali is the opposite of an acid.
² Abnormal growths on oak trees

Tannins exist in all types of tea



4 5 6

Most Reading passages will have a heading and a subheading. The subheading is used to give you the context to the passage.

1.2 Match headings A–D from four Reading passages with subheadings 1–5. There is one extra subheading that you do not need.

- | | |
|------------------------------------|---|
| A Alpine Glacial Lakes | 1 <i>Researchers disagree about whether social media is making us more isolated.</i> |
| B Clean Dream | 2 <i>Climatologists are assessing the impact of climate change on high-altitude bodies of water.</i> |
| C Virtual Connections | 3 <i>James Clegg identifies two current trends that are expanding the role of science in high schools.</i> |
| D Creating Young Scientists | 4 <i>Alan Parker outlines a recent breakthrough in technology.</i> |
| | 5 <i>In the 19th century, a schoolgirl and a former travelling salesman helped turn the humble soap bar into an \$18 billion industry.</i> |

Understanding the context can help you to predict the type of information contained in the Reading passage.

1.3 Match the types of information 1–6 to Reading headings A–D. You will need to use the information in the subheadings to help you and you may use any letter more than once.

- 1** arguments put forward by several different experts
- 2** a description of a project in mountainous areas
- 3** a discussion about the impact of technology on society
- 4** research linked to trends in weather patterns
- 5** a historical look at a successful business venture
- 6** an argument presented from one expert's point of view

An IELTS Reading passage might contain *footnotes*. These help explain technical terms. Some terms are explained in the passage. Other terms can be understood by reading the text carefully.

1.4 The passage in 1.1 contains several explanations and definitions. Read the passage and match terms (1–5) with meanings A–F.

- | | |
|---------------------|---|
| 1 tannin | A a taste similar to a lemon |
| 2 astringent | B a chemical found in certain plants |
| 3 alkaline | C able to dissolve in liquid |
| 4 oak gall | D the opposite of acidic |
| 5 soluble | E becoming cloudy |
| | F a problem found on a type of tree |

1.5 What helped you to identify the definition of each word?

- A** a footnote in the text
- B** an explanation in the text
- C** the surrounding context

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Test Tip Timing is an important part of the Reading test. Try to finish each section in **less than 20 minutes**.

Read the passage as quickly as possible (up to three minutes). Look at the questions to see what type of information you need to find (up to one minute).

Spend 12–13 minutes reading the passage in detail and answering the questions.

If a question is taking too long, move on.

Use your last 3–4 minutes to transfer your answers, checking and filling in any gaps in your answers.

2 Skimming a passage and speed reading

Skimming a passage means reading it quickly (concentrating on content words, like nouns and verbs) to find the main points. It is not reading for detail. Skimming a text will also give you a general idea of how the information is organised, which can help you locate information more easily later on. In your own language, you can probably skim read 100 words in 20 seconds. In the exam, you should aim to skim read 100 words in 30 seconds.

2.1 This passage has four paragraphs of around 100 words each.

- 1 Using a timer, skim read the text to get the general idea of what it is about.
- 2 After 30 seconds, jump to the start of the next paragraph.

- A** The diets of children have changed dramatically over the last century due to the effect of technologies (such as improved transport, canning and refrigeration), social changes (such as the establishment of boarding schools) and evolving ideas about the nutritional needs of growing bodies. Before World War I, the meals of children and adults alike would typically consist of vegetables (often potatoes), large amounts of bread (often 0.5 kg/day) and soups with small amounts of meat.
- B** Imagine a 12-year-old Australian boy from 1970 standing next to a 12-year-old boy from 2010. The boy from 2010 will probably be 3–5 cm taller and 7 kg heavier than his counterpart in 1970. He will also be 25% fatter. A lot of that fat will be around the waist. The 2010 school trousers won't fit the boy from 1970: they will be 10 cm too big around the waist. Now imagine that the two boys have a running race of over 1,600 metres: the boy from 1970 will finish 300 metres ahead of his mate from 40 years in the future.
- C** There are two chances in three that the boy from 1970 walked to school each day; there are three chances in four that the boy from 2010 is driven to school by mum or dad. There are four chances in five that in 1970 the boy was allowed to play unsupervised in the neighbourhood; there is only one chance in four that in 2010 the boy will be allowed to go down to the park on his own. The boy in 1970 probably played three or four different sports; the boy from 2010 plays one or none. It is 30 times more likely that the local river was the favourite play space of the boy from 1970 than it is for the boy today.
- D** What has caused these dramatic changes in the space of a single generation? There are two main theories. Increasing overweight is caused by an energy imbalance: either energy intake (food) increases, or energy expenditure decreases, or both. The 'Gluttony Theory' argues that children are fatter because they are eating more than they used to, and more bad food (high energy density, high in fat and sugar, high in saturated fats). The 'Sloth Theory' argues that children are fatter because they are less active than they used to be. The two theories have battled it out in nutrition and physical activity journals for the last 10 years.

2.2 Now look at questions 1–3 and, without looking at the passage, try to remember whether this information was

- A near the beginning.
- B in the middle.
- C near the end.

- 1 a comparison of children now and in the past
- 2 different hypotheses for the changes in weight
- 3 a list of factors that brought about changes in our diet

2.3 Questions 1–3 in 2.2 each give the main idea of the paragraphs in the passage. Read the questions again and decide which paragraph (A–D) they relate to.

3 Global understanding

Sometimes, you may be asked a question that focuses on the whole Reading passage. This type of question may ask you to choose a suitable title for the passage.

3.1 Which title (A–D) would be the most suitable for the Reading passage in 2.1?

- A Children's eating patterns mimic those of their parents
- B The rapid transformation occurring in children's body size
- C A demonstrated positive link between diet and health in children
- D The impact of modern technology on today's food production

Skim reading a passage can also give you a sense of the attitude of the writer. Global questions can sometimes focus on this.

3.2 Read the passage again and answer the global question below. Which of the following describes the writer's tone in this passage?

- A He is giving a neutral account of recent scientific research.
- B He is shocked that so many children are becoming overweight.
- C He feels enthusiastic about the progress that is being made.
- D He is doubtful that the situation will change in the near future.

2 Descriptive passages

In this unit you will practise:

- scanning for specific details
- completing notes or a flow-chart
- recognising paraphrase
- labelling a diagram

1 Scanning for detail

The passages in the IELTS Reading paper gradually become more difficult, with Section 1 being the easiest.

1.1 Spend one minute skim reading the following passage to get a sense of the overall meaning. What is the main topic?

- A new discoveries in chemistry
- B the discovery of ancient objects
- C how international scientific teams work

Ochre find reveals ancient knowledge of chemistry

The oldest ochre-processing toolkits and workshop ever found have been unearthed, indicating that as far back as 100,000 years ago, humans had an understanding of chemistry.

South Africa's Blombos Cave lies within a limestone cliff on the southern Cape coast, 300 km east of Cape Town. It's known for its 75,000-year-old rich deposits of artefacts such as beads, bone tools and ochre engravings. Some engravings date as far back as 100,000 years.

Archaeologist Christopher S. Henshilwood from the University of Witwatersrand in Johannesburg and University of Bergen, Norway has been excavating at the site since 1992, and has reported the discovery of a mixture, rich in ochre, stored in two abalone shells. It dates back to the Middle Stone Age – 100,000 years ago. Ochre is a term used to describe a piece of earth or rock containing red or yellow oxides or hydroxides of iron. It can be used to make pigments, or paints, ranging from golden-yellow and light yellow-brown to a rich red. Its use spans the history of humans – from those living more than 200,000 years ago, to modern indigenous communities.

Made from an array of materials, this mixture, which could have functioned as wall, object and skin decoration or skin protection (acting in a similar way to modern-day sunscreen), indicates the early developments that occurred in the people who originally used the site.

"[Judging from] the complexity of the material that has been collected from different parts of the landscape and brought to the site, they [the people] must have had an elementary knowledge of chemistry to be able to combine these materials to produce this form. It's not a straightforward process," said Henshilwood.

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1.2 Scanning involves searching a text quickly for a specific piece of information. Practise scanning the passage for the words/ numbers in the box.

75,000	100,000	200,000	artefacts	ochre
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2 Using words from the passage

There are several types of question that ask you to write a word and/or number from the passage.

- You will be told the maximum number of words to write.
- You must only write words that are in the passage. Make sure you copy the spelling correctly.
- You do not need to change the words in the passage and you do not need to join words together.
- If you write too many words or make a spelling mistake, your answer will be marked wrong.



Test Tip If the question asks you to write **TWO WORDS AND/OR A NUMBER**, this means the answer may be:

- one word
- one word + a number
- two words
- two words + a number

Remember that even if a number is written as a word, it counts as a number (e.g. *twenty five trees* = one word and a number). You do not need to write full sentences or join words together. For example:

Answer the question with **NO MORE THAN TWO WORDS** from the reading passage.

What **TWO** colours did the painter use?

(Answer: *black, white* not *black-and-white*)

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Short answer questions and sentence completion tasks

Short answer questions test your ability to find specific details in a passage. Use the words in the questions to:

- help locate the relevant part of the passage
- find out exactly what details you are looking for.

2.1 In questions 1–3 below, the key words that you need to locate in the passage are in bold, and the details you need to find out are underlined. Use these words to help you locate the relevant parts of the text and then answer the questions.

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

- 1 Which of the **artefacts** mentioned are the oldest?
- 2 When was the material **Henshilwood** found originally made?
- 3 What two common materials did ancient humans use to obtain their **ochre**?

2.2 Look at the remaining questions, 4–6. Underline the words that will help you locate the information in the passage and highlight the details you need to find. Then answer the questions.

- 4 What did the ancient people use to keep their ochre mixture in?
- 5 Nowadays, who makes use of ochre?
- 6 Apart from painting, what else might ancient humans have used ochre for?

3 Notes/flow-chart/diagram completion

The questions in 3.1 all focus on paraphrase. Paraphrase is the use of different words with the same meaning. This helps to test how much of the Reading passage you understand.

3.1 Look again at Questions 4–6.

- 1 For Question 4, which word/s in the passage mean the same as 'keep ... in'?
- 2 For Question 5, which word in the passage helped you to identify what happens 'nowadays'?
- 3 For Question 6, which word/s in the passage mean the same as 'used for'?

Sentence completion questions also test your ability to find specific details or information in the passage. You must fill in the gaps in the sentences with appropriate words from the passage. The sentences will paraphrase the words and ideas. They also contain details that help you find the part you need to read in detail.

3.2 Spend 30 seconds skim reading the next part of the Reading passage to get the general meaning.

The Blombos Cave discovery is the earliest-known example of a pigment- or paint-producing workshop. All of the materials were discovered at the same site, and they included an array of raw materials including samples of bone and charcoal, as well as pigment-producing equipment such as grindstones and hammerstones. Judging by the equipment, which shows signs of wear, Henshilwood and his team were able to deduce the process used to produce the ochre mixture.

First, the pieces of ochre were rubbed on quartzite slabs and crushed to produce a red powder. This was combined with ground-up mammal bone, the traces of which show signs that it was heated before being ground. The ochre powder and the bone pieces were mixed with charcoal, stone chips, quartz grains and a liquid (perhaps water) and was then transferred to abalone shells to be gently stirred before being ready for application.

3.3 Look at the sentence completion task below. Find words in the passage in 3.2 that are paraphrases of the underlined words.

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

- 1 Two ingredients used to make paint found in the cave were and
- 2 Two examples of tools used to make the paint that were found in the cave are and
- 3 The scientists used the on the equipment to help work out how the paint was made.

3.4 Carefully read the text, before and after the words you have found. Then complete Questions 1–3.

Flow-chart and Note completion tasks

A **flow chart** is a diagram that shows the sequence of events in a process. In **flow-chart completion** questions, the information may not be presented in the same order as in the passage.

3.5 Study the flow-chart completion task below. For Questions 1–6, decide what type of information you need to find.

- 1 *a noun – something colourful that is created by rubbing ochre against quartzite*

Choose **ONE WORD ONLY** from the passage for each answer.

How pigment was made in ancient times

A colourful 1..... was created by rubbing the ochre against pieces of quartzite



Animal bones were 2..... and then crushed and added to the ochre



The bones and ochre were mixed with other solids and the researchers believe 3..... was then added



The mixture was poured into 4..... then mixed by hand



The final mixture was ready to use for either 5..... of walls or as an early type of 6..... for the body



Test Tip Make sure you read the whole passage so that you can locate any key words and paraphrases from the questions. Take highlighter pens into the exam with you. Use a different colour for each task, to highlight important parts of the text. This will help save time when checking answers.

3.6 Look at the **two** Reading passages in 1.1 and 3.2. Which words or ideas are paraphrases of the underlined words in the flow chart? Highlight the parts you need to read in detail.

3.7 Carefully read the passages in 1.1 and 3.2 and complete the flow chart. Make sure you use **ONE WORD ONLY** from the passages.

Note completion tasks are similar to flow-chart completion, but may cover a larger part of the Reading passage. Again, the information may not be presented in the same order as the information in the passage. Use the headings in the notes to help you find the information in the passage.

3.8 Study the note completion task below. For Questions 1–7, decide what type of information you need to find.

- 1 *a specific year or the date when digging began*
- 2, 3, 4
- 5
- 6
- 7



Test Tip If you are asked to choose **ONE WORD ONLY** from the passage, make sure you do not add extra information such as adjectives or adverbs (e.g. *bone* tools; *abalone* shells; *gently* stirred) or articles (*the* ochre). If you write more than one word, your answer will be marked as wrong.

Complete the notes below.

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

Blombos Cave discovery

Background

- location: South Africa
- the date digging began: 1
- Previous ancient objects found in this area
 - 2
 - 3
 - 4

Recent findings

- a mixture containing a substance called 5 (used to provide colour)
- equipment
- a range of additional 6 including animal bone and charcoal

Conclusion

- in prehistoric times, humans knew basic 7

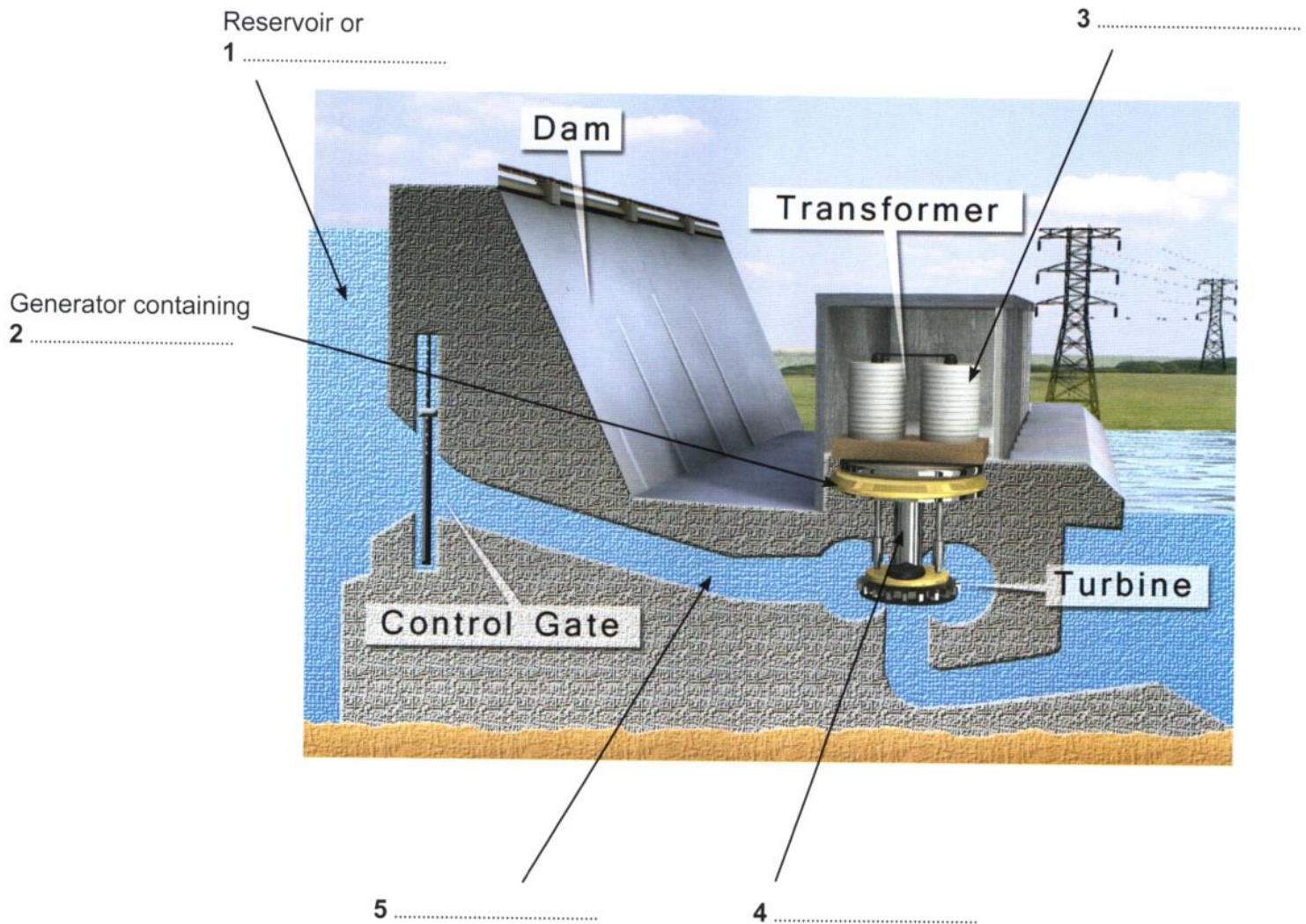
3.9 Read the passages in 1.1 and 3.2 and complete the notes. Use the same techniques you have learned from previous exercises.

Diagram completion tasks

In **labelling a diagram** tasks, you will see a diagram and a description of a process. You need to carefully read the part of the passage that describes the process and complete the diagram with words from the passage.

3.10 Look at the diagram. Try to imagine how the hydropower plant would work. Pay attention to how the parts are connected.

Write **NO MORE THAN ONE WORD** from the text for each answer.



- 3.11** Read the passage and underline the words that are already marked on the diagram.

The power of water

Most hydropower plants rely on a dam that holds back water, creating a large reservoir behind it. Often, this reservoir is used as a recreational lake and is also known as the intake. Gates on the dam open and gravity pulls the water through the penstock, a line of pipe that leads to the turbine. Water builds up pressure as it flows through this pipe. The water strikes and turns the large blades of a turbine, which is attached to a generator above it by way of a shaft. As the turbine blades turn, so do a series of magnets inside the generator producing alternating current (AC) by moving electrons. The transformer, located inside the powerhouse, takes the AC and converts it to higher-voltage current.

- 3.12** Answer Questions 1–5 on the diagram.

- 3.13** Replace the underlined words below with appropriate paraphrases from the text.

- 1 The dam helps contain the water and produces a reservoir.
- 2 The water moves through a pipe and increases in pressure.
- 3 The water rotates the blades of a turbine that is connected to a generator.
- 4 The transformer changes the AC current into a more powerful one.

Reading skills

1 Reading strategies

1 Using the features of a Reading passage

1.1

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

1.2

A 2 B 5 C 1 D 3

1.3

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

1.4

1 B 2 A 3 D 4 F 5 C

1.5

- 1 B (Tea leaves contain tannins, a loose collection of chemicals that give tea ... its flavour)
- 2 B (that astringent puckering effect in the mouth)
- 3 A (footnote 1)
- 4 A (footnote 2)
- 5 C (All tannins are soluble in water, but how much of them can dissolve in a given amount of water)

2 Skimming a passage and speed reading

2.2

1 B 2 C 3 A

2.3

1 B, C 2 D 3 A

3 Global understanding

3.1

B

3.2

A

2 Descriptive passages

1 Scanning for detail

1.1

B

2 Using words from the passage

2.1

- 1 (ochre) engravings / (the) engravings
- 2 100,000 years ago
- 3 earth, rock (in either order but you must have both)

2.2

(The words that will help you locate the information in the passage are underlined here.)

- 4 What did the ancient people use to keep their ochre mixture in?
- 5 Nowadays, who makes use of ochre?
- 6 Apart from painting, what else might ancient humans have used ochre for?

(The details you need to find in the passage are underlined here.)

- 4 What did the ancient people use to keep their ochre mixture in?
- 5 Nowadays, who makes use of ochre?
- 6 Apart from painting, what else might ancient humans have used ochre for?

(Answer Questions 4–6.)

- 4 (two) shells / (abalone) shells
- 5 indigenous communities
- 6 skin protection

3 Notes/flow-chart/diagram completion

3.1

- 1 stored in 2 modern 3 functioned as

3.3

- 1 ingredients = (raw) materials
- 2 tools = equipment; make = produce; paint = pigment
- 3 scientists = Henshilwood and his team; work out how = deduce

3.4

(The words in brackets in the answer are allowed but not necessary.)

- 1 (mammal) bone (samples / pieces); charcoal
- 2 grindstones; hammerstones
- 3 signs of wear

3.5

(Suggested answers)

- 1 a noun – something colourful that is created by rubbing ochre against quartzite
- 2 a verb – something that was done to animal bones before they were crushed and added to ochre
- 3 a noun – something that researchers believe was added to the mixture
- 4 a noun – something the mixture was poured into
- 5 a noun – a way of using the mixture on walls
- 6 a noun – a way of using the mixture on the body

3.6

- 1 colourful = red; created = produced; pieces of = slabs
- 2 crushed = ground up
- 3 other solids = charcoal, stone chips, quartz grains; the researchers = Henshilwood and his team
- 4 poured into = transferred; mixed = stirred
- 5 the body = skin

3.7

- 1 powder 3 liquid / water 5 decoration
- 2 heated 4 shells 6 sunscreen

3.8

(Suggested answers)

- 2, 3, 4 nouns – types of ancient objects found in the area
- 5 a noun – the name of a substance used to provide colour
- 6 a plural noun – something recently found in the area, something linked to animal bone and charcoal
- 7 a noun – something the researchers have concluded about early humans and what they knew about

3.9

- 1 1992
- 2, 3, 4 (in any order) beads; tools; engravings
(N.B. Because of the word limit, if you write 'bone tools' or 'ochre engravings', your answer will be marked as wrong.)

- 5 ochre
- 6 materials
- 7 chemistry

3.11

Most hydropower plants rely on a dam that holds back water, creating a large reservoir behind it. Often, this reservoir is used as a recreational lake and is also known as the intake. Gates on the dam open and gravity pulls the water through the penstock, a line of pipe that leads to the turbine. Water builds up pressure as it flows through this pipe. The water strikes and turns the large blades of a turbine, which is attached to a generator above it by way of a shaft. As the turbine blades turn, so do a series of magnets inside the generator, producing alternating current (AC) by moving electrons. The transformer, located inside the powerhouse, takes the AC and converts it to higher-voltage current.

3.12

- 1 intake 3 powerhouse 5 penstock
- 2 magnets 4 shaft

3.13

- 1 helps contain = holds back; produces = creates
- 2 moves = flows; increases in = builds up
- 3 rotates = turns; connected = attached
- 4 changes into = converts to

Lesson 2
OCGI: P.55-63

3 Understanding the main ideas

In this unit you will practise:

- distinguishing main ideas from supporting ideas
- understanding the main points
- identifying information in a Reading passage
- matching headings
- multiple choice
- True / False / Not Given

1 Identifying the main idea

In the IELTS Reading paper, you may be asked to match a list of headings with the correct paragraph or section of a passage. The headings summarise the main idea of the paragraph or section.

The passage may be divided into paragraphs or sections (i.e. with more than one paragraph in a section). **Matching headings** questions are always placed before the passage on the question paper.

- 1.1** Read headings i–vii. What topic do all of the headings have in common? Underline the main points in each heading.

List of headings

- i The future of urban planning in America
- ii Conflicting ideas through the history of urban planning
- iii Urban planning has a long and varied history
- iv Financial problems helped spread an urban planning concept
- v The background to one particular planned community
- vi Political change obstructs progress in urban planning
- vii An urban plan to reduce traffic

1.2 Skim read the passage below to get the overall meaning.

Planned communities: garden cities

A

The notion of planning entire communities prior to their construction is an ancient one. In fact, one of the earliest such cities on record is Miletus, Greece, which was built in the 4th century BC. Throughout the Middle Ages and the Renaissance, various planned communities (both theoretical and actual) were conceived. Leonardo da Vinci designed several cities that were never constructed. Following the Great Fire of London in 1666, the architect Christopher Wren created a new master plan for the city, incorporating park land and urban space. Several 18th-century cities, including Washington D.C., New York City, and St Petersburg, Russia, were built according to comprehensive planning.

B

One of the most important planned city concepts, the Garden City Movement, arose in the latter part of the 19th century as a reaction to the pollution and crowding of the Industrial Revolution. In 1898, Ebenezer Howard published the book *To-Morrow: A Peaceful Path to Real Reform* in which he laid out his ideas concerning the creation of new economically viable towns. Howard believed that these towns should be limited in size and density, and surrounded with a belt of undeveloped land. The idea gained enough attention and financial backing to lead to the creation of Letchworth, in Hertfordshire, England. This was the first such 'Garden City'. After the First World War, the second town built following Howard's ideas, Welwyn Garden City, was constructed.

C

In the early 1920s, American architects Clarence Stein and Henry Wright, inspired by Howard's ideas and the success of Letchworth and Welwyn, created the city of Radburn, New Jersey. Conceived as a community which would be safe for children, Radburn was intentionally designed so that the residents would not require automobiles. Several urban planning designs were pioneered at Radburn that would influence later planned communities, including the separation of pedestrians and vehicles, and the use of 'superblocks', each of which shared 23 acres of commonly held parkland.

D

In America, following the stock market crash of 1929, there was great demand for both affordable housing and employment for workers who had lost their jobs. In direct response to this, in 1935 President Roosevelt created the Resettlement Administration, which brought about a total of three greenbelt towns: Greenbelt, Maryland; Greenhills, Ohio; and Greendale, Wisconsin. These towns contained many of the elements of the Garden City Movement developments, including the use of superblocks and a 'green belt' of undeveloped land surrounding the community.

1.3 Read Paragraph A and choose the best summary:

- A Past, present and future examples of urban planning
- B The history of urban planning
- C Problems associated with urban planning

1.4 Create a shortlist of possible answers for Paragraph A.

- 1 Decide which headings (i–vii) you can confidently say are not connected to the main topic of paragraph A.
- 2 Look at your shortlist again and choose the heading that best summarises **the main idea of all of paragraph A**.

1.5 Read Paragraphs B–D again, and repeat the steps above.

1.6 Look again at headings i–vii. For headings i, ii and vi, explain why they don't match any paragraphs.



Test Tip Don't try to match words in the headings to words in the passage. You need to focus on the whole idea

2 Understanding the main points

Another type of question that can focus on the main point of a paragraph is **multiple choice**. This type of question often requires you to carefully read more than one sentence in the paragraph.

2.1 Look at this question, based on the passage in 1.2.

- 1 In Paragraph A, what is the main point that the writer makes?
- A Some urban designs are better in theory than in practice.
 - B The urban-planning concept itself is not restricted to modern times.
 - C Urban planning should be carried out by professionals.
 - D Some planned ancient cities are more successful than modern ones.

2.2 The parts of Paragraph A relating to each option are underlined below. Read the paragraph carefully and choose the correct option, A–D.

^B The notion of planning entire communities prior to their construction is an ancient one. ^D In fact, one of the earliest such cities on record is Miletus, Greece, which was built in the 4th century BC. ^{A/D} Throughout the Middle Ages and the Renaissance, various planned communities (both theoretical and actual) were conceived. ^C Leonardo da Vinci designed several cities that were never constructed. Following the Great Fire of London in 1666, the architect Christopher Wren created a new master plan for the city that incorporated park land and urban space. ^C Several 18th-century cities, including Washington D.C., New York City, and St Petersburg, Russia, were built according to comprehensive planning.

2.3 Read the questions below. Underline the parts of the passage that each question relates to. Then read the text in detail and choose the correct letter, A–D.

- 2 According to the second paragraph, the Garden City Movement
- A came just before the Industrial Revolution.
 - B was held back by a war and a lack of funds.
 - C resulted in cities that were larger than they had been before.
 - D was designed to combat problems caused by modernisation.
- 3 What was one aim in designing the city of Radburn?
- A to create something totally different from cities elsewhere.
 - B to reduce the danger for families living in the area.
 - C to make sure people could park their cars close to their home.
 - D to increase green spaces by designing houses with gardens.
- 4 What do the towns of Greenbelt, Greenhills and Greendale all have in common?
- A The residents were affected by the stock market collapse.
 - B The towns were built for the wealthiest people in America.
 - C The towns were each surrounded by natural parkland.
 - D They were all constructed in the same year.

3 Identifying information in a passage

For **True / False / Not Given** tasks, you need to look at a list of sentences or statements and decide whether they are:

- **True** (the statement agrees with the information in the text)
- **False** (the statement is incorrect and does not agree with the information in the text)
- **Not Given** (you cannot say whether the statement is true or false because there is no information about this in the text)



Test Tip Remember that you are being tested on your ability to understand the information you read **in the passage**. So you should ignore anything you already know about the topic.

3.1 Skim read this passage to get the general idea of the content.

Urban heat

In 1818, Luke Howard published *The Climate of London* in which he identified an emerging problem: urban development was having a direct impact on the local weather. The early 1800s was a time of great expansion for London and ¹ Howard noticed that temperatures in the city were gradually becoming higher than those in rural areas. We now refer to these areas as Urban Heat Islands. ² The difference in temperature is usually greater at night and the phenomenon occurs in both winter and summer. ³ Experts agree that this is due to urban development, when open green spaces are replaced with asphalt roads and tall brick or concrete buildings. These materials retain heat generated by the Sun and release it through the night. In Atlanta, in the US, this has even led to thunderstorms occurring in the morning rather than, as is more common, in the afternoon. Officials there are advising builders to use light-coloured roofs in a bid to reduce the problem.

Large cities around the world are adopting strategies to combat this issue and it is not uncommon to find plants growing on top of roofs or down the walls of large buildings. In Singapore, the government has pledged to transform it into a 'city within a garden' and, in 2006, they held an international competition calling for entries to develop a master plan to help bring this about. One outcome was the creation of 18 'Supertrees'. These metal constructions are made to resemble very tall trees and range in height from 25m to 50m. Each one is a vertical freestanding garden and is home to exotic plants and ferns. Their structure allowed the designers to create an immediate rainforest canopy without having to wait for trees to reach such heights. They contain solar panels used to light the trees at night and also containers to collect rainwater, making them truly self-sufficient.

3.2 Decide if statements 1–3 are *True*, *False* or *Not Given* according to the underlined parts of the text.

- 1 Luke Howard invented the term 'Urban Heat Island'.
- 2 City temperatures are higher than country temperatures regardless of the season.
- 3 Experts have failed in their efforts to create heat-reflecting concrete and brick.

3.3 Read statements 4–8, then underline the relevant parts in the text. Are the statements *True*, *False* or *Not Given*?

- 4 Atlanta has experienced more dramatic weather change than other areas of the US.
- 5 Roofs that are dark in colour help address the issue of Urban Heat Islands.
- 6 Singapore's Supertrees are made entirely from natural materials.
- 7 The designers of the Supertrees originally planned to plant very tall trees.
- 8 The Supertrees require regular maintenance.

3.4 Read statements 1–8 again and correct any that were false.

4 Locating and matching information

In this unit you will practise:

- identifying types of information
- locating and matching information
- connecting ideas
- matching sentence endings
- matching information

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1 Identifying types of information

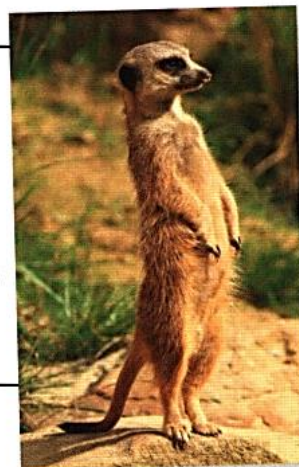
For **matching information** tasks, you need to locate an idea or piece of information in the text and match it to a phrase that accurately describes it.

1.1 Read the extracts from two separate paragraphs of a Reading passage. What type of information has been underlined?

- A a description of an animal's habitat
- B the issues that can cause something to happen
- C an argument for a type of action

A
Meerkats devote a significant part of their day to foraging for food with their sensitive noses. When they find it, they eat on the spot. Primarily, meerkats are insectivores, which means their diet is mainly made up of insects.

B
These animals are transient by nature and move if their food is in short supply or if they're forced out by a stronger gang. The group's dominant male, the alpha male, marks the group's territory to protect the boundary from rivals and predators.



1.2 Look at this matching information task based on the extracts above.

Which paragraph contains the following information?

- 1 two situations that force meerkats to change where they live
- 2 how meerkats generally spend their time

- 1 For this type of question, do you need to look for individual words or a whole idea?
- 2 Question 1 matches the information underlined in the paragraph above, so the answer is B. Underline the part of paragraph A that matches the information in Question 2.

1.3 Look at extracts A–H from different Reading passages and match them to the type of information that best describes them.

A Water is forced at pressure through a narrow pipe. The water hits the top of the water wheel, causing it to turn.

B The water is warm thanks to a natural hot spring beneath the riverbed.

C Our study looked at the surrounding environment while previous researchers have concentrated on diet.

D We achieved this by weighing the animals both before and after periods of exercise.

E They live in dark, humid areas and so tend to be found in and around tropical rainforests.

F A month later, we were able to test it again and the results showed a significant change in temperature when the insulation was used.

G After ten years, they gave up. The experiment had failed and, as a result, the public grew angry at the waste of public funds.

H It takes 35 days for the chick to leave the nest and fly.

Types of information

- 1 the findings of a study
- 2 the method used in a research study
- 3 the reaction to something
- 4 a description of a habitat
- 5 the difference between current and past studies
- 6 a description of how something works
- 7 the cause of something
- 8 the amount of time needed for something

2 Locating and matching information

Just like matching headings, **matching information** questions are not in the same order as the passage.

2.1 Spend two minutes skim reading the passage below, so that you are familiar with the type of information it contains.

What is the main purpose of the passage?

- A to describe the habitat and eating habits of one specific animal
- B to explain the background to a proposed study into tropical animals
- C to argue that scientists can learn a great deal from studying nature
- D to give the findings of new research into an animal's behaviour

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How geckos cope with wet feet



- A** Geckos are remarkable little lizards, clinging to almost any dry surface, and Alyssa Stark, from the University of Akron, US, explains that they appear to be equally happy scampering through tropical rainforest canopies as they are in urban settings. 'A lot of gecko studies look at the very small adhesive structures on their toes to understand how the system works at the most basic level,' says Stark. She adds that the animals grip surfaces with microscopic hairs on the soles of their feet, which make close enough contact to be attracted to the surface by the minute forces between atoms.
- B** However, she and her colleagues Timothy Sullivan and Peter Niewiarowski were curious about how the lizards cope on surfaces in their natural habitat. Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces, Stark says 'We know they are in tropical environments that probably have a lot of rain and geckos don't suddenly fall out of the trees when it's wet'. Yet, the animals do seem to have trouble getting a grip on smooth, wet, artificial surfaces, sliding down wet vertical glass after several steps. The team decided to find out how geckos with wet feet cope on both wet and dry surfaces.
- C** First, they had to find out how well their geckos clung onto glass with dry feet. Fitting a tiny harness around the lizard's pelvis and gently lowering the animal onto a plate of smooth glass, Stark and Sullivan allowed the animal to become well attached before connecting the harness to a tiny motor and gently pulling the lizard until it came unstuck. The geckos hung on tenaciously, and only came unstuck at forces of around 20N – about 20 times their own body weight. 'In my view, the gecko attachment system is over-designed,' says Stark.
- D** Next, the trio sprayed the glass plate with a mist of water and re-tested the lizards, but this time the animals had problems holding tight. The droplets were interfering with the lizards' attachment mechanism, but it wasn't clear how. And when the team immersed the geckos in a bath of room-temperature water with a smooth glass bottom, the animals were completely unable to anchor themselves to the smooth surface. 'The toes are super-hydrophobic,' (i.e. water repellent) explains Stark, who could see a silvery bubble of air around their toes. But, they were unable to displace the water around their feet to make the tight contact that usually keeps the geckos in place.
- E** Then the team tested the lizard's adhesive forces on the dry surface when their feet had been soaking for 90 minutes, and found that the lizards could barely hold on, detaching when they were pulled with a force roughly equalling their own weight. 'That might be the sliding behaviour that we see when the geckos climb vertically up misted glass,' says Stark. So, geckos climbing on wet surfaces with damp feet are constantly on the verge of slipping and Stark adds that when the soggy lizards were faced with the misted and immersed horizontal surfaces, they slipped as soon as the rig started pulling. Therefore geckos can walk on wet surfaces, as long as their feet are reasonably dry. However, as soon as their feet get wet, they are barely able to hang on, and the team is keen to understand how long it takes geckos to recover from a drenching.

2.2 Look at this task based on the Reading passage. For each question, underline the type of information you need to scan for. The first two have been done for you.

Which paragraph contains the following information?

N.B. You may use any letter more than once

Write the correct letter, A–E, next to questions 1–7 below.

- 1 visual evidence of the gecko's ability to resist water
- 2 a question that is yet to be answered by the researchers
- 3 the method used to calculate the gripping power of geckos
- 4 the researcher's opinion of the gecko's gripping ability
- 5 a mention of the different environments where geckos can be found
- 6 the contrast between Stark's research and the work of other researchers
- 7 the definition of a scientific term

2.3 It is important to fully understand what you are looking for in the passage. Answer these questions, based on Question 1 in the task above.

- 1 Which of the following do you think is 'visual evidence'?
 - A something the researchers believe
 - B something the researchers have seen
 - C something the researchers have read about
- 2 Which of the following means the same as 'ability to resist water'?
 - A soaks up water
 - B sinks in water
 - C stops water getting in
- 3 Scan the passage to find 'visual evidence' of an ability to resist water. Which paragraph contains this information?

2.4 Study Questions 2–7 in 2.2 carefully and match them to paragraphs A–E. Remember, the questions are not in the same order as the passage. This is because your task is to find out where the information is.

2.5 Look again at Questions 2–7 and underline the parts of the passage that gave you your answer.



Test Tip Make sure to note any plurals in the questions (e.g. two examples of / the different environments, etc). There may be parts of the passage that refer to only one of the things mentioned, so you need to find the paragraph that has more than one. .

3 How ideas are connected

Another type of question that requires you to match information is **matching sentence endings**. For this type of task, you need to understand how ideas are connected within the Reading passage.

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

- 1 When I pressed the switch,
 - 2 If you heat ice,
 - 3 The respondents to the survey
 - 4 Children who attend small schools
 - 5 Parents with overactive children
- A all came from similar economic backgrounds.
B tend to need more sleep at night.
C the light came on.
D reported that she has been successful.
E generally get more individual attention.
F it melts.

You were able to complete this task using only logic and your knowledge of grammar. In the IELTS Reading paper, you can do this to confirm or check your answers, but you will **not** be able to answer the questions without reading the passage.

3.2 Look at these matching sentence endings questions based on the passage in 2.1. Try using these techniques to answer the questions.

- 1 Scan the passage in 2.1 to locate the information in the sentence beginnings (1–4).
 - 2 Read the relevant part of the passage carefully, then choose the best sentence ending (A–F).
- 1 Other researchers have aimed to discover how
 - 2 The work of Stark and her team is different because they wanted to find out how
 - 3 Stark's experiments revealed that
 - 4 The researchers would still like to know when

- A geckos struggle to grip onto dry glass as well as wet glass.
B the gripping mechanism of geckos actually works.
C geckos have a weaker gripping mechanism than previously thought.
D geckos are able to grip in rainforest settings.
E geckos are able to recover their gripping abilities after getting wet.
F geckos can grip more easily if their feet are not damp.

3 Understanding the main ideas

1 Identifying the main idea

1.1

The topic they all have in common is urban planning – this is the overall topic of the Reading passage.

- i The future of urban planning in America
- ii Conflicting ideas through the history of urban planning
- iii Urban planning has a long and varied history
- iv Financial problems helped spread an urban planning concept
- v The background to one particular planned community
- vi Political change obstructs progress in urban planning
- vii An urban plan to reduce traffic

1.3

B

1.4

- 1 Headings iv, vi and vii feature money, politics and traffic (none of these are mentioned in Paragraph A, so they can be crossed off the list).
- 2 iii (the whole paragraph provides an overview of the long and varied history of urban planning)

1.5

shortlists

Paragraph B: ii, iii, iv, v

Paragraph D: i, ii, iv, v, vi

Paragraph C: i, ii, iii, v, vii

final answers

Paragraph B: v – the main topic is to explain what led to *(the background)* Letchworth, the first garden city *(one particular planned community)*

Paragraph C: vii – the main topic is the design of the city of Radburn, America *(An urban plan)* which was built with the aim of creating a safe environment for children *(to reduce traffic)*

Paragraph D: iv – the main topic is the impact the stock market crash, unemployment and a lack of affordable housing *(financial problems)* had in America and how the president dealt with these by creating more garden cities *(helped spread an urban planning concept)*

1.6

i – Although Paragraphs A, C and D all refer to America (or places in America), none of these paragraphs mention the future of urban planning.

ii – Although Paragraphs A, B, C and D all contain historical references, none of the paragraphs mention ‘conflicting ideas’.

vi – Paragraphs A and D refer to political places or people, but neither of these mentions progress being stopped because of politics.

2 Understanding the main points

2.2

B (A is incorrect because the passage makes no comparison between theoretical and actual designs; C is incorrect because no advice is given about who should carry out the planning, though several professionals are mentioned; D is incorrect because there is no comparison between ancient and modern planned cities. Although A, C and D all mention ideas that are in the passage, they do not accurately reflect the information in the text.)

2.3

2

- A *arose in the latter part of the 19th century as a reaction to the pollution and crowding of the Industrial Revolution*
- B *After the First World War, the second town built following Howard’s ideas, Welwyn Garden City, was constructed*
- C *Howard believed that these towns should be limited in size and density*
- D *arose in the latter part of the 19th century as a reaction to the pollution and crowding of the Industrial Revolution*

3

- A *inspired by Howard’s ideas and the success of Letchworth and Welwyn, created the city of Radburn*
- B *Conceived as a community which would be safe for children,*
- C *designed so that the residents would not require automobiles ... including the separation of pedestrians and vehicles*
- D *‘superblocks’, each of which shared 23 acres of commonly held parkland*

4

- A *In America, following the stock market crash of 1929*
- B *employment for workers who had lost their jobs*
- C *These towns contained ... a ‘green belt’ of undeveloped land surrounding the community.*

D in 1935 President Roosevelt created the Resettlement Administration

answers

2 D 3 B 4 C

3 Identifying information in a passage

3.2

- 1 False – he was the first to identify the phenomenon but it is only 'now' that we use this term.
- 2 True – it occurs in winter and summer.
- 3 Not Given – there is no information in the text about experts attempting to create heat-reflecting materials.

3.3

(the corresponding parts of the text are in brackets)

- 4 Not Given. We know the weather there has been affected but the text does not compare Atlanta with other cities.
- 5 False (*Officials there are advising builders to use light-coloured roofs in a bid to reduce the problem.*)
- 6 False (*These metal constructions ...*)
- 7 Not Given. We are not given any information about alternative plans that the designers had (*These ... are made to resemble very tall trees ... Their structure allowed the designers to create an immediate rainforest canopy without having to wait for trees to reach such heights*)
- 8 False (*They contain ... containers to collect rainwater, making them truly self-sufficient*)

3.4

- 5 Light-coloured roofs help address the issue. // Dark-coloured roofs create the problem / issue.
- 7 They are manufactured from metal.
- 9 They are self-sufficient. // They don't need any maintenance.

4 Locating and matching information

1 Identifying types of information

1.1

B

1.2

- 1 a whole idea
- 2 Meerkats devote a significant part of their day to foraging for food

1.3

1 F 2 D 3 G 4 E 5 C 6 A 7 B 8 H

2 Locating and matching information

2.1

D

2.2

- 3 the method
- 4 the researcher's opinion
- 5 a mention of the different environments
- 6 the contrast between
- 7 the definition of

2.3

- 1 B
- 2 C
- 3 Paragraph D (*The toes are super-hydrophobic, (i.e. water repellent) explains Stark, who could see a silvery bubble of air around their toes*)

2.4

2 E 3 C 4 C 5 A 6 B 7 D

2.5

- 2 *the team is keen to understand how long it takes geckos to recover from a drenching*
- 3 *Fitting a tiny harness around the lizard's pelvis and gently lowering the animal onto a plate of smooth glass, Stark and Sullivan allowed the animal to become well attached before connecting the harness to a tiny motor and gently pulling the lizard until it came unstuck.*
- 4 'In my view, the gecko attachment system is over-designed,' says Stark
- 5 *they appear to be equally happy scampering through tropical rainforest canopies as they are in urban settings*
- 6 *she and her colleagues Timothy Sullivan and Peter Niewiarowski were curious about how the lizards cope on surfaces in their natural habitat. Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces*
- 7 'The toes are super-hydrophobic,' (i.e. water repellent)

3 How ideas are connected

3.1

1 C 2 F 3 A 4 E 5 B

3.2

- 1 The text says: *A lot of gecko studies look at the very small adhesive structures on their toes to understand how the system works at the most basic level. So, the best sentence ending is B.*
- 2 D (*she and her colleagues Timothy Sullivan and Peter Niewiarowski were curious about how the lizards cope on surfaces in their natural habitat. Explaining that previous studies had focused on the reptiles clinging to artificial dry surfaces*)
- 3 F (*Therefore geckos can walk on wet surfaces, as long as their feet are reasonably dry*)
- 4 E (*the team is keen to understand how long it takes geckos to recover from a drenching*)

Lesson 3
OCGI: P.64-72

5 Discursive passages

In this unit you will practise:

- reading discursive passages
- identifying theories and opinions
- matching features

1 Discursive passages

The texts in the Reading paper gradually become more difficult. They may present contrasting points in an argument or explain a complex theory. All Reading passages contain cohesive devices to help explain how the ideas are connected together.

1.1 Write the cohesive devices in the box into the correct column of the table to show why a writer would use them.

moreover	such as	although	for instance
indeed	therefore	despite	consequently
in spite of	in addition	thus	as a result
similarly	to illustrate this	nonetheless	in fact
whilst	hence	furthermore	though

to add more / clarify a point	to show contrast / present the opposite view	to give an example	to draw a conclusion / introduce a result
moreover			

1.2 Skim read the passage below. Find nine of the cohesive devices from the table in 1.1.

Aesop's fable 'The crow and the pitcher' more fact than fiction

New research indicates that rooks, members of the crow family, are able to solve complex problems using tools.

In Aesop's fictional fable 'The crow and the pitcher', a thirsty crow uses stones to raise the level of water in a jug to quench its thirst. A recent study demonstrates that rooks, birds belonging to the *corvid* (or crow) family, are in fact able to solve complex problems using tools and can easily master the same technique used in the story.

Christopher Bird of the University of Cambridge, who led the study, highlighted the importance of the findings, stating: 'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems. The only other animal known to complete a similar task is the orang-utan. This is remarkable considering their brain is so different to the great apes. Although it has been speculated in folklore, empirical tests are needed to examine the extent of their intelligence and how they solve problems.'

In their first experiment, the researchers varied the height of the water in a tube and the four rooks, which were the subject of the research, used stones to raise the water level to reach a worm floating on top. The clever birds proved very adept and were highly successful, regardless of the starting level of the water or the number of the stones needed. Two of the birds were successful on their first attempt in raising the water to the correct height whilst the other two birds needed a second try.

In addition to the speed with which they completed the task, the birds were also highly accurate in their ability, adding the exact number of stones needed to reach the worm. Furthermore, rather than attempting to reach the worm after each stone was dropped in, they apparently estimated the number needed from the outset, and waited until the appropriate water level was reached before dipping their beaks into the tube.



In the second experiment, the rooks were presented with stones that varied in size. Here, the rooks selected larger stones over smaller ones (though they didn't do this straight away). The scientists speculate that the birds quickly realised that the larger stones displaced more water, and they were thus able to obtain the reward more quickly than by using small stones.

According to the team, in the final experiment, the rooks recognised that sawdust could not be manipulated in the same manner as water. Therefore, when presented with the choice between a tube half-filled with either sawdust or water, rooks dropped the pebbles into the tube containing water and not the sawdust.

Despite the fact that the study clearly demonstrates the flexible nature of tool use in rooks, they are not believed to use tools in the wild. 'Wild tool use appears to be dependent on motivation,' remarked Bird. 'Rooks do not use tools in the wild because they do not need to, not because they can't. They have access to other food that can be acquired without using tools.' As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'

1.3 Read the passage again and complete sentences 1–6 with endings A–H.

- 1 A new study has actually
- 2 The intelligence of birds has been suggested in stories, but
- 3 Half of the birds in the experiment were immediately successful; however.
- 4 The birds promptly realised the advantage of using big stones, and so
- 5 The research showed rooks can use tools with ease, though
- 6 The rooks worked out the properties of different materials and as a result,

- A others needed several attempts.
- B experts think that they don't do this in their natural habitat.
- C they achieved their goal sooner.
- D confirmed a fictional account.
- E helped us to understand a mysterious event.
- F only scientific studies can prove this.
- G they were able to protect themselves.
- H consistently rejected one particular type.

1.4 Find synonyms in the passage for the cohesive devices that are underlined in questions 1–6.

2 Identifying theories and opinions

Many academic texts contain the theories or views of different people or experts. Direct quotations are easily recognised by quotation marks, but a person's views or ideas can also be referred to indirectly.

In this extract from the Reading passage, the verbs *highlighted* and *stated* are both used to draw attention to the words of Christopher Bird.

Christopher Bird of the University of Cambridge, who led the study, highlighted the importance of the findings, stating: 'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems.'

Bird's views could also be expressed indirectly.

2.1 Which verb in this sentence tells us that this is Bird's view and not the writer's?

Christopher Bird of the University of Cambridge, who led the study, believes that Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems.

- 2.2** Find three more verbs and one preposition in the passage that refer to the views or theories of an expert.
- 2.3** Statements A–F paraphrase opinions or theories that appear in the Reading passage. Match them to the same idea in the passage, then put them in the order they appear.
- A** We imagine that the rooks were soon able to appreciate the advantage of using different-sized tools.
 - B** Tool use in rooks demonstrates a common English saying.
 - C** Using tools in their natural habitat is simply not necessary for rooks.
 - D** Rooks are as intelligent as the most intelligent of animals.
 - E** In their natural setting, rooks can obtain food without using tools.
 - F** The ability of rooks is surprising, given the lack of similarities between the brains of birds and mammals.



Study Tip Look online or find out if your local library has copies of international newspapers and magazines. Read the Education, Health or Science sections of newspapers such as *The Times*, *The Guardian*, *The Australian*, *The New Zealand Herald*, *The New Yorker* and *The Washington Post* for reports on academic studies.

3 Matching features

Matching features tasks are used with Reading passages that contain theories or comments about different people, places, years and things.

For these tasks, the different options are listed in a box and you need to match them to the questions (sentences that paraphrase the information in the passage). The questions will **not** be in the same order as the passage.

For some questions, you may need to match a person to a study or an action, rather than a theory or opinion.

3.1 Scan the passage on the following page for these names and highlight them each time they appear.

- Page 1
- Lieberman
- Gray

3.2 Look at the following statements (Questions 1–5) and the list of researchers below. Match each statement with the correct researcher, A, B or C.

Researchers

- A** Pagel
- B** Lieberman
- C** Gray

- 1** We are able to recognise certain words used by people in other cultures.
- 2** Regardless of what happens in the world, there appear to be fixed rules that govern the way words alter over time.
- 3** Words that don't follow a standard pattern will remain that way if they are used often.
- 4** Certain words have kept a similar sound across many years and many countries.
- 5** We focused on the historical changes that have occurred in one particular language.

3.3 Put Questions 1–5 in the order they appear in the passage.

3.4 Remember that some of the questions are based on comments made about the researchers.

- 1** For which question in 3.2 did you need to match a person to the study that they carried out?
- 2** Which verbs in the text are used to show that a person other than the writer expressed a particular theory or idea?

3.5 For further practice in matching sentence endings, complete sentences 1–3 with endings A–E.

- 1** For a long time, language experts have asked why
- 2** The English verb 'help' proves that
- 3** While cultures vary a great deal around the world,

- A** regular and irregular verbs change at different rates.
- B** there are surprising similarities in the way different languages evolve.
- C** eventually, some irregular verbs become regular.
- D** some words stay the same over hundreds of years while others change quite quickly.
- E** some verbs gradually become irregular over time.

Maths shows why words persist over time

In a finding that parallels the evolution of genes, researchers have shown that the more frequently a word is used, the less likely it is to change over long periods of time.

The question of why some words evolve rapidly through time while others are preserved – often with the same meaning in multiple languages – has long plagued linguists. Two independent teams of researchers have tackled this question from different angles, each arriving at a remarkably similar conclusion.

“The frequency with which specific words are used in everyday language exerts a general and law-like influence on their rates of evolution,” writes Mark Pagel, author of one of two studies published this week.

Anyone who has tried to learn English will have been struck by its excess of stubbornly irregular verbs, which render grammatical rules unreliable. The past tense of regular verbs is formed by adding the suffix ‘-ed’, but this luxury is not afforded to their irregular kin. Over time, however, some irregular verbs ‘regularise’. For instance, the past tense of ‘help’ used to be ‘holp’, but now it is ‘helped’.

Mathematician Erez Lieberman, from Harvard University in Massachusetts, US, performed a quantitative study of the rate at which English verbs such as ‘help’ have become more regular with time. Of the list of 177 irregular verbs they took from Old English, only 98 are still irregular today. Amazingly, the changes they observed obey a very precise mathematical description: the half-life of an irregular verb is proportional to the square root of its frequency. In other words, they found that the more an irregular verb is used, the longer it will remain irregular.

A separate group of academics, led by evolutionary biologist Mark Pagel from the University of Reading, in the UK, used a statistical modelling technique to study the evolution of words from 87 different Indo-European languages.

“Throughout its 8,000-year history, all Indo-European-language speakers have used a related sound to communicate the idea of ‘two’ objects – duo, due, deux, dos, etc.” Pagel commented. “But,” he adds, “there are many different and unrelated sounds for the idea of, for example, a bird – uccello, oiseau, pouli, pajaró, vogel, etc.”

Before now, however, nobody had proposed a mechanism for why some words should evolve more quickly than others. According to Pagel, “our research helps us to understand why we can still understand bits of Chaucer [a medieval poet]” and points out that this likely explains “why we can instinctively recognise words in other Indo-European languages, just from their sounds”.

Psychologist and language expert Russell Gray, from the University of Auckland in New Zealand, was impressed by both findings.

“Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change,” he commented.

6 Multiple-choice questions

In this unit you will practise:

- understanding longer pieces of text
- different types of multiple-choice questions
- answering multiple-choice questions
- identifying a writer's purpose

1 Understanding longer pieces of text

To answer **multiple choice questions**, you often need to carefully read two or more connected sentences or several connected sentences.

- 1.1** Look at this extract from an IELTS Reading passage. Read it quickly to find out the main points and then re-read it more carefully to get a more detailed understanding.

Linguists agree that language is needed during reading, but at which stage language becomes a necessity has come under debate. Past research has shown that animals have the ability to discriminate letters from one another, but previously, experts thought the ability to recognise written words was dependent on an ability to understand language. Findings recently published in the journal *Science* challenge this long-held notion, showing that despite having no linguistic skills, monkeys are able to tell the difference between sequences of letters that form real English words, and those that do not.

- 1.2** Without looking back at the extract, try to explain what it is about, in your own words.

Some multiple-choice questions begin with a direct question and then have four possible answers. Some begin with an incomplete sentence and then have four possible endings.

- 1.3** Look at the question below and choose the best answer, A–D.

- 1 According to the paragraph, what point do linguists have different views on?
- A animals are intelligent enough to learn how to read
 - B our ability to read words is linked to our writing ability
 - C when our language ability begins to affect reading ability
 - D when early humans developed the ability to read and write

2 Different types of multiple choice

Sometimes you may be asked to choose two correct answers from five options. You will need to read and consider even more text.

- 2.1** Spend 45 seconds skim reading this Reading passage to find out the main points.

What do hurricanes mean for dolphins?

Hurricanes are typically associated with loss of life, loss of property and economic devastation. Hurricane Katrina, which blew through the gulf coast of North America in 2005, brought all those things and more. It also brought lots of baby dolphins. Hurricanes tend to be related to increased strandings of marine mammals, so why might a hurricane be associated with *more* dolphins, rather than fewer?

Scientist Lance J. Miller reasoned that there were probably several related phenomena that, combined, could explain the apparent increase. Firstly, after a female dolphin loses her calf, she can give birth again much sooner than if her calf had matured to adulthood. "If a large number of calves perished as a result of Hurricane Katrina, this would allow for a greater percentage of females to become reproductively active the following year." By itself, this didn't seem to adequately explain the increase in dolphin calves. Something else was going on. That something was distinctively human.

When Hurricane Katrina blew through the gulf, the local shrimping, crabbing and fishing industries were ravaged. In Mississippi, according to one estimate, 87% of commercial fishing vessels were damaged or destroyed. This meant a decrease in the amount of seafood brought into shore, of nearly 15%. Despite the common notion that dolphins enjoy playing in the wakes created by boats, there is plenty of evidence that dolphins actually avoid them. Miller deduced that, with a reduction in the number of boats in the water, both commercial and recreational, dolphins may have been able to spend more time eating, and less time travelling or diving in an effort to avoid boats.

- 2.2** Look at this task. What information do you need to find in the passage?

*Which **TWO** possible issues did Miller believe may have caused the rise in dolphin numbers?*

- A** More female dolphins survived the hurricane than males.
- B** Female dolphins were able to breed earlier than usual.
- C** The dolphins had access to greater numbers of shrimp and fish.
- D** There was a decrease in the number of dolphins being caught for sport or food.
- E** The dolphins had less contact with humans after the hurricane.

- 2.3** Read the passage again and highlight the parts that introduce the idea of a first and second issue. Read the options A–E in 2.2 carefully and decide which two options are correct.

3 Identifying a writer's purpose

Sometimes, multiple-choice questions ask you to consider the writer's purpose or aim. You may be asked to identify:

- why the writer made a particular reference
- what the purpose of a part of the text is
- the opinion or attitude of the writer.

3.1 Look at this extract from a Reading passage to get the main idea and then re-read it more carefully to understand it in detail.

One of the reasons *Jurassic Park* was so successful – as a novel and a blockbuster film – is that it presented a plausible way to bring dinosaurs back to life. The idea that viable dinosaur DNA might be retrieved from bloodsucking prehistoric insects seemed like a project that could actually succeed. Even though the actual methodology is hopelessly flawed and would never work, the premise was science-ish enough to let us suspend our disbelief and revel in the return of the dinosaurs.

3.2 Read these questions and consider how you would answer them.

- 1 What is the writer's purpose in this paragraph?
- 2 What is the writer's opinion of *Jurassic Park*?

To answer these questions, you need to consider more than the surface meaning of the words in the Reading passage. You need to consider the writer's tone or attitude.

3.3 Scan the extract in 3.1 and find the following words or phrases: *blockbuster*, *hopelessly flawed*, *revel in*. Do they suggest a positive or a negative tone?

3.4 Answer the questions by choosing the correct letter (A, B, C or D).

- 1 What is the writer's purpose in this paragraph?
 - A to suggest that scientists should look to science fiction for inspiration
 - B to argue that people may choose to believe the improbable in order to be entertained
 - C to persuade us that art and science can be skilfully linked
 - D to demonstrate that scientific research can provide a source of entertainment
- 2 What is the writer's opinion of *Jurassic Park*?
 - A the film was not a faithful rendition of the original book
 - B it shows how important thorough research is for successful writers
 - C in spite of its inaccuracies, it was a successful novel and film
 - D it is a good example of the importance of science fact in science fiction novels

5 Discursive passages

1 Discursive passages

1.1

to add more / clarify a point	to show contrast / present the opposite view	to give an example	to draw a conclusion / introduce a result
moreover furthermore indeed in addition similarly in fact	although though despite in spite of nonetheless whilst	such as for instance to illustrate this	therefore consequently thus as a result hence

1.2

in fact; although; whilst;

in addition; furthermore; though; thus; therefore; despite

1.3

1 D 2 F 3 A 4 C 5 B 6 H

1.4

1 in fact 3 whilst 5 despite
2 although 4 thus 6 therefore

2 Identifying theories and opinions

2.1

believes

2.2

verbs: speculate, remarked, noted

preposition: according to

2.3

- D Rooks are as intelligent as the most intelligent of animals. (*Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems*)
- F The ability of rooks is surprising, given the lack of similarities between the brains of birds and animals. (*This is remarkable considering their brain is so different to the great apes*)
- A We imagine that the rooks were soon able to appreciate the advantage of using different-sized tools. (*The scientists speculate that the birds quickly realised that the larger stones displaced more water and they were thus able to obtain the reward more quickly than by using small stones.*)
- C Using tools in their natural habitat is simply not necessary for rooks. (*Rooks do not use tools in the wild because they do not need to*)
- E In their natural setting, rooks can obtain food without using tools. (*Rooks do not use tools in the wild because ... They have access to other food that can be acquired without using tools*)
- B Tool use in rooks demonstrates a common English saying. (*As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'*)

3 Matching features

3.2

- 1 A (*Pagel ... points out that this likely explains "why we can instinctively recognise words in other Indo-European languages, just from their sounds"*)
- 2 C (*Russell Gray ... was impressed by both findings. "Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change," he commented*)
- 3 B (*Lieberman ... found that the more an irregular verb is used, the longer it will remain irregular*)
- 4 A (*"Throughout its 8,000-year history, all Indo-European-language speakers have used a related sound to communicate the idea of 'two' objects – duo, due, deux, dos, etc.," Pagel commented*)
- 5 B (*Lieberman ... performed a quantitative study of the rate at which English verbs such as 'help' have become more regular with time. Of the list of 177 irregular verbs they took from Old English, only 98 are still irregular today*)

3.3

- 1 – 5 We focused on the historical changes that have occurred in one particular language.
- 2 – 3 Words that don't follow a standard pattern will remain that way if they are used often.
- 3 – 4 Certain words have kept a similar sound across many years and many countries.
- 4 – 1 We are able to recognise certain words used by people in other cultures.
- 5 – 2 Regardless of what happens in the world, there appear to be fixed rules that govern the way words alter over time.

3.4

- 1 Question 5
- 2 writes, commented, adds, proposed, according to, points out

3.5

- 1 D (*The question of why some words evolve rapidly through time while others are preserved ... has long plagued linguists.*)
- 2 C (*Over time, however, some irregular verbs 'regularise'. For instance, the past tense of 'help' used to be 'holp', but now it is 'helped'.*)
- 3 B (*Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change*)

6 Multiple-choice questions

1 Understanding longer pieces of text

1.3

- C (*at which stage language becomes a necessity has come under debate*)

2 Different types of multiple choice

2.2

You need to find two issues that may have caused the rise in dolphin numbers.

2.3

there were probably several related phenomena ... Firstly, ...
Something else was going on. That something was
distinctively human.

The correct options are: B and E

3 Identifying a writer's purpose

3.3

blockbuster: positive, the word is used to describe a film that is very popular; *hopelessly flawed*: negative, this phrase is used to criticise the science portrayed in the film; *revel in*: positive, this gives us a positive image of people enjoying the film

3.4

- 1 B (the writer says that we are happy to 'suspend our disbelief' so that we can 'revel in' the story)
- 2 C (the writer tells us the science is 'hopelessly flawed' but that the film was a 'successful' book and a 'blockbuster' film)

Lesson 4
OCGI: P.73-84

7 Opinions and attitudes

In this unit you will practise:

- dealing with argumentative texts
- identifying a writer's views/claims
- identifying grammatical features
- Yes / No / Not Given questions
- summary completion with a box
- summary completion without a box

1 Argumentative texts

The most difficult and complex texts are in Reading Section 3. These passages may feature arguments for or against a specific idea or theory. Or, they may present a discussion of different arguments. In texts like this, it is important to be aware of the writer's overall tone. A writer's choice of words often indicates their attitude towards a topic.

1.1 Put the adjectives into the correct column, to show whether they suggest a positive or negative tone.

diverse	disastrous	unspoilt	biased
accomplished	vulnerable	productive	realistic
confusing	irrelevant	sophisticated	harsh
catastrophic	efficient	monotonous	distorted
thorough	influential	prominent	dated

positive	negative

1.2 Spend two minutes skim reading the following passage to get the main ideas. Then read it again and underline any adjectives that you think might indicate a personal opinion or attitude.

Living with Mies

Lafayette Park is a group of modernist townhouses in the US designed by the architect Mies van der Rohe.

A few blocks east of downtown Detroit sits Lafayette Park, an enclave of single- and two-storey modernist townhouses set amid a forest of locust trees. Like hundreds of developments nationwide, they were the result of postwar urban renewal; unlike almost all of them, it had a trio of world-class designers behind it: Ludwig Hilbersheimer as urban planner; Alfred Caldwell as landscape designer; and Mies van der Rohe as architect.

The townhouses were built between 1958 and 1962 on land previously occupied by a working-class neighbourhood. While much of Detroit began a steep decline soon after, Lafayette Park stayed afloat, its residents bucking the trend of suburban flight. Lafayette Park today is one of the most racially integrated neighbourhoods in the city. It is economically stable, despite the fact that Detroit has suffered enormous population loss.

We wanted to know what residents think about this unique modernist environment created by a famous architect, and how they confront and adapt it to meet their needs. During our research, we were struck by the casual attitude that many residents have toward the architecture. Then again, Detroit has an abundance of beautiful housing options: one can live in a huge Victorian mansion, a beautiful arts and crafts house or a cavernous loft-conversion space in a former factory. Living in a townhouse built by a renowned architect isn't as noteworthy as one might think. At the same time, such nonchalance is a mark of success: the homes are great because they work, not because they come affixed with a famous name.

Indeed, their beauty isn't always obvious. There is a kind of austere uniformity to the Lafayette Park townhouses when viewed from the outside. Some visitors find them unappealing; one contractor described them as 'bunkers'. The interior layouts are nearly identical. The units are compact in size and some people find them too small, though the floor-to-ceiling windows on the front and back of each building open the living spaces to the outside.

While they may have strong aesthetic preferences, the residents we spoke with do not necessarily favour mid-century modernism in their interiors or architecture. But they make it work: several people remarked on the way the interiors in the Lafayette Park townhouses can function as blank canvases for a variety of decorating styles. Indeed, the best design doesn't force a personality on its residents. Instead, it helps them bring out their own.

2 Identifying the writer's views/claims

In **Yes / No / Not Given** tasks, you will be asked whether the statements in the questions match the views or claims of the writer. A **view** is a personal opinion. A **claim** is a statement made by the writer and presented as a fact.

2.1 Look at these extracts and decide whether you think they are *views* or *claims*.

- 1 Like hundreds of developments nationwide, they were the result of post-war urban renewal.
- 2 While much of Detroit began a steep decline soon after, Lafayette Park stayed afloat.
- 3 Detroit has an abundance of beautiful housing options.
- 4 There is a kind of austere uniformity to the Lafayette Park townhouses when viewed from the outside.
- 5 Indeed, the best design doesn't force a personality on its residents.

There are a lot of similarities between **True / False / Not Given** questions and **Yes / No / Not Given** questions. But the main difference is that True / False / Not Given questions are based on factual information in the Reading passage. Yes / No / Not Given questions ask you to interpret the views or claims of the writer.

2.2 Look at the statements below and write

YES if the statement agrees with the views or claims in the Reading passage,

NO if the statement contradicts the views of the writer,

NOT GIVEN if it is impossible to say what the writer thinks.

- 1 It is the era in which Lafayette Park was developed that makes it special.
- 2 Since 1962, many people have moved away from Detroit.
- 3 Mies van der Rohe's designs influenced other architects in Detroit.
- 4 The exterior of each building in Lafayette Park has a distinct style.
- 5 Good architecture allows its occupants to reveal their identity.

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2.3 For each question in 2.2, if you wrote

YES – give supporting evidence from the passage

NO – correct the statements so that they match the views of the writer

NOT GIVEN – say what you **do** know from the passage and say which part of the passage gave you your answer.

3 Identifying grammatical features

There are two types of **summary completion** tasks: one with a box of possible answers, and one without a box, where you need to choose word/s from the passage to complete the summary.

With a box of possible answers, the options may be actual words from the passage, or synonyms of words in the passage.

3.1 Look at the box of possible answers (A–F) and decide what type of word each one is (noun, verb, etc.). There may be more than one possible answer.

- A settled
- B adapt
- C neutral
- D poor
- E afford
- F strongly

3.2 Read the summary below and decide what type of word (noun, verb, etc.) you need for gaps 1–4.

The residents of Lafayette Park

Lafayette Park was originally quite a **1** area of Detroit. Nowadays, the area is unusual because its residents are more **2** than those in other areas of the city. In general, the residents of Lafayette Park feel quite **3** about the famous architecture they live in. But the residents do appreciate the fact that they can **4** the townhouses and make them their own.

3.3 Read the relevant part of the passage in 1.2 and complete the summary using the list of words (A–F) in 3.1.

3.4 Skim read this passage to understand the main points.

your answers.

Meerkat study

Dr Alex Thornton from the University of Cambridge recently led a study into meerkat society. Meerkats are highly social mongooses that live in large social groups and take turns foraging for food and standing guard to look out for predators. Research has shown that the animals have their own traditions within their group. For example, while members of one meerkat troop will consistently rise very early, those of another will emerge from their burrows much later in the morning.

In an attempt to assess whether meerkats simply copy these behavior patterns or are taught them, Thornton and his team travelled to the Kalahari Desert and set a series of tests for a group in the wild. One test involved putting a scorpion (the meerkats' favourite food) into a transparent container. The meerkats had to work out how to open the opaque lid of the container in order to reach the scorpion inside. The tests showed that the more subordinate juvenile members of meerkat troops are the most innovative when it comes to foraging - these low-ranking males were best at solving problems and obtaining the treat. However, Dr Thornton conceded that the meerkats didn't ever appear to work out that it was the opaque surface of the box that they should attack in preference to the transparent ones. So, this may simply be evidence of persistence rather than actual intelligence.

3.5 Look at this summary completion task.

- 1 What types of word will you need to fill in the gaps in the summary?

A recent study at Cambridge University discovered that different meerkat groups

1 at different times of the day. This demonstrates that each group has distinct customs. They also learned that young, male meerkats were more 2 than other members of their social groups when it came to problem solving. The researchers conducted an experiment where the meerkats had to try to open a container. If they did, they were rewarded with a 3 However, they also found that the meerkats never learned that it was the 4 part of the container that they needed to open.

3.6 Read the text in 3.5 carefully and choose ONE WORD ONLY from the text to complete each answer in the summary.



Test Tip For any questions where you need to write words from the passage, a hyphenated word (e.g. *long-term*) counts as one word.

8 General Training Reading

In this unit you will practise:

- understanding the different sections of the test
- scanning a passage for specific details
- recognising paraphrase
- dealing with multiple passages
- understanding work-related passages
- matching questions to parts of a text

1 The General Training Reading paper

The paper is divided into three sections, each with a different theme or focus.

1.1 Look at the table and the list of example texts below. Match the examples (A–H) with the correct section of the Reading paper. Write your answers in the final column of the table.

	theme	texts	examples of texts
Section 1	Social survival	up to five short factual texts	
Section 2	Workplace survival	two work-related texts that are descriptive and informational	
Section 3	General reading	one longer text that is descriptive and instructive, rather than argumentative	

Examples of texts

- | | |
|---|-------------------------------------|
| A staff-training manual | E shop advertisements |
| B train timetable | F job application procedures |
| C magazine article about modern travel | G an extract from a novel |
| D job description | H travel brochures |

The Reading passages in each section gradually become more difficult. Section 1 is the easiest and Section 3 is the most difficult.

1.2 Read extracts 1–8 and match them to texts A–H.

1 This position involves communicating effectively with patients and health care personnel. The chosen applicant will have proven skills in problem solving and assisting in the smooth running of a hospital admissions department.

2 The airport is planning a digital revolution over the next decade. Among the ideas under consideration are talking holograms. These virtual staff would greet passengers on arrival and direct them to the relevant areas of the terminal.

3 Passengers travelling into the city should change trains at Bardon.

4 When we finally arrived at the hotel we were too exhausted to notice just how run-down it was. It wasn't until the next morning, as the sun shone brightly through the gaps in the broken shutters, that I took a good look around me.

5 Sick leave: any member of staff who is ill and unable to come to work should immediately contact their department supervisor so that any necessary arrangements can be made.

6 Your application form will be processed by the Human Resources team, who will contact you to arrange an interview if you meet our criteria.

7 We're passionate about travel and because we're travellers too we have loads of experience and knowledge we'd love to share with you.

8 **Opening Times**
Weekdays 9:00 – 17:00
Weekends 10:00 – 19:00
Public holidays 10:00 – 16:00

There are 40 questions to complete in 60 minutes. The question types are the same as in the Academic Reading paper. Study the information in units 1–7 for more tips and advice on how to answer the different questions.

General Training Reading – Section 1

1.3 Read the Section 1 passage about recycling.

- 1 Who is the text written by?
- 2 Who is likely to read this?

Recycling

Recycling tips and hints

- Use separate bins or bags for waste and recyclables in the kitchen – it makes recycling easy.
- Remember to recycle items from other rooms in your house. Try placing a separate bin in the bathroom, laundry or study.
- Your normal household waste is collected every week and should go in the bin with the black lid. Place all recyclable items in your bin with a yellow lid. This will be emptied every two weeks. Make sure you do not include plastic shopping bags in with your recyclables.
- You can find out your collection day by contacting the council on 3403 8888. You can also get a free reusable bag and use it to collect recyclables around the house or take it shopping and cut down on plastic bags.
- You do not need to remove staples or the plastic window from envelopes, as this is done in the recycling process.
- Tree trimmings, grass clippings and flowers are not recyclable, even though paper is made from woodchip. These items should either be turned into compost or placed in your general waste bin.

Why recycle?

For every tonne of waste paper that gets recycled, 13 trees are saved. One job is created for every 500 tonnes of paper collected for recycling. Every year in Australia, we use about 3.5 million tonnes of paper and cardboard – enough to fill 160,000 semi-trailers. Paper can be recycled six times before it needs new fibres added.

Want to know more about recycling?

Visit our website or call 3467 9809 to talk to our experts at the recycling centre.

There are several types of questions that ask you to write words and/or numbers from the Reading passage. For these questions:

- you will be told the maximum number of words to write.
- you must only write words that are in the text (make sure you copy the spelling correctly).
- you do not need to change the words in the text and you do not need to join the words together.

Scanning for detail

1.4 Scanning a text involves searching it quickly for specific information. The information may appear only once or several times (e.g. the name of a hotel). Scan the passage in 1.3 to find seven different numbers.

1.5 Answer these short-answer questions. Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** from the passage for each answer.

- 1 What will you help to protect if you recycle one tonne of waste?
- 2 How many tonnes of paper products do Australians use each year?
- 3 What is the telephone number of the recycling centre?

You might also be asked to complete sentences using words from the Reading passage.

Recognising paraphrase

There may be key words in each question that you can locate in the Reading passage. However, some parts of the question will **paraphrase** (use another word that has the same meaning) the words in the passage. This tests how much you understand.

1.6 Complete the following sentences with **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage.

- 1 You should put special bins for collecting recyclables in different _____.
- 2 Plastic shopping bags should be put in the bin with the _____ top.
- 3 The council will collect your recyclables every _____.
- 4 If you call the council, they will tell you your _____.

1.7 Which words in the Reading passage in 1.3 are paraphrases of the underlined words in 1.6?

For **identifying information** tasks, you need to look at several sentences or statements and decide whether they are:

True (the statement agrees with the information in the passage)

False (the statement is incorrect and does not agree with the information in the passage) or

Not Given (you cannot say whether the statement is true or false because there is no information about this in the passage)

1.8 Look at the identifying information task below.

Questions 1–5

Do the following statements agree with the information given in the reading passage?
In boxes 1–5 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Envelopes with a plastic window are unsuitable for your recycling bin.
- 2 Staples often damage the recycling machinery.
- 3 Garden waste should be thrown away with food waste.
- 4 Recycling can help to reduce unemployment.
- 5 Paper that has already been recycled is unsuitable for recycling.
- 6 The fibres that are added to recycled paper are environmentally friendly.

Not given is not the same as False.

In Question 1, *unsuitable for your recycling bin* means ‘you cannot put it in the recycling bin’.

The passage says *You do not need to remove staples or the plastic window from envelopes as this is done in the recycling process*. This means you **can** put envelopes with a plastic window in your recycling bin. So the statement in the question is **False**.

In Question 2, you need to find out from the passage if *staples often damage the recycling machinery*. The passage tells us that *staples will be removed in the recycling process*, but there is no information about staples causing damage to the machinery. We cannot check this fact in the text, so this is **Not Given**.



Test Tip Remember that you are being tested on your ability to understand the information you read **in the passage**. So, you should ignore anything you already know about the topic.

1.9 Decide if the statements in Questions 3–6 are *True*, *False* or *Not Given*. For each question, justify your answer using the relevant parts of the passage.

2 Dealing with multiple texts

In Section 1 of the General Training Reading paper, you may be given three or more short texts. The texts will all be based on a similar topic. The questions will focus on what is different about the information in each text. You need to scan all of the texts to locate the answers to the questions.

2.1 Look at these four texts. What are they all about?

- | | |
|--|--|
| <p>A</p> <p>Hampshire University Open Day
10:00 till 21:00
Interested in film? Check out our visual effects studio with all the latest software.
Watch students and staff demonstrate their own games in the Animation and Games studio. (15:00–16:00)
Food and drink stalls.
Free balloons and children's play area.
All finished off with our popular fireworks display!</p> | <p>B</p> <p>Lexington College Open Day
11:00–16:00
Creative arts market – crafted by our third-year students – all reasonably priced.
International food fair.
Digital photography – workshops on photographing animals in the wild!
Entertainment, prizes and giveaways!
You'll feel like you're flying on our trapeze!</p> |
| <p>C</p> <p>Come and join the fun at our
Open Day!
Bellingham House College
Interested in becoming a vet? Visit our working farm and chat to our lecturers and students.
A fun day out for all the family
Marine biology exhibit – come and find out about our fascinating sea creatures.
Open from 8:00 to 16:00.
Parking available at discounted prices.</p> | <p>D</p> <p>Open Day!
South Bank University
11:00–18:00
Come along and test your skills in our flight simulator.
Enter the draw to win a free flying lesson!
Meet tutors from eight different countries!
Hot dog stand and barbecue from 12:00.
Free parking available.</p> |

2.2 Read questions 1–6 and choose the correct text (A–D).

At which open day can you

- 1 eat food from around the world?
- 2 see live animals?
- 3 learn about becoming a pilot?
- 4 learn how to use a camera?
- 5 buy work created by students?
- 6 watch evening entertainment?

2.3 Underline the parts of the texts that gave you your answer.

2.4 Match the words/phrases 1–5 from the text with paraphrases A–E used in the questions.

- | | |
|-----------------------|-------------------------|
| 1 fireworks display | A from around the world |
| 2 international | B animals |
| 3 digital photography | C learn how |
| 4 creatures | D evening entertainment |
| 5 workshop | E use a camera |



Study Tip To achieve the best IELTS score, focus on learning vocabulary, grammar and building your reading, writing, listening and speaking skills as a part of your preparation. Don't just focus on test-taking strategies.

3 Understanding work-related texts

Section 2 of the General Training Reading paper contains two separate passages related to work situations. Make sure that you study vocabulary related to work.

3.1 Match the work-related words 1–12 with definitions A–L.

- | | |
|---------------|--|
| 1 hospitality | A to stop working – usually because of age |
| 2 retail | B the type of work done with your hands |
| 3 redundancy | C to hire or employ a person for a job |
| 4 retire | D the industry related to shops |
| 5 consumer | E the person who provides you with work |
| 6 customer | F the industry related to hotels and restaurants |
| 7 manual | G the loss of a job due to a business closing |
| 8 shift | H a person who uses goods |
| 9 employee | I a staff member |
| 10 employer | J the time by which work must be completed |
| 11 deadline | K a person who buys goods |
| 12 recruit | L a person's scheduled period of work |

7 Opinions and attitudes

1 Argumentative texts

1.1

positive	negative
diverse unspoilt accomplished productive realistic sophisticated efficient thorough influential prominent	disastrous biased vulnerable dated confusing irrelevant harsh catastrophic monotonous distorted

1.2

Some adjectives you might have underlined: modernist;
world-class; steep (decline); (racially) integrated;
(economically) stable; enormous; unique; casual; beautiful;
huge; cavernous; renowned; great; famous; austere;
unappealing; strong aesthetic (preferences)

2 Identifying the writer's views/claims

2.1

1 claim 2 claim 3 view 4 view 5 view

2.2

1 No 2 Yes 3 Not Given 4 No 5 Yes

2.3

- 1 Hundreds were built then, it's the fact that it was designed by three famous people that made it unique.
- 2 *built ... 1962 ... While much of Detroit began a steep decline soon after, Lafayette Park ... bucking the trend of suburban flight ... despite the fact that Detroit has suffered enormous population loss*

- 3 We are only told that Mies designed Lafayette Park, there is no mention of Mies and any other part of Detroit.
- 4 The buildings have *a kind of austere uniformity*.
- 5 *Indeed, the best design doesn't force a personality on its residents. Instead, it helps them bring out their own.*

3 Identifying grammatical features

3.1

- A *settled* = verb or adjective
 B *adapt* = verb
 C *neutral* = adjective
 D *poor* = adjective or noun
 E *afford* = verb
 F *strongly* = adverb

3.2

(Suggested answers)

- | | |
|----------------|--------------------------|
| 1 an adjective | 3 an adjective or adverb |
| 2 an adjective | 4 a verb |

3.3

- 1 D 2 A 3 C 4 B

3.5

- | | |
|----------------|----------------|
| 1 a verb | 3 a noun |
| 2 an adjective | 4 an adjective |

3.7

- 1 rise / emerge (*while members of one meerkat troop will consistently rise very early, those of another will emerge from their burrows much later in the morning*)
- 2 innovative (*The tests showed that the more subordinate juvenile members of meerkat troops are the most innovative ... these low-ranking males were best at solving problems*)
- 3 treat / scorpion (*The meerkats had to work out how to open ... in order to reach the scorpion inside ... these low-ranking males were best at solving problems and obtaining the treat*)
- 4 opaque (*The meerkats had to work out how to open the opaque lid of the container ... the meerkats didn't ever appear to work out that it was the opaque surface of the box that they should attack*)

8 General Training Reading

1 The General Training Reading paper

1.1

Section 1: B, E, H
 Section 2: A, D, F
 Section 3: C, G

1.2

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

1.3

(Suggested answers)

- 1 It's written by a local council.
- 2 residents of the area

1.4

two	3.5 million tonnes
3403 8888	160,000
13	six
500 tonnes	3467 9809

1.5

- 1 (13) trees
- 2 3.5 million (tonnes) (N.B. 3.5 million counts as 'a number' even though it is written in words)
- 3 3467 9809

1.6

- 1 rooms (*Remember to recycle items from other rooms in your house. Try placing a separate bin in the bathroom, laundry or study*)
- 2 black (*Your normal household waste is collected every week and should go in the bin with the black lid*)
- 3 two weeks (N.B. You must use words from the text – if you write *fortnight* your answer will be marked wrong because it is not in the text.) (*Place all recyclable items in your bin with a yellow lid. This will be emptied every two weeks*)
- 4 collection day (*You can find out your collection day by contacting the council on 3403 8888*)

1.7

- 1 *put* = place; *different* = separate
- 2 *top* = lid
- 3 *will collect* = will be emptied
- 4 *call* = contact; *they will tell you* = you can find out

1.9

- 3 True – (*Tree trimmings, grass clippings and flowers are not recyclable*)
- 4 True (*One job is created for every 500 tonnes*)
- 5 False (*Paper can be recycled six times*)
- 6 Not Given – we are told that fibres are added but there is no information given about these fibres and where they come from.

2 Dealing with multiple texts

2.1

They are all advertising open days at colleges or universities.

2.2

- 1 B 2 C 3 D 4 B 5 B 6 A

2.3

- 1 *International food fair*
- 2 *Visit our working farm; Marine biology exhibit – come and find out about our fascinating sea creatures*
- 3 *test your skills in our flight simulator; win a free flying lesson*
- 4 *Digital photography – workshops*
- 5 *Creative arts market – crafted by our third-year students – all reasonably priced*
- 6 *10:00 till 21:00; All finished off with our popular fireworks display*

2.4

- 1 D 2 A 3 E 4 B 5 C

3 Understanding work-related texts

3.1

1 F

4 A

7 B

10 E

2 D

5 H

8 L

11 J

3 G

6 K

9 I

12 C

Lesson 5

ITB 1: Test 1 P.16-30

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–15 which are based on Reading Passage 1 below.

NETWORKING

Networking as a concept has acquired what is in all truth an unjustified air of modernity. It is considered in the corporate world as an essential tool for the modern businessperson, as they trot round the globe drumming up business for themselves or a corporation. The concept is worn like a badge of distinction, and not just in the business world.

People can be divided basically into those who keep knowledge and their personal contacts to themselves, and those who are prepared to share what they know and indeed their friends with others. A person who is insecure, for example someone who finds it difficult to share information with others and who is unable to bring people, including friends, together does not make a good networker. The classic networker is someone who is strong enough within themselves to connect different people including close friends with each other. For example, a businessman or an academic may meet someone who is likely to be a valuable contact in the future, but at the moment that person may benefit from meeting another associate or friend. It takes quite a secure person to bring these people together and allow a relationship to develop independently of himself. From the non-networker's point of view such a development may be intolerable, especially if it is happening outside their control. The unfortunate thing here is that the initiator of the contact, if he did but know it, would be the one to benefit most. And why? Because all things being equal, people move within circles and that person has the potential of being sucked into ever growing spheres of new contacts. It is said that, if you know

eight people, you are in touch with everyone in the world. It does not take much common sense to realize the potential for any kind of venture as one is able to draw on the experience of more and more people.

Unfortunately, making new contacts, business or otherwise, while it brings success, does cause problems. It enlarges the individual's world. This is in truth not altogether a bad thing, but it puts more pressure on the networker through his having to maintain an ever larger circle of people. The most convenient way out is, perhaps, to cull old contacts, but this would be anathema to our networker as it would defeat the whole purpose of networking. Another problem is the reaction of friends and associates. Spreading oneself thinly gives one less time for others who were perhaps closer to one in the past. In the workplace, this can cause tension with jealous colleagues, and even with superiors who might be tempted to rein in a more successful inferior. Jealousy and envy can prove to be very detrimental if one is faced with a very insecure manager, as this person may seek to stifle someone's career or even block it completely. The answer here is to let one's superiors share in the glory; to throw them a few crumbs of comfort. It is called leadership from the bottom.

In the present business climate, companies and enterprises need to co-operate with each other in order to expand. As globalization grows apace, companies need to be able to span not just countries but continents. Whilst people may rail against this development it is for the moment here to stay. Without co-operation and contacts,

specialist companies will not survive for long. Computer components, for example, need to be compatible with the various machines on the market and to achieve this, firms need to work in conjunction with others. No business or institution can afford to be an island in today's environment. In the not very distant past, it was possible for companies to go it alone, but it is now more difficult to do so.

The same applies in the academic world, where ideas have been jealously guarded. The opening-up of universities and colleges to the outside world in recent years has been of enormous benefit to industry and educational institutions. The stereotypical academic is one who moves in a rarefied atmosphere living a life of sometimes splendid isolation, a prisoner of their own genius. This sort of person does not fit easily into the mould of the modern

networker. Yet even this insular world is changing. The ivory towers are being left ever more frequently as educational experts forge links with other bodies; sometimes to stunning effect as in Silicon Valley in America and around Cambridge in England, which now has one of the most concentrated clusters of high tech companies in Europe.

It is the networkers, the wheeler-dealers, the movers and shakers, call them what you will, that carry the world along. The world of the Neanderthals was shaken between 35,000 and 40,000 BC; they were superseded by *Homo sapiens* with the very 'networking' skills that separate us from other animals: understanding, thought abstraction and culture, which are inextricably linked to planning survival and productivity in humans. It is said the meek will inherit the earth. But will they?

Questions 1-5

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

In boxes 1-5 on your answer sheet write

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

Example

Networking is a concept.

Answer

Yes

- 1 Networking is not a modern idea.
- 2 Networking is worn like a badge exclusively in the business world.
- 3 People fall into two basic categories.
- 4 A person who shares knowledge and friends makes a better networker than one who does not.
- 5 The classic networker is physically strong and generally in good health.

Questions 6–10

Using **NO MORE THAN THREE WORDS** from the passage, complete the sentences below.

- 6 Making new acquaintances, but also has its disadvantages.
- 7 At work, problems can be caused if the manager is
- 8 A manager can suppress, or even totally, the career of an employee.
- 9 In business today, working together is necessary in order for to grow.
- 10 Businesses that specialize will not last for long without

Questions 11–15

Using **NO MORE THAN THREE WORDS** from the passage, answer the questions below.

- 11 In which sphere of life have ideas been protected jealously?
- 12 Which type of individual does not easily become a modern networker?
- 13 Where is one of the greatest concentrations of high tech companies in Europe?
- 14 Who replaced the Neanderthals?
- 15 What, as well as understanding and thought abstraction, sets us apart from other animals?

Before you check your answers to Reading Passage 1, go on to pages 19–20.

FURTHER PRACTICE FOR READING PASSAGE 1

The questions below will help you to make sure that you have chosen the correct answers for questions 1–5 on Reading Passage 1.

Question 1 Look at the first sentence of paragraph one and answer the following questions.

- 1 Which adjective qualifies the phrase 'air of modernity'?

.....

- 2 What is the meaning of the word 'unjustified'?

- a not valid
- b not real
- c without justice
- d without truth

- 3 What does the word 'acquired' mean?

.....

- 4 Does the sentence below agree with the text?

The writer states that networking is an old concept.

.....

Question 2 Look at the last sentence of paragraph one and answer the following questions.

- 1 What does the word 'concept' refer to?

.....

- 2 Does the text restrict the wearing of the badge to the business world? Or is it talking generally?

.....

- 3 Which phrase in the last sentence tells you this?

.....

Question 3 Look at the first sentence of paragraph two and answer the following questions.

- 1 How many types does the writer say people can be divided into?
.....
- 2 Does the text mention a number?
.....
- 3 Therefore, do you know how many types of people there are? Is the information given?
.....

Question 4 Look at the first three sentences of the second paragraph and answer the following question.

- 1 Who shares things with others?
.....
- 2 Who doesn't share?
.....
- 3 Does the text make a direct comparison between the two types?
.....
- 4 Is it clear from the text which type of person is better at networking?
.....

Question 5 Look at the second paragraph and answer the following questions.

- 1 What does the word 'strong' mean in the text?
.....
- 2 Does the text mention physical weakness or not being physically strong?
.....
- 3 Does the text mention anything about general health?
.....

READING PASSAGE 2

You should spend about 20 minutes on Questions 16–27 which are based on Reading Passage 2 below.

A SILENT FORCE

- A** There is a legend that St Augustine in the fourth century AD was the first individual to be seen reading silently rather than aloud, or semi-aloud, as had been the practice hitherto. Reading has come a long way since Augustine's day. There was a time when it was a menial job of scribes and priests, not the mark of civilization it became in Europe during the Renaissance when it was seen as one of the attributes of the civilized individual.
- B** Modern nations are now seriously affected by their levels of literacy. While the Western world has seen a noticeable decline in these areas, other less developed countries have advanced and, in some cases, overtaken the West. India, for example, now has a large pool of educated workers. So European countries can no longer rest on their laurels as they have done for far too long; otherwise, they are in danger of falling even further behind economically.
- C** It is difficult in the modern world to do anything other than a basic job without being able to read. Reading as a skill is the key to an educated workforce, which in turn is the bedrock of economic advancement, particularly in the present technological age. Studies have shown that by increasing the literacy and numeracy skills of primary school children in the UK, the benefit to the economy generally is in billions of pounds. The skill of reading is now no more just an intellectual or leisure activity, but rather a fully-fledged economic force.
- D** Part of the problem with reading is that it is a skill which is not appreciated in most developed societies. This is an attitude that has condemned large swathes of the population in most Western nations to illiteracy. It might surprise people in countries outside the West to learn that in the United Kingdom, and indeed in some other European countries, the literacy rate has fallen to below that of so-called less developed countries.

E There are also forces conspiring against reading in our modern society. It is not seen as cool among a younger generation more at home with computer screens or a Walkman. The solitude of reading is not very appealing. Students at school, college or university who read a lot are called bookworms. The term indicates the contempt in which reading and learning are held in certain circles or subcultures. It is a criticism, like all such attacks, driven by the insecurity of those who are not literate or are semi-literate. Criticism is also a means, like all bullying, of keeping peers in place so that they do not step out of line. Peer pressure among young people is so powerful that it often kills any attempts to change attitudes to habits like reading.

F But the negative connotations apart, is modern Western society standing Canute-like against an uncontrollable spiral of decline? I think not.

G How should people be encouraged to read more? It can easily be done by increasing basic reading skills at an early age and encouraging young people to borrow books from schools. Some schools have classroom libraries as well as school libraries. It is no good waiting until pupils are in their secondary school to encourage an interest in books; it needs to be pushed at an early age. Reading comics, magazines and low brow publications like Mills and Boon is frowned upon. But surely what people, whether they be adults or children, read is of little import. What is significant is the fact that they are reading. Someone who reads a comic today may have the courage to pick up a more substantial tome later on.

H But perhaps the best idea would be to stop the negative attitudes to reading from forming in the first place. Taking children to local libraries brings them into contact with an environment where they can become relaxed among books. If primary school children were also taken in groups into bookshops, this might also entice them to want their own books. A local bookshop, like some local libraries, could perhaps arrange book readings for children which, being away from the classroom, would make the reading activity more of an adventure. On a more general note, most countries have writers of national importance. By increasing the standing of national writers in the eyes of the public, through local and national writing competitions, people would be drawn more to the printed word. Catch them young and, perhaps, they just might then all become bookworms.

Reading Passage 2 has eight paragraphs labelled A-H.

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

Write the appropriate numbers (i-xii) in boxes 16-22 on your answer sheet.

One of the headings has been done for you as an example. Any heading may be used more than once.

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

List of Headings

- i Reading not taken for granted
- ii Taking children to libraries
- iii Reading: the mark of civilization
- iv Reading in St Augustine's day
- v A large pool of educated workers in India
- vi Literacy rates in developed countries have declined because of people's attitude
- vii Persuading people to read
- viii Literacy influences the economies of countries in today's world
- ix Reading benefits the economy by billions of pounds
- x The attitude to reading amongst the young
- xi Reading becomes an economic force
- xii The writer's attitude to the decline in reading

16 Paragraph A

17 Paragraph B

18 Paragraph C

19 Paragraph D

20 Paragraph E

21 Paragraph F

22 Paragraph G

Example

Paragraph H

Answer vii

Questions 23–27

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

In boxes 23–27 on your answer sheet write

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

Example

According to legend, St Augustine was the first person to be seen reading silently.

Answer

Yes

- 23 European countries have been satisfied with past achievements for too long and have allowed other countries to overtake them in certain areas.
- 24 Reading is an economic force.
- 25 The literacy rate in less developed nations is considerably higher than in all European countries.
- 26 If you encourage children to read when they are young the negative attitude to reading that grows in some subcultures will be eliminated.
- 27 People should be discouraged from reading comics and magazines.

Before you check your answers to Reading Passage 2, go on to pages 25–26.

FURTHER PRACTICE FOR READING PASSAGE 2

The questions below will help you to make sure that you have chosen the correct options for questions 16–22 on Reading Passage 2.

Question 16 Look at paragraph A and answer these questions.

- 1 Does the paragraph describe the development of reading from one point of time to another?
.....

- 2 Is the paragraph only about reading as it was in St Augustine's day?
.....

- 3 Is the theme of the paragraph how reading became a mark of civilization?
.....

Question 17 Look at paragraph B and answer these questions.

- 1 Does the paragraph talk about modern nations?
.....

- 2 Are educated workers in India mentioned as an example of something in the paragraph?
.....

- 3 Is the first sentence of the paragraph the topic sentence, and the rest of the paragraph exemplification?
.....

Question 18 Look at paragraph C and answer these questions.

- 1 Is the importance of reading in an economic sense the theme of the paragraph?
.....

- 2 Does the paragraph show how reading as a skill is now an economic force?
.....

- 3 Is the amount of money that reading has contributed to the economy the central idea of the paragraph?
.....

Question 19 Look at paragraph D and answer these questions.

- 1 Is a problem described in this paragraph?
.....
- 2 Does the paragraph only mention the fact that reading is taken for granted in developed societies?
.....
- 3 Are both a reason and a result discussed in this paragraph?
.....

Question 20 Look at paragraph E and answer these questions.

- 1 Does the paragraph say that young people today are attracted to reading?
.....
- 2 Does this paragraph describe the various ways young people regard reading?
.....
- 3 Is the writer's attitude to reading discussed?
.....

Question 21 Look at paragraph F and answer these questions.

- 1 Is the question about the attitude of modern Western society to the decline in reading?
.....
- 2 According to the text, can this decline be controlled?
.....
- 3 Does the writer answer a question by giving his or her own opinion?
.....

Question 22 Look at paragraph G and answer these questions.

- 1 Does the paragraph describe how to encourage reading?
.....
- 2 Does the paragraph talk about young people and their attitude to reading?
.....
- 3 Do the instructions for the exercise specify that each of the headings can be used only once?
.....

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

Variations on a theme: the sonnet form in English poetry

- A** The form of lyric poetry known as 'the sonnet', or 'little song', was introduced into the English poetic corpus by Sir Thomas Wyatt the Elder and his contemporary Henry Howard, Earl of Surrey, during the first half of the sixteenth century. It originated, however, in Italy three centuries earlier, with the earliest examples known being those of Giacomo de Lentino, 'The Notary' in the Sicilian court of the Emperor Frederick II, dating from the third decade of the thirteenth century. The Sicilian sonneteers are relatively obscure, but the form was taken up by the two most famous poets of the Italian Renaissance, Dante and Petrarch, and indeed the latter is regarded as the master of the form.
- B** The Petrarchan sonnet form, the first to be introduced into English poetry, is a complex poetic structure. It comprises fourteen lines written in a rhyming metrical pattern of iambic pentameter, that is to say each line is ten syllables long, divided into five 'feet' or pairs of syllables (hence 'pentameter'), with a stress pattern where the first syllable of each foot is unstressed and the second stressed (an iambic foot). This can be seen if we look at the first line of one of Wordsworth's sonnets, 'After-Thought':
- 'I thought of thee my partner and my guide'.
- If we break down this line into its constituent syllabic parts, we can see the five feet and the stress pattern (in this example each stressed syllable is underlined), thus:
- 'I thought / of thee / my part / ner and / my guide'.
- C** The rhyme scheme for the Petrarchan sonnet is equally as rigid. The poem is generally divided into two parts, the octave (eight lines) and the sestet (six lines), which is demonstrated through rhyme rather than an actual space between each section. The octave is usually rhymed abbaabba with the first, fourth, fifth and eighth lines rhyming with each other, and the second, third, sixth and seventh also rhyming. The sestet is more varied: it can follow the patterns cdecde, cdccdc, or cdedce. Perhaps the best interpretation of this division in the Petrarchan sonnet is by Charles Gayley, who wrote: "The octave bears the burden; a doubt, a problem, a reflection, a query, an historical statement, a cry of indignation or desire, a vision of the ideal. The sestet eases the load, resolves the problem or doubt, answers the query or doubt, solaces the yearning, realizes the vision." Thus, we can see that the rhyme scheme demonstrates a twofold division in the poem, providing a structure for the development of themes and ideas.

- D Early on, however, English poets began to vary and experiment with this structure. The first major development was made by Henry Howard, Earl of Surrey, altogether an indifferent poet, but was taken up and perfected by William Shakespeare, and is named after him. The Shakespearean sonnet also has fourteen lines in iambic pentameter, but rather than the division into octave and sestet, the poem is divided into four parts: three quatrains and a final rhyming couplet. Each quatrain has its own internal rhyme scheme, thus a typical Shakespearean sonnet would rhyme *abab cdcd efef gg*. Such a structure naturally allows greater flexibility for the author and it would be hard, if not impossible, to enumerate the different ways in which it has been employed, by Shakespeare and others. For example, an idea might be introduced in the first quatrain, complicated in the second, further complicated in the third, and resolved in the final couplet – indeed, the couplet is almost always used as a resolution to the poem, though often in a surprising way.
- E These, then, are the two standard forms of the sonnet in English poetry, but it should be recognized that poets rarely follow rules precisely and a number of other sonnet types have been developed, playing with the structural elements. Edmund Spenser, for example, more famous for his verse epic *‘The Faerie Queene’*, invented a variation on the Shakespearean form by interlocking the rhyme schemes between the quatrains, thus: *abab bcbc cdcd ee*, while in the twentieth century Rupert Brooke reversed his sonnet, beginning with the couplet. John Milton, the seventeenth-century poet, was unsatisfied with the fourteen-line format and wrote a number of *‘Caudate’* sonnets, or sonnets with the regular fourteen lines (on the Petrarchan model) with a *‘coda’* or *‘tail’* of a further six lines. A similar notion informs George Meredith’s sonnet sequence *‘Modern Love’*, where most sonnets in the cycle have sixteen lines.
- F Perhaps the most radical of innovators, however, has been Gerard Manley Hopkins, who developed what he called the *‘Curtal’* sonnet. This form varies the length of the poem, reducing it in effect to eleven and a half lines, the rhyme scheme and the number of feet per line. Modulating the Petrarchan form, instead of two quatrains in the octave, he has two tercets rhyming *abc abc*, and in place of the sestet he has four and a half lines, with a rhyme scheme *cdcdc*. As if this is not enough, the tercets are no longer in iambic pentameter, but have six stresses instead of five, as does the final quatrain, with the exception of the last line, which has three. Many critics, however, are sceptical as to whether such a major variation can indeed be classified as a sonnet, but as verse forms and structures become freer, and poets less satisfied with convention, it is likely that even more experimental forms will out.

Questions 28–32

Reading Passage 3 has six paragraphs labelled A–F.

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

Write the appropriate numbers (i–xiii) in boxes 28–32 on your answer sheet.

One of the headings has been done for you.

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

List of Headings

- i Octave develops sestet
- ii The Faerie Queene and Modern Love
- iii The origins of the sonnet
- iv The Shakespearean sonnet form
- v The structure of the Petrarchan sonnet form
- vi A real sonnet?
- vii Rhyme scheme provides structure developing themes and ideas
- viii Dissatisfaction with format
- ix The Sicilian sonneteers
- x Howard v. Shakespeare
- xi Wordsworth's sonnet form
- xii Future breaks with convention
- xiii The sonnet form: variations and additions

Example

Paragraph A

Answer iii

28 Paragraph B

29 Paragraph C

30 Paragraph D

31 Paragraph E

32 Paragraph F

Questions 33–37

Using **NO MORE THAN THREE WORDS** from the passage, complete the sentences below.

- 33 Sir Thomas Wyatt the Elder and Henry Howard were
- 34 It was in the third decade of the thirteenth century that the was introduced.
- 35 Among poets of the Italian Renaissance was considered to be the better sonneteer.
- 36 The Petrarchan sonnet form consists of
- 37 In comparison with the octave, the rhyming scheme of the sestet is varied.

Questions 38–40

Choose the correct letters **A–D** and write them in boxes 38–40 on your answer sheet.

- 38 According to Charles Gayley,
- A the octave is longer than the sestet.
 - B the octave develops themes and ideas.
 - C the sestet provides answers and solutions.
 - D the sestet demonstrates a twofold division.
- 39 The Shakespearean sonnet is
- A an indifferent development.
 - B more developed than the Petrarchan sonnet.
 - C more flexible than the Petrarchan sonnet.
 - D enumerated in different ways.
- 40 According to the passage, whose sonnet types are similar?
- A Spenser and Brooke
 - B Brooke and Milton
 - C Hopkins and Spenser
 - D Milton and Meredith

Questions 1-5

- 1 **Yes:** The answer is in the first sentence of the first paragraph where the writer states that it is unjustified that networking is considered a modern concept. Note the use of the word 'idea' in the statement as a synonym for the word *concept*.
- 2 **No:** The answer is in the last sentence of the first paragraph. You need to read the end of the sentence, ... *and not just in the business world*. Make sure you read around the information when you find it and not just jump to conclusions. The last part of the sentence in the text qualifies or restricts where the badge is worn.
- 3 **Yes:** The answer is in the first sentence of the second paragraph. The text does not mention a number, but it does indicate that there are two types of person. Note that students commonly want to put 'Not Given' as the answer here. However, the information as to the number is given.
- 4 **Yes:** The statement is a summary of the information in the first three sentences of paragraph two. Often, the exact words of the statement or sentence will not be found in the text itself, but the answer will be 'Yes' because the exact sentence is an accurate summary or paraphrase of the information in the text. Understanding meaning is being tested here. Just because the words or phrases in the statement are not in the text, it does not mean that the answer cannot be 'Yes'.
- 5 **Not Given:** The answer is in the third sentence of paragraph two: *The classic networker is someone who is strong enough within themselves to ...*; the writer is talking about mental strength. The answer is 'Not Given' rather than 'No' because physical strength is not mentioned, so we do not know if the classic networker is physically strong or not. Note also that the writer does not mention anything about general health.

Questions 6-10

- 6 **brings success:** The answer is in the first sentence of the third paragraph. Note that you need to scan the text for possible synonyms of the words *new acquaintances* and *disadvantages*. Remember that you are looking for a negative word or idea to paraphrase the latter word. Note also that the answers to this section will follow the previous one in the text. This is usually the case, but is not always so.
- 7 **(very) insecure/jealous/envious:** The answer is in the second half of the third paragraph and the sentence is a paraphrase of the information in the

passage. The technique here is to scan the passage for key words, *at work/manager*, or their synonyms. There is more than one answer here, which is also possible in the exam. You only need to give one answer.

- 8 **block:** The answer is at the end of the third paragraph. Note the use of the word *totally* in the question, so it is not possible to give *block completely* as the answer. As you scan the text for the answer, you need to look for synonyms of the words *manager/suppress/totally/career*. In this case, the first and last words are in the text.
- 9 **companies and enterprises:** The answer is in the first sentence of the fourth paragraph. The sentence to be completed is a paraphrase of this section of the passage. The words that help you to scan for the information are: *business/today/working together/grow*. In this case, you are looking for synonyms of the last three items.
- 10 **co-operation and contacts:** The answer is in the fourth sentence of the fourth paragraph. Note the key words for scanning: *Businesses that specialize and last*.

Questions 11-15

- 11 **(the) academic world:** The answer is in the first sentence of the fifth paragraph. Again, the approach here is to scan the text for the key words which will lead to the location of the answer. The words that help you scan here are *protected jealously* or their synonyms. The questions in this section follow on from those in the previous one, so the area of text to scan is decreasing. Note that, sometimes in the exam, the sections overlap.
- 12 **(the) stereotypical academic:** The answer is to be found in the third and fourth sentences of the fifth paragraph. The phrase *This sort of person ...* at the beginning of the fourth sentence refers back to the sentence before, where the answer can be found. Your scan words are *type* (meaning sort) and *modern networker*.
- 13 **Cambridge/around Cambridge/Cambridge in England:** The answer is in the last sentence of the fifth paragraph; the word *Cambridge* would be enough, but a fuller answer is possible. The word *Europe* and the shortness of the text to scan makes this relatively simple.
- 14 **Homo sapiens:** The answer is in the last paragraph and is clear once the words *Neanderthals* and *replaced/superseded* have been located.
- 15 **culture:** The answer is at the end of the last paragraph and, in this case, the answer cannot be more than one word. Again, scanning the passage to locate the information already in the sentence to be completed is the key to finding the answer.

FURTHER PRACTICE AND GUIDANCE (p19-20)

Question 1

- 1 unjustified
- 2 a
- 3 gained/come to have
- 4 yes

Question 2

- 1 networking
- 2 No. It is talking generally.
- 3 ... and not just in the business world

Question 3

- 1 two
- 2 no
- 3 yes to both

Question 4

- 1 a networker
- 2 a non-networker or somebody who is not good at networking
- 3 no
- 4 yes

Question 5

- 1 it refers to inner/mental strength
- 2 no
- 3 no

FURTHER PRACTICE AND GUIDANCE (p25-26)

Question 16

- 1 yes
- 2 no
- 3 yes

Question 17

- 1 yes
- 2 yes
- 3 yes

Question 18

- 1 yes
- 2 yes
- 3 no

Question 19

- 1 yes
- 2 no
- 3 yes

Question 20

- 1 no
- 2 yes
- 3 no

Question 21

- 1 yes
- 2 yes
- 3 yes

Question 22

- 1 yes
- 2 no
- 3 no

p21-24 READING PASSAGE 2

Questions 16-22

- 16 (iii): The paragraph describes how reading became the mark of civilization. Heading (iv) is incorrect, because this heading describes only part of the content of the paragraph. It is the beginning of a development. It therefore does not cover the whole paragraph.
- 17 (viii): The answer is mainly in the first sentence, which is also the topic sentence for the paragraph. Heading (v) is incorrect as this is only one fact extracted from the paragraph. If you removed this piece of information would the paragraph remain intact?

18 (xi): The paragraph details how reading has developed into an economic force. Heading (ix) is incorrect as it is only one aspect of the paragraph.

19 (vi): This heading describes the cause and effect mentioned in the paragraph.

20 (x): This paragraph talks about the attitude that young people have to reading.

21 (xii): This short paragraph gives the writer's opinion of the decline in reading.

22 (vii): Note that the instructions state that any heading may be used more than once. This heading is suitable for this paragraph as well as paragraph H. Remember to read the instructions carefully or you could lose marks.

Questions 23-27

- 23 Yes: The answer is in paragraph B: *been satisfied with their achievements* paraphrases *rest on their laurels*. The scan words here are *European countries* and *overtake*, or the opposite, i.e. *fall behind*.
- 24 Yes: The statement is to be found at the end of paragraph C. Note the words *now no more just ... but rather ... fully-fledged ...*. The information is presented forcefully.
- 25 Not Given: The answer is at the end of paragraph D. We do not know to which degree the level of literacy in less developed nations/countries is higher; the quality is not mentioned. Ask yourself: is the literacy rate in less developed nations/countries higher ...? The answer is yes. Then ask yourself: is the literacy rate in less developed nations/countries considerably higher ...? The question cannot be answered.
- 26 Yes: The answer is in paragraphs G and H and is a summary of the text.
- 27 No: The opposite is true. The text states people should be encouraged to read them; the answer is at the end of paragraph G. It does not matter what people read. What is significant is the fact that they are reading.

p27-30 READING PASSAGE 3

Questions 28-32

- 28 (v): The answer is in the first line of the paragraph. The main distractor is heading (xi), but the paragraph is not about Wordsworth's sonnet, as the latter, although it occupies a substantial part of the paragraph, is subsidiary or supporting information; it is only an example to illustrate the form.

29 (vii): The paragraph is a clear description of the rhyme of the Petrarchan sonnet and an explanation of the reason for this. The distractor here is (i); the paragraph is essentially not about the octave developing the sestet, but about how both contribute to the rhyme scheme for the Petrarchan sonnet.

30 (iv): The paragraph is about an idea created by Howard (that was taken up and perfected by Shakespeare). Therefore heading (x) is not possible. The paragraph is not about the differences between the two.

31 (xiii): The paragraph is about variations in the structure of the sonnet form. One distractor here is (viii), but note that only Milton is mentioned as being unsatisfied. The other distractor is (ii), but this is only about a detail. The two headings are mentioned, but are not the theme of the paragraph. Can you remove the elements of (xiii) from the paragraph and still keep the meaning intact?

32 (vi): The question mark at the end of the heading is vital here. The paragraph describes Manley's variation, but in the last sentence raises the question of whether such a form can be classified as a sonnet. The distractor here is (xii) as only the last sentence of the paragraph focuses on this idea.

Questions 33–37

33 **contemporaries**: The answer is in the first sentence of the first paragraph. Note that the word needs to be taken from the passage, but it can be adapted (in this case, singular to plural) as the plural is needed to fit the structure of the sentence.

34 **sonnet/little song**: The answer is in the second sentence of the first paragraph. The word *it* at the beginning of this sentence refers back to the sentence before.

35 **Petrarch**: The answer is at the end of the first paragraph: ... *the latter* (or second of two previously mentioned things or people) *is regarded as the master of the form*.

36 **fourteen lines/octave and sestet**: The answer is at the beginning of the second paragraph: *consists of* is the same as *comprises*. The phrase *Complex poetic structure* would not fit here as the indefinite article would be needed, thus exceeding the word limit. For the alternative answer, see paragraph C, second sentence.

37 **more**: The answer is in paragraph C, where it is stated that the sestet is more varied.

Questions 38–40

38 C: The answer is in the second half of paragraph C. As with all questions of this type where a name is mentioned, the first step is to scan for the name in question. A is not true as Charles Gayley is not mentioned in connection with this. B is incorrect as this refers to the entire rhyme scheme and not just the octave (see the last sentence of the paragraph), and D is incorrect for this same reason.

39 C: The answer is in paragraph D: *Such a structure naturally allows greater flexibility for the author* (rather than the division into octave and sestet mentioned earlier, and referring back to the Petrarchan sonnet form). A is incorrect, as it is Howard who is mentioned as an indifferent poet, not his development. B is not correct because one sonnet form is not said to be more or less developed than the other. Alternative D is not right because the author says: *it would be hard, if not impossible, to enumerate the different ways in which it has been employed*, i.e. used in different ways, not counted in different ways.

40 D: The answer is in paragraphs E and F where the different sonnet forms of the poets are described. The key phrase is at the end of paragraph C: *a similar notion informs ...*. The other forms are noticeably different.

p31–35 ACADEMIC WRITING

FURTHER PRACTICE AND GUIDANCE (p32–34)

Task 1

1 a 8 b 5 c 8 d 7 e 3 f 2/5 g 6 h 6 i 4
j 4 k 7 l 1

2 a soared/rocketed
b plunged/fell back
c a sharp rise
d a steep fall
e dipped/fell back
f halved
g fluctuated
h dipped/fell back
i fell back/plunged
j a new peak

4 a 164 words – appropriate for the task
b yes
c There are no common errors in the text.

Lesson 6

ITB 1: Test 2 P.47-62

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–15 which are based on Reading Passage 1 below.

ADAM'S WINE

- A** Water is the giver and, at the same time, the taker of life. It covers most of the surface of the planet we live on and features large in the development of the human race. On present predictions, it is an element that is set to assume even greater significance.
- B** Throughout history, water has had a huge impact on our lives. Humankind has always had a rather ambiguous relationship with water, on the one hand receiving enormous benefit from it, not just as a drinking source, but as a provider of food and a means whereby to travel and to trade. But forced to live close to water in order to survive and to develop, the relationship has not always been peaceful or beneficial. In fact, it has been quite the contrary. What has essentially been a necessity for survival has turned out in many instances to have a very destructive and life-threatening side.
- C** Through the ages, great floods alternated with long periods of drought have assaulted people and their environment, hampering their fragile fight for survival. The dramatic changes to the environment that are now a feature of our daily news are not exactly new: fields that were once lush and fertile are now barren; lakes and rivers that were once teeming with life are now long gone; savannah has been turned to desert. What perhaps is new is our naïve wonder when faced with the forces of nature.
- D** Today, we are more aware of climatic changes around the world. Floods in far-flung places are instant news for the whole world. Perhaps these events make us feel better as we face the destruction of our own property by floods and other natural disasters.
- E** In 2002, many parts of Europe suffered severe flood damage running into billions of euros. Properties across the continent collapsed into the sea as waves pounded the coastline wreaking havoc with sea defences. But it was not just the seas. Rivers swollen by heavy rains and by the effects of deforestation carried large volumes of water that wrecked many communities.

F Building stronger and more sophisticated river defences against flooding is the expensive short-term answer. There are simpler ways. Planting trees in highland areas, not just in Europe but in places like the Himalayas, to protect people living in low-lying regions like the Ganges Delta, is a cheaper and more attractive solution. Progress is already being made in convincing countries that the emission of carbon dioxide and other greenhouse gases is causing considerable damage to the environment. But more effort is needed in this direction.

G And the future? If we are to believe the forecasts, it is predicted that two-thirds of the world population will be without fresh water by 2025. But for a growing number of regions of the world the future is already with us. While some areas are devastated by flooding, scarcity of water in many other places is causing conflict. The state of Texas in the United States of America is suffering a shortage of water with the Rio Grande failing to reach the Gulf of Mexico for the first time in 50 years in the spring of 2002, pitting region against region as they vie for water sources. With many parts of the globe running dry through drought and increased water consumption, there is now talk of water being the new oil.

H Other doom-laden estimates suggest that, while tropical areas will become drier and uninhabitable, coastal regions and some low-lying islands will in all probability be submerged by the sea as the polar ice caps melt. Popular exotic destinations now visited by countless tourists will become no-go areas. Today's holiday hotspots of southern Europe and elsewhere will literally become hotspots – too hot to live in or visit. With the current erratic behaviour of the weather, it is difficult not to subscribe to such despair.

I Some might say that this despondency is ill-founded, but we have had ample proof that there is something not quite right with the climate. Many parts of the world have experienced devastating flooding. As the seasons revolve, the focus of the destruction moves from one continent to another. The impact on the environment is alarming and the cost to life depressing. It is a picture to which we will need to become accustomed.

Questions 1–8

Reading Passage 1 has nine paragraphs labelled A–I.

Choose the most suitable headings for paragraphs B–I from the list of headings below.

Write the appropriate numbers (i–xiii) in boxes 1–8 on your answer sheet.

One of the headings has been done for you as an example.

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

List of Headings

- i Environmental change has always been with us
- ii The scarcity of water
- iii Rivers and seas cause damage
- iv Should we be despondent? Or realistic?
- v Disasters caused by the climate make us feel better
- vi Water, the provider of food
- vii What is water?
- viii How to solve flooding
- ix Far-flung flooding
- x Humans' relationship with water
- xi The destructive force of water in former times
- xii Flooding in the future
- xiii A pessimistic view of the future

Example

Paragraph A

Answer vii

1 Paragraph B

2 Paragraph C

3 Paragraph D

4 Paragraph E

5 Paragraph F

6 Paragraph G

7 Paragraph H

Questions 9–15

Choose the appropriate letters **A–D** and write them in boxes 9–15 on your answer sheet.

- 9 The writer believes that water
- A is gradually becoming of greater importance.
 - B will have little impact on our lives in future.
 - C is something we will need more than anything else.
 - D will have even greater importance in our lives in the future.
- 10 Humankind's relationship with water has been
- A two-sided.
 - B one-sided.
 - C purely one of great benefit.
 - D fairly frightening.
- 11 The writer suggests that
- A we are in awe of the news we read and see on TV every day.
 - B change to the environment leaves us speechless.
 - C we should not be in awe of the news we read and see on TV every day.
 - D our surprise at the environmental change brought about by nature is something new.
- 12 According to the text, planting trees
- A has to be co-ordinated internationally.
 - B is more expensive than building sea and river defences.
 - C is a less expensive answer to flooding than building river defences.
 - D is not an answer to the problem of flooding in all regions.
- 13 By 2025, it is projected that
- A at least half the world population will have fresh water.
 - B the majority of the world population will have fresh water.
 - C one-third of the world population will have fresh water.
 - D fresh water will only be available to half of the world population.

- 14 According to the text, in the future low-lying islands
- A will still be habitable.
 - B will not be under water.
 - C are likely to be under water.
 - D will probably not be under water.
- 15 According to the writer,
- A people do not need to get used to environmental damage.
 - B people will need to get used to climate changes that cause environmental damage.
 - C people are now more used to environmental damage than they have been in the past.
 - D the general despondency about environmental changes is ill-founded.

Before you check your answers to Reading Passage 1, go on to pages 52–54.

FURTHER PRACTICE FOR READING PASSAGE 1

MULTIPLE-CHOICE QUESTIONS

- Remember to read the first part of the sentence each time you read the alternatives. It is easy to forget what the original stem says when you get to option D.
- To help you concentrate, use a piece of paper to cover the questions and then reveal the alternatives one at a time.
- Learn to look for distractors (options which may seem to be correct, but on closer inspection are not, perhaps because they are only partly true, or because the information does not actually appear in the text).

The questions below will help you to make sure that you have chosen the correct answers for questions 9–15 on Reading Passage 1.

Question 9 Look at paragraph A.

- 1 The writer mentions the importance of water. Where?

.....

- 2 Does the writer say anything about the effect of water on our lives in the future?

.....

- 3 Does the writer compare water to anything else?

.....

Question 10 Look at paragraph B.

- 1 Which word is closest to the meaning of 'ambiguous'?

- a not clear
- b obvious
- c peculiar
- d striking

- 2 Does the writer show that humankind has had a relationship with water?

.....

- 3 How many aspects does this relationship have?

.....

- 4 If there is one aspect, what is it? If two, what are they?

.....

Question 11 Look at paragraph C.

1 Does the writer mention anything about news?

.....

2 Does the writer mention the source of the news?

.....

3 Does the writer say anything about the effect of environmental change on us?

.....

4 Does the text mention anything about our attitude to the changes brought about by nature?

.....

Question 12 Look at paragraph F.

1 Does the paragraph mention solutions to flooding?

.....

2 Does the paragraph mention international co-ordination?

.....

3 Is planting trees compared with anything else?

.....

4 If it is, which is the cheaper option?

.....

Question 13 Look at paragraph G.

1 What does the expression 'be without fresh water' mean?

.....

2 How many people will have fresh water by 2025? A third or two-thirds?

.....

Question 14 Look at paragraph H.

1 Does the paragraph mention what will happen to low-lying islands in the future?

.....

2 If so, what will happen?

.....

3 Is the writer's prediction about the future certain or probable?

.....

Question 15 Look at paragraph I.

1 Where does the writer state his or her conclusion to the paragraph?

.....

2 Where does the writer state what other people think? Which words show you?

.....

3 Does the writer compare people being accustomed to environmental damage now and in the past?

.....

READING PASSAGE 2

You should spend about 20 minutes on Questions 16–30 which are based on Reading Passage 2 below.

Is it any wonder that there are teacher shortages? Daily, the press carries reports of schools going on four-day weeks simply because they cannot recruit enough teachers. But why? There is no straightforward answer. For a start, fewer students are entering teacher-training courses when they leave school. But can you blame young people after the barracking faced by the teaching profession in the UK over the last decade? The attack, relentless in the extreme, has been on several fronts. Government inspectors, by accident or design, have been feeding the media a constant stream of negative information about the teaching establishments in this country. Teachers also come in for a lot of flak from politicians. And the government wonders why there are problems in schools.

The government's obvious contempt for the teaching profession was recently revealed by one of the most powerful people in government when she referred to schools as 'bog standard comprehensives'. Hardly the sort of comment to inspire parents or careers advisers seeking to direct young people's future. Would you want to spend your working life in a dead-end profession? The government doesn't seem to want you to either.

On the administrative side, most teachers are weighed down by an increasing flow of bureaucracy. Cynicism would have me believe that this stops teachers from

fomenting dissent as they are worn out by useless administrative exercises. Most teachers must then also be cynics!

Teacher bashing has, unfortunately, spread to youngsters in schools as the recent catalogue of physical attacks on teachers will testify. If grown-ups have no respect for the teaching profession, young people can hardly be expected to think any differently. The circle is then squared when, as well as experienced, competent teachers being driven out of the profession by the increased pressure and stress, fewer students are applying for teacher-training courses.

Increased salaries are certainly welcome, but they are not the complete answer to a sector in crisis. Addressing the standing of the profession in the eyes of the public is crucial to encourage experienced teachers to remain in the classroom and to make it an attractive career option for potential teachers once again.

It might also be a good idea for the relevant ministers to go on a fact-finding mission and find out from teachers in schools, rather than relying overmuch on advisers, as to what changes could be brought about to improve the quality of the education service. Initiatives in the educational field surprisingly come from either politicians who know little about classroom practice or educational theorists who know even less.

but are more dangerous because they work in the rarefied air of universities largely ignorant of classroom practice.

Making sure that nobody without recent classroom experience is employed as a teacher-trainer at any tertiary institution would further enhance the teaching profession. If someone does not have practical experience in the classroom, they cannot in all seriousness propound theories about it. Instead of being given sabbaticals to write books or papers, lecturers in teacher-training establishments should be made to spend a year at the blackboard or, these days, the whiteboard. This would give them practical insights into current classroom practice. Student teachers could then be given the chance to come and watch the specialists in the classroom: a much more worthwhile experience than the latter sitting thinking up ideas far removed

from the classroom. Then we would have fewer initiatives like the recent government proposal to teach thinking in school. *Prima facie*, this is a laudable recommendation. But, as any practising teacher will tell you, this is done in every class. Perhaps someone needs to point out to the academic who thought up the scheme that the wheel has been around for some time.

In the educational field, there is surprisingly constant tension between the educational theorists and government officials on the one hand, who would like to see teachers marching in unison to some greater Utopian abstraction and, on the other, practising teachers. Any experienced classroom practitioner knows that the series of initiatives on teaching and learning that successive governments have tried to foist on schools and colleges do not work.

Questions 16–22

Complete the summary below of the first four paragraphs of Reading Passage 2.

Use **ONE WORD** from the passage for each answer.

Write your answers in boxes 16–22 on your answer sheet.

Is it surprising that there is a 16..... of teachers? Schools do not have enough teachers, but what are the reasons for this? To begin with, fewer students are going into 17..... courses after finishing school. But this is not young people's fault. The 18..... of teaching has been under constant attack over the last ten years. The government's lack of respect for the profession is 19..... Moreover, administratively, the flow of bureaucracy is 20..... Even pupils in schools have no respect for those who teach them, as a 21..... series of assaults on teachers shows. The growing strain and stress means that, as well as fewer applications for teacher-training courses, teachers who have experience and are 22..... are also being driven out.

Questions 23–29

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

In boxes 23–29 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

Example

The four-day week in schools is caused by a lack of teachers.

Answer

Yes

- 23 More students are entering teacher-training courses.
- 24 The government is right to be surprised that there are problems in schools.
- 25 Teachers are too weighed down by administrative duties to stir up trouble.
- 26 All teachers are cynics.
- 27 Politicians are not as dangerous as educational theorists, who know even less than the former about educational theory.
- 28 Any experienced classroom practitioner knows that the initiatives on teaching and learning that governments have tried to impose on schools do not work.
- 29 The government's attitude with regard to teachers is of great interest to the general public.

Question 30

Choose the appropriate letter **A–D** and write it in box 30 on your answer sheet.

- 30 Which one of the following is the most suitable title for the passage?
- A** Politicians and teachers.
- B** A profession undervalued.
- C** Recruitment difficulties in the teaching profession.
- D** Teacher-training needs improvement.

Before you check your answers to Reading Passage 2, go on to page 58.

FURTHER PRACTICE FOR READING PASSAGE 2

SUMMARY COMPLETION

- The summary will be a completion of part or all of the passage so check carefully which part the summary refers to.
- The words used in the summary may not always be the same as those in the original phrase. Look for synonyms of key words in the text.
- All the words which you need are in the original text, but their grammatical form may need to be changed (see below).

The questions below will help you to make sure that you have chosen the correct answers for questions 16–22 on Reading Passage 2.

- 1 Below is a list of the grammatical items that you need to complete spaces 16–22 in the test. Choose one for each blank space. Items can be used more than once and you may not need all of them.

- 16
17
18
19
20
21
22

List of grammatical items

- a singular noun
- b plural noun
- c adjective
- d adverb
- e verb

- 2 In summary completion exercises, parts of the original passage are often paraphrased in the summary. Find the word or phrase in the summary that means the same as the words or phrases below taken from Reading Passage 2:

Paragraph 1

- 1 any wonder
2 entering
3 barracking
4 decade

Paragraph 2

- 5 contempt

Paragraph 4

- 6 teachers
7 catalogue
8 pressure

READING PASSAGE 3

You should spend about 20 minutes on Questions 31–40 which are based on Reading Passage 3 below.

EVA HESSE

Three Pieces Plus...

The Guggenheim Art Gallery, New York.

In one corner of the room is a mass of tangled rope suspended from the ceiling with some sections dangling to the floor; the first of three encountered pieces of work that have a resounding impact on the viewing public. It stops one in one's tracks: how dare it be there – this mess of nothing! It is like arranged chaos: that is, the confused mixture of varying sizes of rope, dipped in latex, looks as though it might collapse in a heap on the floor at any moment. At the same time, it is held up and in place by a series of fine wires and hooks, giving it a strange sense of ... order. A deliberate challenge to the forces of gravity. It is a shambles. It makes one laugh. It is play. It is drawing in the air! Maybe it can move or dance about! Yet, it is hardly there, like something imagined. The materials are cheap and disposable. Impermanent, like ... the people looking at it. But it is very definitely present! It has a presence. You can see that people want to walk into it and become a part of it – but alas! The gallery guard is hovering nearby.

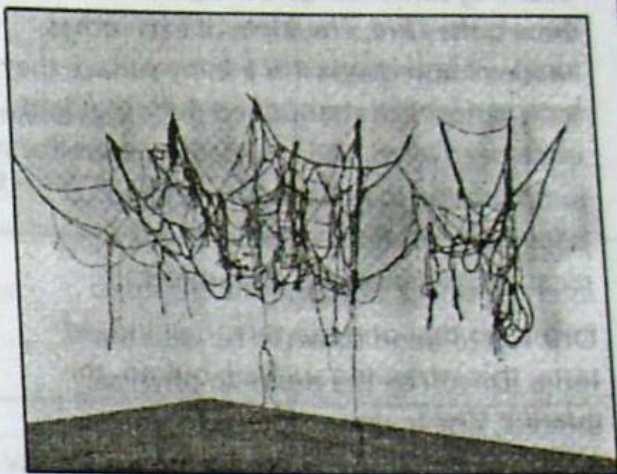


Image courtesy of The Estate of Eva Hesse, Galerie Hauser & Wirth, Zurich.

To the left of this piece, running along the wall, in two rows on top of each other, is a long series of lid-less boxes. They are mounted at average nose height and are made of fibreglass which gives them a shiny, almost moist, appearance. They are the colour of murky water, absorbing the gallery light with an opacity similar to that of mucus or tree gum. They look as though they might be soft and malleable to touch, with their irregular edges and non-conforming sides. This gives the overall impression that they could fall in on themselves or slide down the wall. The structure is puzzlingly familiar, similar to things in the world, and yet it is not like anything in particular.

In the adjacent corner is the third piece, consisting of a collection of nine cylindrical open-ended objects, slit part way from end to end. They give the appearance of being randomly placed – some lying, some leaning on the wall or on each other – all

Image courtesy of The Estate of Eva Hesse, Galerie Hauser & Wirth, Zurich.

seeming somehow to be related. Like the boxes, they are a multiple of each other. Made of fibreglass with a shiny surface they look almost like abandoned pods that had once been alive. The associations seem to jump around in one's head, running between sensations of delight and pleasure, violence and discomfort.

One has to bend down to be with them more. Driven by the desire to physically interact, one is almost forced to stoop further so that one can touch, or indeed taste, this intriguing surface; but no, the guard is there.

The visual language apparent in these artworks is unfamiliar, as is the artist, Eva Hesse. Her work is as exciting as it is disturbing. For many, Hesse's sculpture refers essentially to the body. This, perhaps, does not seem surprising when it is in relation to the body that women are generally assessed. Hesse died of a brain tumour in 1970 at the age of 34. It must be an inescapable inevitability, therefore, that her work was read in the context of its time where it has, until recently, been largely abandoned.

Given the influence of feminism on our cultural consciousness since that period, it seems paramount that we avoid, or at the very least attempt to avoid, those dramatic facts about her life and family history. We may then be freed from a limited and narrow translation of her art.

Hesse's work is much more ambiguous and funny than some rather literal readings would have us believe. Perhaps it is precisely because her use of metaphor in her work is so subtle that it escapes the one-line definitions we so love to employ.

We are now, more than ever, hungry for the cult of 'personality'. While Hesse and others before and since can more than fill that demand, we seem in danger of focusing on the life of the artist and not on the life of the art.

When looking at Hesse's sculpture, drawings and paintings, the most interesting and challenging aspects lie just there – *within the work*. And this must be the starting point for any interpretation, not her complex life or untimely death.

Questions 31–36

Do the following statements agree with the writer's opinion in Reading Passage 3?

In boxes 31–36 on your answer sheet write

- YES** if the statement agrees with the writer's opinion
NO if the statement contradicts the writer's opinion
NOT GIVEN if there is no information about the writer's opinion

Example

The Guggenheim Art Gallery is in New York.

Answer

Yes

- 31 The first piece of Hesse's art has little effect on visitors to the gallery.
- 32 The order inherent in the first piece of Hesse's art is essential to the understanding of her work.
- 33 The second piece of art by Hesse is inferior in several significant ways to the first.
- 34 The second piece by Hesse has several design faults that attract the public.
- 35 The third piece of work arouses different emotions.
- 36 Of the three pieces of Hesse's work described, the first is the writer's favourite.

Questions 37–40

Choose the appropriate letters A–D and write them in boxes 37–40 on your answer sheet.

- 37 According to the writer, Eva Hesse
- A is not a well-known artist.
 - B is very familiar, as is her work.
 - C is not a good artist.
 - D is strongly attracted by visual language.
- 38 The writer concludes that
- A Hesse's work is timeless.
 - B the understanding of Hesse's work has until recently been interpreted only in the context of its time.
 - C Hesse's work is a product of her time and is not relevant to the modern world.
 - D Hesse's work is easy to read.
- 39 The writer thinks that it is to define Hesse's work.
- A not difficult
 - B essential
 - C not important
 - D not easy
- 40 In the present climate,
- A we may lose sight of Hesse's art and focus on her life.
 - B personality is very important.
 - C art cults are in vogue.
 - D we may lose sight of Hesse's life and focus on her art.

FURTHER PRACTICE AND GUIDANCE
(p52-54)

Question 9

- 1 in the last sentence of paragraph A
- 2 yes
- 3 no

Question 10

- 1 a
- 2 yes
- 3 two
- 4 a beneficial side and a destructive side

Question 11

- 1 yes
- 2 no
- 3 no - effects on the environment are mentioned
- 4 yes

Question 12

- 1 yes
- 2 no
- 3 yes - building river defences
- 4 planting trees

Question 13

- 1 to have no clean water
- 2 a third

Question 14

- 1 yes
- 2 it is probable that they will be under water
- 3 probable

Question 15

- 1 the last sentence
- 2 the first sentence of the paragraph: *Some might say ...*
- 3 no

p47-51 READING PASSAGE 1

Questions 1-8

- 1 (x): The paragraph deals with the dual relationship that humans have with nature. The answer is not heading (vi) as this is only part of the content of the paragraph.
- 2 (i): The paragraph talks about the fact that we have always had environmental changes.
- 3 (v): This paragraph deals with the idea that we feel better about our own property being destroyed by natural disasters if we are aware that it happens to others too. Heading (ix) is incorrect as this is only a detail in the paragraph.
- 4 (iii): The paragraph talks about the destruction caused by both rivers and seas.
- 5 (viii): The paragraph gives some solutions to the problem of flooding.
- 6 (ii): This heading is straightforward. Some headings may be relatively uncomplicated.
- 7 (xiii): The paragraph talks about various negative things that may happen in the future, not only flooding.
- 8 (iv): The paragraph talks about both of these aspects.

Questions 9-15

- 9 D: The answer is to be found in the last sentence of paragraph A. From the same sentence, it can be seen that A is incorrect - there is no mention of *gradually*. B is also incorrect because the opposite is stated. C is not correct because the text does not compare our need for water with anything else.
- 10 A: The answer is in paragraph B. The paragraph describes the two sides (positive and negative) of humankind's relationship with water. B is therefore incorrect. C is incorrect because the benefit is only one side of the relationship and D is not clearly mentioned.
- 11 D: The answer can be found at the end of paragraph C in the last sentence. A is not correct as it is not mentioned, nor is C; and B is wrong because the text says nothing about being left speechless.

12 C: The answer is to be found in paragraph F. A is not correct as it is not mentioned. B is the opposite of the correct answer and it adds the word *sea*, whereas the text is talking about rivers only at this point. D is incorrect as it is not mentioned.

13 C: The answer is in paragraph G. The text says that two-thirds of the world population will be without fresh water, so one-third will have it. Note that A is not possible because, like D, the numbers do not add up. As regards B, the majority will not have access.

14 C: The answer is in paragraph H. B and D are not correct as they are the opposite of C, and A cannot be correct if the islands are under water.

15 B: The answer can be found in the last paragraph of the passage, in the last two sentences. A is incorrect because, basically, it is the opposite. C is not stated and D is wrong because the end of the paragraph proves that the phrase at the beginning, *Some might say that this dependency is ill-founded*, is not actually true. The dependency is well-founded.

FURTHER PRACTICE AND GUIDANCE (p58)

Questions 16-22

1

- 16 a: Because of the use of the indefinite article here, it is clear that a singular noun is required.
- 17 c: Because of the plural noun after the space in this case, the required word must be an adjective. It is important to remember, however, that nouns can function as adjectives.
- 18 a: This time the position of the definite article before the blank indicates that a noun is needed and the verb form later in the sentence means that the noun must be singular.
- 19 c/e: This word must describe 'the government's lack of respect for the profession', so it has to be an adjective or possibly a gerund.
- 20 e/c: To complete the sentence a verb is probably needed, in this case in the present continuous form. Alternatively, an adjective would also fit here, but reference to the passage shows that it is the verb form which fits the sense of the summary.
- 21 c: Even if you do not know the meaning of the word 'series', the presence of the indefinite article before the blank tells you that it is a noun. Therefore, the missing word must be an adjective.

- 22 c: The verb form before the blank tells us that a descriptive word is required.

2 Paragraph 1

- 1 surprising
- 2 going into
- 3 attack
- 4 ten years

Paragraph 2

- 5 lack of respect

Paragraph 4

- 6 those who teach them
- 7 series
- 8 strain

p55-57 READING PASSAGE 2

Questions 16-22

- 16 **shortage:** In the passage the phrase is plural, *teacher shortages*, but in the summary the singular form is required.
- 17 **teacher-training:** This part of the summary is a clear paraphrase of part of paragraph one in the passage. Remember that hyphenated words count as one word.
- 18 **profession:** The answer is in paragraph one. Here, the noun phrase has been changed; *the teaching profession* in the passage needs to be changed to 'the profession of teaching' to fit in the summary.
- 19 **obvious:** Again, the noun phrase has been changed. At the start of paragraph two the passage refers to *the government's obvious contempt for the teaching profession*. The phrase has been changed in the summary, but the form of the word needed to fill the space need not be changed. (See 18 above.)
- 20 **increasing:** The answer is in paragraph three. The word needed to complete the space is the same as that in the passage, although in the passage it functions as an adjective and in the summary as a verb form.
- 21 **recent:** The answer is in paragraph four. Here, it is important to recognize the synonyms used in the summary for parts of the text: 'series' in the summary replaces *catalogue* in the text. Even if you do not know the meaning of certain words, you should be able to work out their meaning from their position in the relative sentences in the original text and the summary.

- 22 **competent:** The word needed to complete this space is the same as that in the text. The last sentence of paragraph four has been paraphrased, but the component parts of the sentence are largely used in the same form. It is the order of these parts that has been changed.

Questions 23-29

- 23 **No:** The opposite is true. In the first paragraph it states: *fewer students are entering teacher-training courses*.
- 24 **No:** The answer is to be found in the last sentence of the first paragraph. The writer is being ironic, given the facts stated in the paragraph there should be no surprise: *And the government wonders...*
- 25 **Not Given:** The answer is in the third paragraph. This is what cynics would have us believe; the writer does not say if this is actually the case or not.
- 26 **No:** The answer is in the last sentence of the third paragraph: 'all teachers' is not the same as *most teachers*. Note that 'must' indicates deduction/conclusion and therefore opinion.
- 27 **Yes:** The answer is in the sixth paragraph. The problem here is the negatives. It is important to check that the text and the statement have the same meaning; in this case 'politicians are not as dangerous as educational theorists' has the same meaning as *politicians who know little about classroom practice or educational theorists who know even less, but are more dangerous*.
- 28 **Yes:** The answer is in the eighth paragraph. The statement is a paraphrase of the last sentence, but it is important to check carefully that there are no differences in questions of this kind; in this case the meaning is the same.
- 29 **Not Given:** There is no mention of this claim in the text.

Question 30

- B: The theme throughout the passage is that the teaching profession does not get the respect it deserves from a number of sources. The other headings all refer to only specific sections of the text.

p59-62 READING PASSAGE 3

Questions 31-36

- 31 No: The answer is in the first paragraph and the key word *resounding* is in the first sentence; the writer says that the first piece of Hesse's work has a great effect on visitors.
- 32 Not Given: The first paragraph describes the first piece of art; order and the lack of order are described in this paragraph, but the writer does not say that understanding of order is necessary to understand the art.
- 33 Not Given: The second piece of art is described in the second paragraph, but there is no comparison made with the first piece described, so we do not know if the writer thinks the second piece of art is inferior to the first or not.
- 34 Not Given: The answer is in the second paragraph. The *irregular edges and non-conforming sides* are not design faults, but an aspect of the art. Whether or not the public is attracted to this aspect is not mentioned.
- 35 Yes: The answer is to be found in the fourth paragraph in the last sentence: *The associations seem to jump around in one's head, running between sensations of delight and pleasure, violence and discomfort*, i.e. the art arouses a range of emotions.
- 36 Not Given: In the passage the writer describes three pieces of Hesse's work as well as describing her work in general, but we are not told that the first, or any of the pieces, is preferred by the writer. There is no mention of a favourite piece.

Questions 37-40

- 37 A: The answer is in the first sentence of the sixth paragraph: *The visual language apparent in these artworks is unfamiliar, as is the artist*. B is therefore incorrect as the opposite is true; C is not mentioned and D applies to people who see her work, not to the artist herself.
- 38 B: The answer is in the last sentence of the sixth paragraph: *...her work was read in the context of its time where it has, until recently, been largely abandoned*. B is almost a paraphrase of this section of the text. There is no mention of A, and although the first part of C may be correct, there is no mention of the second part. D is not correct because in the eighth paragraph the opposite is implied.
- 39 D: The writer's opinion about how easy it is to define Hesse's work can be found in the final three paragraphs: her work is both *subtle* and *challenging*, so not easy to define.

are now, more than ever, hungry for the cult of 'personality'... we seem in danger of focusing on the life of the artist, and not on the life of the art. D is therefore wrong as the opposite is true; B is incorrect as 'personality' has a different meaning when with inverted commas to when it is without them; C is untrue as only one cult is mentioned.

Lesson 7

ITB 1: Test 3 P.79-92

READING PASSAGE 1

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

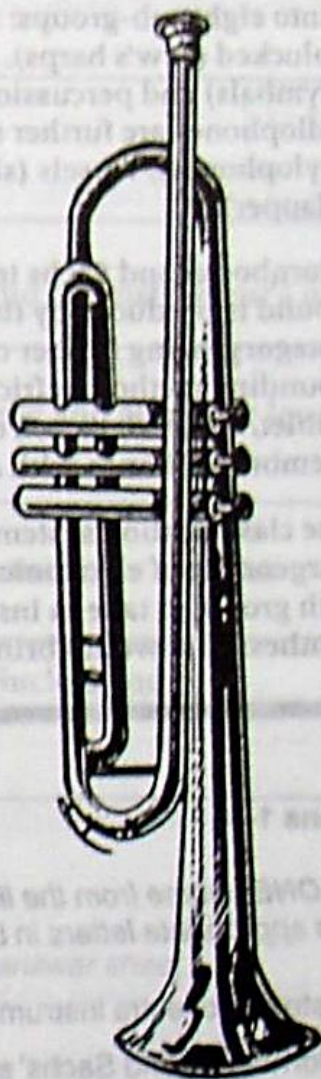
The instruments of the western orchestra are conventionally divided into four sections: woodwind, brass, percussion and strings. However, a much more comprehensive system for classifying musical instruments – ancient and modern, eastern and western, orchestral and folk – is also available. This alternative system, based on the work of Erich von Hornbostel and Curt Sachs, provides for the classification of musical instruments of all shapes and sizes according to how their sounds are produced. It begins by dividing instruments into four broad groups – aerophones, chordophones, idiophones and membranophones.

The first group, aerophones, contains any instrument that makes a sound when the air within or around it is made to vibrate. Further classification within the group is made according to how the air is set into vibration. Simplest are the so-called free aerophones (bull-roarers and buzzers), which consist of a flat disc twirled through the air on a string.

More typically, aerophones have a hollow tube or vessel body into which air is introduced by blowing. Sub-groups include instruments with a blow hole (most flutes) or a whistle mouthpiece (whistles and whistle flutes), in which the air vibrates after being blown against a sharp edge. In instruments with a cup mouthpiece, such as trumpets and horns, it is the action of the player's lips that causes the air to vibrate. Vibrations within a tube may also be produced by a reed taken into the musician's mouth. Such reeds may be single (clarinets) or double (oboes). Instruments classified as free reed aerophones, such as mouth organs and concertinas, have vibrating reeds within the body of the instrument. Organs and bagpipes are hybrid forms, each with pipes of different kinds.

The name chordophones is used for instruments with strings that produce a sound when caused to vibrate. Further classification is based on body shape and on how vibrations are induced. There are five basic types: bows, lyres, harps, lutes and zithers. The simplest musical bows have a single string attached to each end of a flexible stick; others have resonators to amplify the sound. Lyres, common in ancient times, have a four-sided frame consisting of a soundbox, two arms and a crossbar. The plucked strings run from the front of the soundbox to the crossbar. Harps are basically triangular in shape, with strings attached to a soundbox and the instrument's 'neck'.

Classified as lutes are all instruments with strings that run from the base of a resonating 'belly' up and along the full length of an attached neck. This sub-group is further divided into plucked lutes (round- or flat-backed), and bowed lutes (including folk fiddles and violins). The fifth type, zithers, have strings running the entire length of the body and are subdivided into simple zithers (stick, raft, tube or trough-shaped), long zithers (from the Far East), plucked zithers (such as the psaltery and harpsichord), and struck zithers (including the dulcimer and piano).



The third main group, idiophones, contains instruments made of naturally sonorous material, which are made to sound in various ways. They range in complexity from two sticks simply struck one against another, to tuned instruments like the orchestral glockenspiel. Idiophones are further classified according to the method of sound production into eight sub-groups: stamped, stamping, scraped, friction, shaken (bells and rattles), plucked (Jew's harps), concussion (when two sonorous parts are struck together, for example cymbals) and percussion (when a non-sonorous beater is used for striking). Percussion idiophones are further subdivided by shape into bars (metallophones, lithophones, xylophones), vessels (slit drums and steel drums), gongs and two types of bell (struck and clapper).

Hornbostel and Sachs termed their final broad group membranophones. In these instruments sound is produced by the vibration of a membrane or skin. Most drums fall into this category, being further classified by shape as frame, vessel and tubular drums, and by sounding method as friction drums. Tubular drums are further subdivided into long, footed, goblet, waisted, barrel, conical and cylindrical types. Much less important than drums are membranophones with an internal membrane vibrated by blowing, such as the kazoo.

The classification system of Hornbostel and Sachs, published in 1909, came before the burgeoning of electronic music in the second half of the twentieth century. The addition of a fifth group, to take in instruments that produce sound electronically (guitars, organs, synthesizers) would bring their system neatly up to date.

Questions 1-4

Choose **ONE** phrase from the list of phrases A-I below to complete each of the sentences 1-4 below. Write the appropriate letters in boxes 1-4 on your answer sheet.

- 1 Western orchestra instruments
- 2 In Hornbostel and Sachs' system, musical instruments
- 3 The classification of aerophones
- 4 Apart from the way sound is made, chordophones

- A are classified according to body shape.
 - B are sometimes classified into four groups.
 - C are usually classified into three groups.
 - D are normally classified into four groups.
 - E are classified according to sound production.
 - F are classified according to volume of sound.
 - G are classified according to sound quality.
 - H is made according to how hot the air is.
 - I is made according to how the air is made to vibrate.

Questions 5–12

Using **NO MORE THAN THREE WORDS** from the passage for each space, complete the chart below.

Types of chordophones i.e. 5.....	Description
6.....	Single strings attached to a single stick.
Harps	7..... attached to a soundbox and the instrument's neck.
8.....	with strings from the base of a resonating belly and along the length of an attached neck.
9.....	10..... with a soundbox, two arms and a crossbar
Zithers	are 11..... into simple, long, plucked and 12.....

Questions 13–14

Choose the appropriate letters **A–D** and write them in boxes 13–14 on your answer sheet.

13 The writer states that

- A electronic music fits neatly into the fourth group in the Hornbostel/Sachs classification system.
- B the kazoo belongs to the idiophone group.
- C electronic music is less important than other forms of music.
- D a fifth group needs to be added to the Hornbostel/Sachs classification system.

14 Which of the titles below is the most suitable heading for the passage?

- A Chordophones and idiophones
- B Musical instruments reclassified
- C A conventional classification
- D The work of Erich von Hornbostel

Before you check your answers to Reading Passage 1, go on to pages 82–83.

TEXT ORGANIZATION

Completion of tables and other diagrams may look complicated, but can in fact be a helpful way to present and organize information. The key is to understand the layout of the table and the organization of the text, decide what type of information is missing, and then extract the necessary detail from the reading passage.

Question 5

- 1 Does the text say what chordophones are?

.....

- 2 Where does it say this?

.....

Questions 6–12

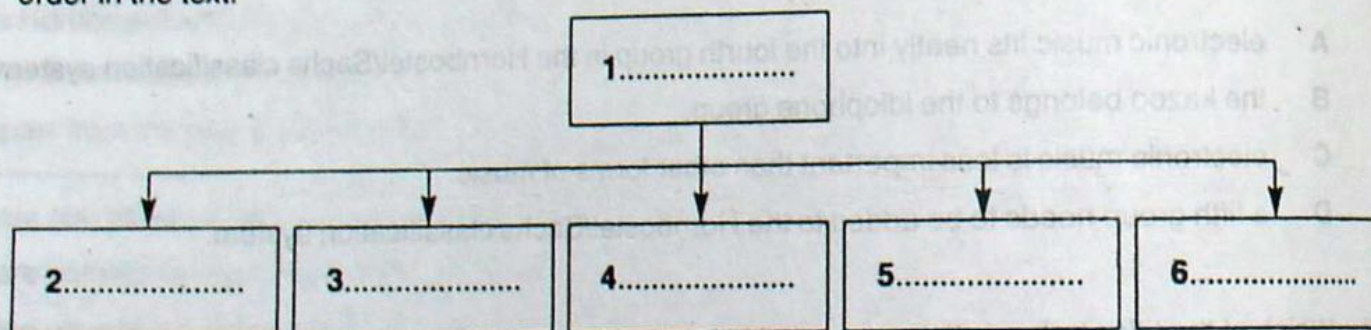
- 1 Is the text in paragraphs 4 and 5 descriptive or argumentative?

.....

- 2 Is the information in paragraphs 4 and 5 organized according to classification?

.....

- 3 Put the words *zithers*, *chordophones*, *lyres*, *bows*, *lutes* and *harps* into the boxes below. Follow the order in the text.



- 4 What is the relationship between the word in box 1 above and the words in boxes 2–6?

.....

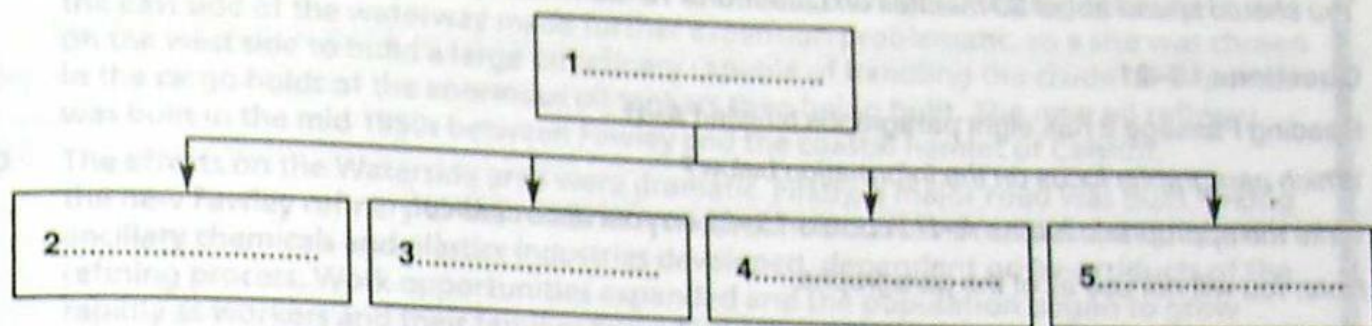
- 5 Are the words in boxes 2–6 also headings? If so, for what?

.....

- 6 In the exam, the order of the table may be different to the text. How is the table organized on page 81?

.....

organized according to classification. Look at the last sentence of the first paragraph and put the five words that organize the text into the boxes below.



- 8 Is the information on aerophones and idiophones organized according to classification?

.....

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Reading Passage 1. Then check your answers to Reading Passage 1.

READING PASSAGE 2

You should spend about 20 minutes on **Questions 15–28** which are based on Reading Passage 2 below.

Questions 15–21

Reading Passage 2 has eight paragraphs labelled **A–H**.

Which paragraphs focus on the information below?

Write the appropriate letters **A–H** in boxes 15–21 on your answer sheet.

Note: You will not use all of the paragraphs.

- 15 Rapid development takes place on the west side of Southampton Water.
- 16 One factor influencing development on Waterside was the fact that there were few people.
- 17 The New Forest affects development on Waterside.
- 18 The site of an oil refinery is dictated by the land available.
- 19 Various limitations dictate the direction of expansion in Waterside.
- 20 Facilities like educational and sporting did not expand at the same rate as the housing provision.
- 21 Economic activity is the stimulus for suburban development.

Waterside: a study in suburban development

- A** Since the 1950s there has been an increasing trend for extended housing and commercial expansion to take the form of rapid suburban rather than urban growth. There are several factors influencing the location and spread of such development, but an increase in economic activity is the trigger.
- B** The area to the west of Southampton Water, now known as Waterside, exemplifies several factors impacting on the shape and nature of recent development. Up until the early 1950s this area, occupying a narrow strip of predominantly rural land approximately twenty kilometres long by five kilometres wide between Southampton Water and the New Forest, was relatively sparsely populated. There were a number of small villages, including Hythe, Fawley, Holbury, Dibden and Marchwood; communications were poor, and farming and associated industries were the main sources of employment.
- C** The main town in the region, Southampton, was and still is one of the major UK ports. In the early part of the twentieth century, Southampton boomed as the growth in passenger numbers on transatlantic liners reached its peak. The main waterway leading to Southampton, Southampton Water, enjoys a long stretch of deep water channel suitable for large ocean-going vessels, and also benefits from an extended period of

high tide because of its position in relation to the Isle of Wight. Existing settlement on the east side of the waterway made further expansion problematic, so a site was chosen on the west side to build a large oil refinery capable of handling the crude oil imported in the cargo holds of the enormous oil tankers then being built. The new oil refinery was built in the mid 1950s between Fawley and the coastal hamlet of Calshot.

- D The effects on the Waterside area were dramatic. Firstly, a major road was built linking the new Fawley refinery to the road network around Southampton. Also, a number of ancillary chemicals and plastics industries developed, dependent on by-products of the refining process. Work opportunities expanded and the population began to grow rapidly as workers and their families moved into the area. House-building took off.
- E The first areas to expand were around Fawley village, close to the refinery, and Hythe, the largest of the existing villages, with a ferry link to Southampton. However, although expansion in house-building was rapid, the development of a new commercial centre with a range of services and the provision of an expanded range of educational and health services or entertainment and sporting facilities did not initially take place. Partly, this was due to the proximity of Southampton, with its large range of facilities, now easily accessible through improved road links.
- F But there was another constraint on growth: the limited availability of land. Bordered on the east by Southampton Water, on the south by the sea, and limited to the north by the large village of Totton, almost a suburb of Southampton, there was only one direction expansion could go – westwards.
- G There were, however, limits here too. West of Southampton Water lies the New Forest, an area of ancient woodland and open heath, soon to be designated a National Park. Although it occupies a relatively small area, about 160 square kilometres, the New Forest is a complex and diverse ecosystem supporting a wide variety of plants and animals, many of which are found only in this area or are under threat in other parts of the country. There are stringent planning restrictions on all new building or construction of any kind. Moreover, these restrictions are supported by the local population living within the Forest, who are determined to preserve the unspoilt character of their villages and whose income is increasingly dependent on providing services for the growing tourist industry exploiting the Forest as a leisure resource. In short, development was channelled along a relatively narrow corridor parallel to Southampton Water. The space between existing villages was progressively filled with housing until they coalesced. Little farming land now exists between Dibden and Fawley; housing estates have taken almost all the land. The area around Marchwood, further from Fawley, remains more rural, but some development has taken place here too. Nor has any nucleated commercial centre emerged, though the existing village centres now have more shops, offices and a greater range of public facilities.
- H There is little room for further residential expansion in Waterside except in the area around Dibden Bay. Pressure for new housing development is now less, economic expansion has slowed considerably, and residents in the area are keen to preserve the bay area as a green open space with pleasant waterside views. But there is now a threat from another quarter. While passenger numbers using Southampton have declined, freight container traffic has continued to expand. The port area of Southampton has reached capacity. So the port authority are looking with speculative eyes at the one as yet undeveloped shoreline of Southampton Water with relatively easy access to deep water for large container ships – Dibden Bay.

Questions 22–25

Using **NO MORE THAN FOUR WORDS** from the passage, answer the questions below.

22 What were the main job providers in the area west of Southampton Water up until the 1950s?

23 What made building on the east of Southampton Waterway difficult?

24 How does the writer describe the consequences of the oil refinery on the coast?

25 What made it easier to reach Southampton from Waterside?

Questions 26–28

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

In boxes 26–28 on your answer sheet write

YES	if the statement agrees with the information
NO	if the statement contradicts the information
NOT GIVEN	if there is no information about the statement

Example

Since the 1950s there has been an increasing trend for commercial expansion to take place in suburban areas.

Answer

Yes

26 The New Forest has already been made into a National Park.

27 The people living in the New Forest are in favour of the limitations on development in the area.

28 Passengers going through Southampton are attracted by the charms of Dibden Bay.

Before you check your answers to Reading Passage 2, go on to pages 87–89.

FURTHER PRACTICE FOR READING PASSAGE 2

The questions below will help you to make sure that you have chosen the correct options for questions 15–21 on Reading Passage 2.

Paragraph A Look at paragraph A and answer these questions.

- 1 Does the paragraph tell you about suburban growth?
.....
- 2 Is the paragraph organized around cause and effect?
.....
- 3 A common organizational feature in writing is that of cause and effect. Which sentence contains the cause and which sentence contains the effect?
.....

Paragraph B Look at paragraph B and answer these questions.

- 1 What is the area west of Southampton Water called?
.....
- 2 Until the 1950s, was the area developed?
.....
- 3 Until the 1950s, was the population large?
.....
- 4 Does the paragraph focus on the factors impacting on the shape of recent development?
.....

Paragraph C Look at paragraph C and answer these questions.

- 1 Is the paragraph mainly about Southampton?
.....
- 2 Does the paragraph mainly focus on Southampton Water?
.....

3 Is the paragraph mainly about the existing settlement on the east side?

4 Thinking of your answers for 1–3 above, what point is the author making?

Paragraph D Look at paragraph D and answer these questions.

1 How many effects does the paragraph describe?

2 Why were the effects described as dramatic?

3 In this paragraph are both cause and effect discussed?

Paragraph E Look at paragraph E and answer these questions.

1 Did the author write the paragraph in order to describe the expansion around Fawley village?

2 What is the significance of the word 'However' in the second sentence?

3 Is the paragraph about the range of facilities in Southampton?

4 What is the relationship between paragraphs D and E?

Paragraph F Look at paragraph F and answer these questions.

1 The first sentence of the paragraph mentions that 'there was another constraint on growth'. What was the previous constraint and where is it mentioned?

2 How many constraints are described in the paragraph?

3 What is the relationship between paragraphs F and G?

Paragraph G Look at paragraph G and answer these questions.

1 Did the author write the paragraph in order to describe the New Forest?

2 Is the structure of the paragraph basically that of cause and effect?

3 Is the New Forest another constraint on growth?

4 Find a sentence in the paragraph which contains a summary.

Paragraph H Look at paragraph H and answer these questions.

1 Why did the author write the paragraph?

2 Where does the paragraph divide?

3 Is pressure for housing development increasing?

4 Where is the pressure for development coming from?

READING PASSAGE 3

You should spend about 20 minutes on Questions 29–40 which are based on Reading Passage 3 below.

One finds oneself rebelling against a very controlled approach to education with its restrictions of centralization and, at the same time, against the liberal chaos that can at times prevail. There is a constant struggle between both camps of the educational divide, a struggle which invariably creates a jumbled mixture of educational provision. This is not to say that what is provided is totally unacceptable. Far from it.

In the educational world, picking and choosing from different theories, i.e. eclecticism, as is no doubt the case in many other fields, is frowned upon by the theoretical purist, irrespective of which of the two above camps they belong to. The pragmatists, i.e. practical classroom teachers, know that they have to jump from one teaching method to another, trying out new ones and discarding the old. But they frequently return again to tried and trusted techniques, sometimes with a fresh insight. Experienced teachers know that essentially there is not just one method, but that people learn in many different ways.

Some learners use a single method, but the most sophisticated employ an array of different techniques, instinctively or subconsciously, picking and even adapting any approach to suit their needs, while the not-so effective learners stick to a limited repertoire or even one method. The practicalities of the real world demand, however, that students and trainers in every field be eclectic.

Having a larger repertoire of strategies for learning, the sophisticated student advances at an exponential rate, as the different strategies he or she uses cross-fertilize and help each other. It is dangerous to exclude one particular technique in teaching or to follow one orthodoxy, as the one-size-fits-all principle does not, from a common sense point of view, work. It may deprive a weaker student of the only tool he or she may be able to use and deny the more effective learner an extra mechanism.

Take rote-learning, a much maligned learning process. There are certain aspects of any subject area, whether it be language or the arts or science, where a student is required to learn huge amounts of facts. These may be learnt by experience, but developing memory skills gives students an advantage in this area. Antipathy to certain methods like memory-based learning has condemned many students to a second-rate education, compounded by the fact that their teachers have been damaged by similar attitudes. It has been said that students are damned by the limitations of their teachers, just as the teachers themselves were damned.

This is not to say that rote-learning is the best approach to learning, yet it has its place as part of a wider programme. Where rote-learning proves inadequate is that it is not suitable for every learner. Not everyone is blessed with a good memory and learners should not be humiliated by not being able to learn things by heart. Other strategies need then be harnessed to compensate for this.

Electronic-learning

The search for ever more different novel learning styles goes on. Electronic-learning, or e-learning, is now very much the flavour of the month. The upside is that students may access the training whenever they want and they can learn at their own pace unhindered by fellow students. Again, whilst it has its place, e-learning lacks some essential ingredients, like the motivation of human contact in the classroom. Such training is, in fact, inherently flawed as it is

impossible to devise an exhaustive programme to accommodate every individual. Learners have individual needs that may not be catered for by distance-learning delivered on the Internet. Frustrated by their lack of development, they will not develop to their full potential. One solution has been to build into any e-learning programme an element of human contact with on-line help via e-mail, but increasingly, as video-conferencing facilities become more advanced, designers are able to incorporate real-time video links. While this is a considerable advance, it still falls far short of the human contact that learning requires.

E-learning is here to stay, so what needs to be done is to give it a human face. Not, might I add, a computerized one, but a real one. Students should be able, if necessary, to access a tutor by telephone or, even better, face to face. Periodic tutorials could be built in to any programme. These can be individual, group and seminar or a mixture of all three.

Distance learning, such as e-learning, comes with an oft unheeded caveat. It is seen by the unwary as a cheap option and as a way of curbing costs. Set up on a wave of innovation and excitement, the initial wave of enthusiasm soon wanes. Few take on board the warning: any self-access material that needs to be developed requires huge amounts of input time. It has been estimated that, for every student hour, materials writers have to put in 70 hours of preparation. Those unfamiliar with the workings of materials production expect others to live through the consequences of their inexperience in this field. The wrong people, i.e. the materials producers, get the blame for any shortcomings: frequently, the quality and volume of material. There is one further point here that is worth mentioning. Once in place, the material requires constant updating and research: an added cost.

Questions 29–31

Complete the following statements 29–31 with the best ending A–G below.

Write the appropriate letters A–G in boxes 29–31 on your answer sheet.

- 29 There are, according to the writer, two educational camps: a centralized and
30 Unlike teachers, theoretical purists look down upon
31 The modern world dictates that students adopt

- A a flexible approach to teaching.
- B an over-controlled approach.
- C practical teachers.
- D various learning methods.
- E a controlled approach.
- F a liberal approach.
- G only a limited range of learning techniques.

Questions 32–36

Do the statements below agree with the views of the writer in Reading Passage 3?

In boxes 32–36 on your answer sheet write

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

- 32 Adopting one teaching technique rather than another depends on a whole range of issues which it is difficult for the writer to enumerate.
- 33 Rote-learning is an important learning strategy in all but a few subjects.
- 34 Rote-learning fails, because not every learner has a good memory.
- 35 Students are invariably humiliated by not being able to learn things by heart.
- 36 E-learning will not last long.

Questions 37–39

According to the text, what are the **THREE** drawbacks of e-learning?

Choose three letters **A–G** and write them in boxes 37–39 on your answer sheet.

- A** The cheapness of learning by computer.
- B** The cost of training teachers.
- C** Not having enough trained personnel.
- D** Not being able to cater for everyone.
- E** The cost of keeping materials up to date.
- F** Not having sufficient video-conferencing facilities.
- G** Not having contact with people.

Question 40

Choose the appropriate letter **A–D** and write the answer in box 40 on your answer sheet.

Which of the following is a suitable title for Reading Passage 3?

- A** Education in the modern world
- B** Rote-learning and its drawbacks
- C** Learning methods
- D** A controlled approach to learning

p79-92 ACADEMIC READING

FURTHER PRACTICE AND GUIDANCE (p82-83)

Question 5

- 1 yes
- 2 See the opening sentence of paragraph four. The table refers only to chordophones, so you need only look at paragraphs four and five.

Questions 6-12

- 1 descriptive
- 2 yes
- 3 In the diagram the order is 1) chordophones 2) bows 3) lyres 4) harps 5) lutes 6) zithers.
- 4 The word *chordophones* acts like a heading. Items 2-6 are subdivisions.
- 5 Yes. In turn, items 2-6 act as headings for the descriptions of the respective items.
- 6 The order is not the same. In the table the items are alphabetically arranged.
- 7 The main item is *instruments* which goes into box 1 with the words *aerophones*, *chordophones*, *idiophones* and *membranophones* in the subordinate boxes.
- 8 Yes, each with sub-groups.

p79-81 READING PASSAGE 1

Questions 1-4

- 1 D: The sentence is a paraphrase of the opening sentence of the reading passage.
- 2 E: The answer is in the penultimate sentence of the first paragraph: *according to how their sounds are produced*.
- 3 I: The answer is in the second sentence of the second paragraph.
- 4 A: The answer is in the second sentence of the fourth paragraph. It is easy to scan the text for the word *chordophones* as the word is unusual. It does not matter if you do not understand it. Note the last sentence of the first paragraph.

Questions 5-12

- 5 **instruments with strings:** The answer is in the first sentence of paragraph four.
- 6 **bows:** The third sentence in paragraph four lists the five groups into which chordophones are divided; *bows* is the first one that needs to be added to the table.

- 7 **triangular with strings/with strings/strings:** The answer is in the last sentence of paragraph four. Note that the items in the table are in alphabetical order, in the text they are not.
- 8 **lutes:** The first part of the fifth paragraph describes lutes.
- 9 **lyrés:** The answer is in the fourth paragraph.
- 10 **four-sided frame:** To complete this space it is necessary to find the sentence in paragraph four that refers to lyres. Remember that hyphenated words count as one word.
- 11 **subdivided:** The answer is at the end of the fifth paragraph.
- 12 **struck**

Questions 13–14

- 13 **D:** The answer is in the last paragraph, in the last sentence. A is therefore incorrect because the classification system does not have a place for electronic music; B is incorrect because the kazoo is mentioned at the end of the penultimate paragraph, in the description of membranophones. C is incorrect as the importance of electronic music is not commented on by the writer.
- 14 **B:** The system described is an alternative system, as mentioned in the opening paragraph. C is therefore incorrect (see the opening sentence of the passage); A is not correct as these are only two of the many groups of instruments mentioned; and D is incorrect because Erich von Hornbostel did not work alone, but in partnership with Curt Sachs.

FURTHER PRACTICE AND GUIDANCE (p87–89)

Paragraph A

- yes
- yes
- The first sentence contains the effect and the second sentence contains the cause.

Paragraph B

- Waterside
- no
- no
- no

Paragraph C

- no
- no
- no
- To show that development had to take place on the west side of Southampton Water. Note how the text builds up the picture and then the conclusion is drawn: ... *so a site was chosen* ...

Paragraph D

- five
- There were lots of them and they were substantial.
- No, only effects.

Paragraph E

- no
- It introduces the focus of this paragraph.
- no
- The developments that took place and those that failed to take place.

Paragraph F

- The proximity of Southampton, with its large range of facilities – see paragraph E.
- One main constraint, which is then explained.
- The word *westwards* predicts what is going to be described in the next paragraph.

Paragraph G

- no
- yes
- yes
- The sentence beginning: *In short, ...*

Paragraph H

- To show that the pressure on the land has moved from new housing development to the expansion in freight container traffic.
- With the sentence: *But there is now a threat from another quarter.*
- no
- freight container traffic

Questions 15-21

- 15 D: Following the construction of the oil refinery (paragraph C) the effects on the Waterside area were dramatic and paragraph D describes how this area developed.
- 16 B: This paragraph focuses on Waterside prior to the 1950s. B could not be the answer for 15 above, as the situation before development is described in this paragraph, and not the development itself.
- 17 G: The focus of this paragraph is the effect that the New Forest had on the development that was taking place on Waterside.
- 18 C: The writer describes Southampton in detail, but the main focus of the paragraph is the siting of the oil refinery.
- 19 F: This paragraph, although short, describes several limitations which affected the expansion.
- 20 E: The main focus in this paragraph is the disproportionate development of facilities when compared to development of housing.
- 21 A: This paragraph describes suburban growth, but the main focus of the paragraph is the cause or trigger of this development, i.e. economic activity.

Questions 22-25

- 22 **farming and associated industries:** The answer is at the end of paragraph B; *sources of employment* in the passage has been paraphrased as 'job providers' in the question. It is important to be aware that the same words or phrases may not be in both the passage and the text, so as well as scanning for specific words it is important to look out for synonyms or related vocabulary items.
- 23 **existing settlement:** The answer can be found in paragraph C in the fourth sentence. It is important to distinguish between development to the east and to the west.
- 24 **(they were) dramatic:** Paragraph C describes the building of the refinery, and the answer can be found in the first sentence of paragraph D where the effects of the building are described. In this type of question short answers are required, so a complete grammatical phrase is not necessary. However, the words *they were* can be added and the answer still remains within the word limit.
- 25 **improved road links/a major road:** The first answer is in the last sentence of paragraph E. The second answer is at the beginning of paragraph D. So either answer is acceptable.

Questions 26-28

- 26 **No:** The answer is in the second sentence of paragraph G; the New Forest has not yet been made into a National Park, it is *soon to be designated* one.
- 27 **Yes:** The answer is in paragraph G: *Moreover these restrictions are supported by the local population living within the Forest.*
- 28 **Not Given:** The answer is to be found in paragraph H: it is stated that passenger numbers have declined and it is the residents that are *keen to preserve the bay area as a green open space with pleasant waterside views*. There is no mention in the passage of how passengers going through Southampton feel about Dibden Bay.

p90-92 READING PASSAGE 3

Questions 29-31

- 29 **F:** The answer is in the first paragraph.
- 30 **A:** The answer is in the second paragraph. The completed sentence summarizes the attitude of the purists.
- 31 **D:** The answer is in the third paragraph.

Questions 32-36

- 32 **Not Given:** There is no mention of this in the passage.
- 33 **No:** The answer is to be found in the fifth paragraph in the second sentence: *There are certain aspects of any subject area...* The word *any* means 'all' in this case and is therefore not the same as 'all but a few'.
- 34 **Yes:** The answer is in paragraph six. The statement is a paraphrase of the following extract from the text: *Where rote-learning proves inadequate is that it is not suitable for every learner. Not everyone is blessed with a good memory ...*
- 35 **Not Given:** The answer is at the end of the sixth paragraph in the penultimate sentence. The passage says that students should not be humiliated, but there is no mention of how often students are humiliated, i.e. invariably or not.
- 36 **No:** The answer is in the first sentence of paragraph eight.

Questions 37-39

The three drawbacks are: D and G, which are mentioned in the seventh paragraph, and E, which is mentioned in the last paragraph. The answers may be written in any order.

Question 40

C: Alternatives B and D are not correct because they refer to only part of the text. Alternative A is too general.

Lesson 8

ITB 1: Test 4 P.110-120

READING PASSAGE 1

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

Worms put new life into derelict site

THOUSANDS of deep-burrowing earthworms are to help turn the long-derelict site of a steelworks into woodland and a renewable energy park.

As part of a pioneering low-cost plan to reclaim the site of the former Hallside steelworks at Cambuslang near Glasgow, worms are being used to accelerate the process of soil regeneration and to transform the land, over time, into an attractive and financially productive site.

Hallside's closure in 1979 put an end to more than 100 years of steel production. The surrounding land had become heavily compacted and was too contaminated with heavy metals such as chromium, cadmium and lead to support any kind of brick and mortar development.

The site's 30 hectares were left abandoned until 1990, when a rescue plan put together by local landscaping and earthmoving company, HL Banks, and the regional developer, Scottish Greenbelt, was approved by local authorities.

Now the site has been covered by a two-metre layer of partially treated sewage material which has been mixed with colliery waste. This will be converted into usable soil by about 21,000 *Lubricus terrestris* (garden lobworms) and *Aporrectodea longa* (black-headed worms) that have been let loose on the site.

The specially raised hermaphrodites, which are self-impregnating, will spend the next five to ten years chewing

Poisoned soil at an old steelworks is being cleansed by thousands of worms, writes Mimi Chakraborty.

their way through the topping layer to create a soil structure able to sustain long-term plant growth. Without them, the process could take up to 60 years.

Researchers at Bell College of Technology in nearby Hamilton examined the use of earthworms in land regrading, and found that even in the hostile mixture of coal-tip waste and partially treated sewage, earthworms were able to speed up the process of soil recomposition.

They selected different varieties of deeper-burrowing earthworm species, whose bulk feeding and casting actions, as well as their ability to improve the mineral content of soil, would increase the rate of reformulation much faster than the natural processes.

Sean Ince, of Bell's department of biology, says: 'The idea is that earthworms will contribute in a cumulative way to further soil binding, and that they will aerate and add nitrogen to the soil covering the Hallside site.'

At the same time, Scottish Greenbelt has begun planting the area with 250,000 trees – including willow and alder – specially selected for their

ability to grow on degraded land.

These will have the dual function of extracting contaminants from the soil through their root systems, and being harvested for wood burning or chipboard manufacture.

By using the cash raised from wood harvesting, David Craven, director of Scottish Greenbelt, says he expects Hallside to be self-financing.

'The first tranche of trees was planted in April and they are now over six feet tall, despite dry weather through the summer,' he says. 'The fields are being planted on a four-year rotation basis and will be used to help us meet our costs.'

Craven says the cost of land bio-remediation – the labour-intensive process of removing soil for chemical and bacterial cleansing – could have been more than £30m.

At Bell College, Ince says: 'There's a whole legacy of toxic soil contamination going back many years. There is physical degradation of the soil as well as contamination from metals, including lead, chromium and arsenic.'

Sampling of the soil at regular intervals over the next few years will give an indication of the level of contaminants. Within less than 20 years the land could be re-integrated into the community.

Hopes of a successful outcome at Hallside have paved the way for similar regeneration plans for the nearby Gartoch steelworks and at Glengarnock in Ayrshire.

Questions 1-5

Choose the appropriate letters **A-D** and write them in boxes 1-5 on your answer sheet.

- 1 The Hallside site has been
 - A turned into a steelworks from a woodland and an energy park.
 - B in use as an energy park.
 - C disused for a long period of time.
 - D disused for a short period of time.

- 2 After more than one hundred years of steel production at Hallside,
 - A the land could not be used for anything.
 - B it was impossible to use the land to build on.
 - C the land could then be built on.
 - D the land could be used for any purpose.

- 3 The plan to reclaim Hallside was proposed by
 - A Scottish Greenbelt and the regional developer.
 - B local authorities.
 - C a local landscaping company and HL Banks.
 - D Scottish Greenbelt and HL Banks.

- 4 In the conversion of the soil at the Hallside site,
 - A two types of worms are being used.
 - B three types of worms are being used.
 - C many types of worms are being used.
 - D thousands of different types of worms are being used.

- 5 The soil regeneration at the Hallside site will take
 - A 60 years.
 - B between 5 and 10 years.
 - C up to 60 years.
 - D less than five years.

Questions 6-9

Choose **ONE OR TWO WORDS** from Reading Passage 1 for each answer. Write your answers in boxes 6-9 on your answer sheet.

- 6 In research at Bell College, worms were used that quickened
- 7 The Bell researchers chose worms that would convert contaminated soil more rapidly than the
- 8 The soil at Hallside will be enriched by adding air and
- 9 Contaminants will be removed from the soil by

Questions 10-13

Choose **ONE** phrase from the list of phrases A-H below to complete each of the following sentences 10-13. Write the appropriate letters in boxes 10-13 on your answer sheet.

- 10 The Hallside site is expected to
- 11 Bio-remediation at Hallside could
- 12 Within 20 years, the land at Hallside could
- 13 Similar regeneration plans may

- A still be contaminated.
- B be in use again by the community.
- C work better elsewhere.
- D take place at other steelworks.
- E have cost millions of pounds.
- F have been labour intensive.
- G pay for itself.
- H cost more than bio-remediation.

FURTHER PRACTICE FOR READING PASSAGE 1

Look at Reading Passage 1 and answer the questions below. This will help you to make sure that you have chosen the correct answers for questions 1–5 on Reading Passage 1.

Question 1 Look at the first three paragraphs and answer the following questions.

- 1 Has the steelworks been changed into an energy park yet?

.....

- 2 Does derelict mean 'mis-used', 'disused' or 'useless'?

.....

Question 2 Look at paragraph three and answer the following questions.

- 1 What is 'brick and mortar development'?

.....

- 2 Is the land suitable for this type of development?

.....

- 3 Does the writer mention any other purpose the land could be used for?

.....

Question 3 Look at paragraph four and answer the following questions.

- 1 Who created the rescue plan?

.....

- 2 Did the local authorities help?

.....

Question 4 Look at paragraph five and answer the following questions.

- 1 The writer mentions garden lobworms. How many other types of worms does she refer to?

.....

- 2 What does the number 21,000 refer to?

.....

Question 5 Look at paragraph six and answer the following questions.

- 1 How long will it take to change the structure of the soil using the worms?

.....

- 2 Will the worms take 60 years to change the soil structure?

.....

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–28 which are based on Reading Passage 2 below.

- A** I have recently planted a hedge. Living in a rural environment, I made the decision to plant only native species, including field maple, hawthorn, hazel, dog-rose and blackthorn. In time this will grow to form a dense hedge whose primary purpose is to form a windbreak, but which will also be attractive both to me and to wildlife. In the two years since planting, a number of hedgerow wild flowers, such as scabious and knapweed have already begun to colonize the spaces between the growing shrubs. Of course, if allowed to grow too freely, rank weeds and grasses will limit the growth of the hedge and need to be removed. This is done by hand, without the use of herbicides, in order to encourage bio-diversity.
- B** But it is not only native species that have found a foothold in the new growing environment. A number of garden plants of non-native origin have also established themselves. Some have come via wind-blown seeds, some through bird droppings, while others have arrived through human agency, stuck to the soles of boots or as dormant seeds embedded in garden compost. They include *Lychnis coronaria*, *Echinops ritro* and *Brunnera macrophylla*, all valued garden plants, but looking rather out of place in a natural setting. Such intruders are called 'garden escapes', and it isn't only my garden they are escaping from.
- C** In his recently published book, *Flora Britannica* (1998), Richard Mabey devotes a whole chapter to garden escapes. Many of these are relatively recent introductions, such as the Indian balsam which was first brought to Britain from the Himalayas in 1829, and *Fuchsia magellanica* which arrived about the same time. Both of these grow wild in Britain now; Indian balsam may be found along riversides and in damp places all over Britain, while *Fuchsia magellanica* is mostly confined to mild south-west England. *Buddleja davidii* was introduced from its native China in the 1890s and is now a ubiquitous shrubby weed of urban wasteland, derelict building sites or crumbling walls. Its dusky purple flowers are much frequented by butterflies and for this reason it is by no means an unwelcome interloper. Like the others it has succeeded by exploiting an ecological niche. No native British plant species has been able to colonize dry inhospitable urban landscapes to such advantage.
- D** Other vigorous aliens introduced as garden plants are now regarded as pernicious weeds. One such is Japanese knotweed, probably introduced into Victorian gardens in the 1840s. Its root system extends rapidly and it is able to regenerate from the smallest fragment of root. It forms dense thickets reaching 1.5 metres in height, under which no other plants can grow and little animal and insect life can be supported. It spread from London in the early 1900s and by the early 1960s was reported in every county of mainland Britain, reaching us even here in the remote Suffolk countryside. It is virtually ineradicable, and is now a serious pest in parts of south-west England. Another unwelcome intruder is giant hogweed, an undeniably handsome herbaceous perennial, reaching up to four metres in height in damp meadows or open woodland, crowned with enormous umbels of white flowers. It, too, is invasive and its sap is also poisonous causing severe skin irritation and blistering, especially when activated by the ultra-violet rays of bright sunlight. Children are particularly at risk as the thick hollow stems and broad fan-like leaves lend themselves to a variety of games.
- E** This process is taking place all over the world. Plant species from one continent are introduced into the gardens of another, or as a food crop, or for hedging. They may then spread disastrously, taking advantage of suitable climatic and soil conditions, and of the fact that there may be no animal, insect or fungal predators in the new environment to keep them in check. The prickly pear, a spiny cactus originating in Central America, was introduced into Australia to control stock and keep out wild animals. It has now colonized vast areas of the Australian outback as both domestic animals and wild kangaroos and other herbivores find it virtually inedible. Prickly pear also grows now in parts of southern Arabia and is spreading rapidly. Even goats, which will eat almost anything of vegetable origin including cardboard boxes, find it difficult to deal with the dense spines of this cactus.

F Many of the commercial food species now grown in Europe have also been imported from other continents, including potatoes, tomatoes and kiwi fruit. These do not readily spread across our landscapes, as they require constant human intervention in the form of irrigation, fertilizers, herbicides and insecticides. However, some agricultural crops can interbreed with wild species. Oilseed rape is one example. Plants are adaptable and have in their genes characteristics

that enable them to survive and breed in a variety of conditions. Recently, with the development of genetically modified crops, some food plants have acquired new characteristics, such as resistance to drought, herbicides or insect attack. How long will it be before one of these genetic modifications transfers to a vigorous weed, escapes our global garden and goes on the rampage in the remaining wild habitats of the world?

Questions 14–18

Reading Passage 2 has six paragraphs labelled A–F.

Choose the most suitable heading for paragraphs A–E from the list of headings below.

Write the appropriate numbers (i–x) in boxes 14–18 on your answer sheet. You may use each heading only once.

One of the headings has been done for you as an example.

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

List of Headings

- i Interbreeding between agricultural crops and wild species
- ii Examples from the *Flora Britannica*
- iii Planting a hedge
- iv The prickly pear – an unwelcome interloper
- v Keeping wild animals under control
- vi Plants escaping from the author's garden
- vii Bio-diversity
- viii Virtually ineradicable
- ix Garden plants that have become weeds
- x Escaping plants

- 14 Paragraph A
- 15 Paragraph B
- 16 Paragraph C
- 17 Paragraph D
- 18 Paragraph E

Example

Paragraph F

Answer 1

Questions 19–21

In which three paragraphs in Reading Passage 2 does the writer mention his own experience?

Write the three appropriate letters **A–F** in boxes 19–21 on your answer sheet.

Questions 22–27

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

In boxes 22–27 on your answer sheet write

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

Example The writer lives in the country.

Answer Yes

- 22 The main purpose of the author's hedge is to form a windbreak.
- 23 The main route of escape for plants from gardens is by wind.
- 24 Indian balsam came from the Himalayas and grows only in the south-west of England.
- 25 The urban landscape in Britain has been changed dramatically by escaping garden plants.
- 26 The *Flora Britannica* (1998) by Richard Mabey is devoted to escaping garden plants.
- 27 Knotweed and hogweed are both invasive plants.

Question 28

Choose the appropriate letter **A–D** and write it in box 28 on your answer sheet.

- 28 Which one of the following is the most suitable heading for the passage?

- A** Great escapes
B Knotweed and hogweed
C The *Flora Britannica*
D Planting a hedge

FURTHER PRACTICE FOR READING PASSAGE 2

MATCHING HEADINGS TO PARAGRAPHS

Be careful not to choose headings which refer to only part or one aspect of the paragraph. Some of the headings may contain words or phrases that appear in exactly the same form in the reading passage, so you may at first think they are correct. Remember that an example is usually given. Check carefully to see which paragraph has been done for you so that you do not waste valuable time searching for a heading that you do not need.

Look at the headings below for each paragraph in Reading Passage 2; some of the headings are suitable, but others are not. Select the suitable heading(s) in each case. More than one answer may be correct.

1 Paragraph A

- a Plant species for hedges
- b Creating a hedge
- c Dealing with weeds in hedges
- d Living in a rural environment

2 Paragraph B

- a A new growing environment
- b The growth of native species
- c The spread of garden plants
- d Garden escapes

3 Paragraph C

- a Native British plant species
- b Richard Mabey
- c An ecological niche
- d Plants from abroad

4 Paragraph D

- a Pernicious weeds
- b Pests in south-west England
- c Unwelcome intruders
- d Children at risk

5 Paragraph E

- a Intercontinental spread of plants
- b Worldwide process
- c Lack of predators
- d Virtually inedible

6 Paragraph F

- a The need for human intervention
- b Adaptability of plants
- c Genetically modified crops
- d Our global garden

Day-dreaming

– an art or a waste of time?



Day-dreaming is generally viewed as an impractical, wasteful activity: one should be doing something useful, not just sitting or walking around with 'one's head in the clouds'. But rather than being of little worth, the capacity to fantasize is a priceless skill, a thoroughly useful tool, a tool for all seasons.

Day-dreaming is an essential ingredient in most, if not all, creative processes. In the pursuit of innovation and development, many organizations have been trying over recent years 'to capture the day-dreaming process' by formalizing and institutionalizing the process in creative seminars. Workshops

where employees sit around 'brainstorming' and 'being creative' are now mushrooming. But do they work? To a certain extent they can, but not always. There are instances of outside consultants setting up brainstorming sessions for companies where the chairperson or director gives his or her ideas first. In doing so, they set the parameters as no one wants to contradict or overrule the boss. True brainstorming, like true day-dreaming, however, knows no boundaries, no hierarchies and no fears. The intention is not to disparage such activities, but they are too over-controlled and do not even mimic the environment needed to day-

dream and create. But they do show how the creative force, so frequently despised before, is creeping into the mainstream, even if in a contained manner. Very contained, in fact.

So where to begin? Day-dreaming or fantasizing is discouraged in children, so that by the time they are adults it has been completely removed. While one would not want to have all children sitting around in a kind of hypothyroidic haze of day-dreaming bliss, those most naturally inclined to it should be given space to dream and their ability nurtured. Creativity comes out of the unusual and needs space, in fact lots of space, to develop. Yet, life is based on mediocrity and so society demands that creative flair be knocked out of someone when they are young so that they can conform.

As adults, then, it is by and large more difficult to day-dream in general. The limitations have been set by others early on and by subtle reminders to keep people in place. Individuals in danger of deviating from the norm are kept in their place by a permanent flow of seemingly innocent comments designed to induce conformity ('I don't like that.' 'That won't work.') quite often delivered subconsciously. Fortunately, the die-hard day-dreamers/creators manage to struggle through.

Dreaming spots

For some of us, coffee shops, pubs or public places where people are moving around are ideal spots for day-dreaming. Or, indeed, somewhere where there is running water, by a river or stream. The constant movement seems to stimulate thought and ideas in a way that perhaps a library or the solitude of a study does not. It may not be possible to hone the finished text sitting around in a noisy café, but the challenge of holding together thoughts against adversity, as it were, is a great galvanizing force.

In the peace of one's home there are even more distractions, like the TV and the phone. People who are not familiar with the creative process may find it hard to accept that places like coffee bars are a source of stimulation. But why certain places and things motivate the creative individual and others do not is difficult to fathom.

Is day-dreaming an innate ability or something that can be taught? While I personally am prepared to accept that inheritance of ability does play a significant role in the process, I am more

inclined to the idea that the environment, and perhaps chance, play a much greater role. It is said that genius is 10 per cent inspiration and 90 per cent perspiration. The coffee shop experience bears this out: a place of turmoil to engender the ideas and then back to the nest to flesh them out. The 90 per cent is a notional figure. If one looks at the work of the great inventors and artists past or present, one can see that more than 90 per cent of perspiration, as it were, went into the execution of their work.

Questions 29–35

Do the statements below reflect the opinion of the writer in Reading Passage 3?

In boxes 29–35 on your answer sheet write

YES if the statement reflects the writer's opinion
NO if the statement contradicts the writer's opinion
NOT GIVEN if it is impossible to say what the writer thinks about this

Example

People think day-dreaming is a wasteful activity.

Answer

Yes

- 29 Day-dreaming is a worthless skill.
- 30 Organizations should be legally bound to institutionalize day-dreaming processes.
- 31 Brainstorming is totally effective.
- 32 In the day-dreaming process there are no limitations.
- 33 Most children should be given space to day-dream.
- 34 Young people need to have creative flair knocked out of them.
- 35 It is good that some day-dreamers survive the process of conformity.

Questions 36–40

Below is a summary of the second part of Reading Passage 3.

Using information from the passage, complete the summary.

Choose **ONE WORD** from the passage to complete each space.

Write your answers in boxes 36–40 on your answer sheet.

Busy places, where there is a lot of movement are 36..... places to day-dream. Such environments help to produce thoughts and ideas. In fact, in one's 37..... there are even more things to divert one's attention. It is not clear why the creative individual is 38..... by certain places and things. The question is whether day-dreaming is 39..... or can be learned. Inheritance, environment and chance all play a role in the creative process; supposedly only 10 per cent is due to 40.....

p110-120 ACADEMIC READING

FURTHER PRACTICE AND GUIDANCE
(p113)

Question 1

1 no

2 disused

Question 2

- 1 buildings/structures with bricks
- 2 no
- 3 yes – used for an energy park/woodland

Question 3

- 1 HL Banks and Scottish Greenbelt
- 2 no – but they approved it

Question 4

- 1 1 (blackheaded worms)
- 2 the number of worms in total

Question 5

- 1 5–10 years
- 2 no

P110–112 READING PASSAGE 1

Questions 1–5

- 1 C: The answer is in the first paragraph: *long-derelect* (abandoned); A is incorrect as the plan is to do the opposite. B is incorrect, as the plan is to use it as an energy park in the future. D is incorrect as it is the opposite of the correct answer.
- 2 B: The third paragraph says: ... *was too contaminated ... to support any kind of brick and mortar development*. So C is not correct. As regards A, the text does not exclude everything; nor does it include everything as in D.
- 3 D: The answer is in the fourth paragraph. Note that Scottish Greenbelt is the regional developer, so A is not correct. B is incorrect because the local authorities approved the plan; they did not propose it. The local landscaping company and HL Banks are the same, so C is not possible.
- 4 A: Two types of worm are mentioned in paragraph five, '*Lubricus terrestris*' and '*Aporrectodea longi*'. The number 21,000 refers to the total number of worms used not the type, so C and D are wrong.
- 5 B: The answer is in the sixth paragraph. The regeneration will take up to 60 years if the worms are not used, so A and C are incorrect. D is incorrect, because it is between 5 and 10 years.

Questions 6–9

- 6 **soil recomposition/reformulation**: The answer is at the very end of paragraph seven. The word *reformulation* occurs in the eighth paragraph and is also correct.

- 7 **natural processes**: The answer is at the end of paragraph eight.
- 8 **nitrogen**: The answer is in the ninth paragraph.
- 9 **selected trees/tree roots/trees/special trees/planting trees/250,000 trees**: The answer is in the tenth paragraph.

Questions 10–13

- 10 C: Note that B is not correct here, as the beginning of the sentence indicates expectation and not possibility.
- 11 E
- 12 B
- 13 D

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Questions 14–18

In each case the incorrect answers are headings which may be used to describe a part, or one aspect, of the paragraph, but not all of it.

- 1 b: The other three headings relate to parts of the paragraphs. There are two ways here to check if the headings work: you can ask yourself if the meaning of the paragraph would remain if you removed the information in the heading. Another way is to ask yourself if all the information in the paragraph fits under the umbrella of the heading. Heading b is the only one which fits in both cases.
- 2 c/d: If you ask yourself the same questions as in 1 above, you can see that the other two headings do not work. Also, the paragraph is not about the environment (a) but about the plants growing in the environment. The paragraph does not just talk about native species.
- 3 d: The other three headings relate only to details. It is also important to remember not to restrict yourself to looking at just the first and last sentences.
- 4 a/c: The other two headings relate to details. Note first and last sentence here. 'Pernicious weeds' are mentioned in the opening sentence and 'children at risk' in the last sentence.
- 5 a/b: These two headings cover the global information in the paragraph and the other two relate to individual details. Note that you can fit

b, but not the other way round.

- 6 b: Heading b is the only one which covers all the detail in headings a, c and d.

p114-116 READING PASSAGE 2

Questions 14-18

- 14 (iii): The paragraph is about the writer's experience of planting a hedge; heading (vii) is not suitable here as it is only mentioned in the last sentence and in connection with one aspect of the paragraph.
- 15 (x): This paragraph concerns garden plants which have escaped; heading (vi) is incorrect as the last sentence of the paragraph states the opposite: *it isn't only my garden they are escaping from*.
- 16 (ii): The paragraph describes a number of examples from *Flora Britannica*.
- 17 (ix): The first sentence in this paragraph is the topic sentence and therefore gives the theme. Heading (viii) is not suitable because it describes only one aspect of one plant described in this paragraph, there are many other details given.
- 18 (iv): This whole paragraph is about one plant, i.e. the prickly pear. Heading (v) is not correct here as it relates to only a detail.

Questions 19-21

The following answers may be given in any order.

- A: *I have recently planted a hedge... I made the decision to... will be attractive both to me and to wildlife.*
B: *... and it isn't only my garden they are escaping from.*
D: *... reaching us even here in the remote Suffolk countryside.*

Questions 22-27

- 22 Yes: See the second sentence of paragraph A; 'main' is a synonym of *primary*.
- 23 Not Given: In paragraph B, the spread of a number of garden plants of non-native origin is described; 'by wind' is one of the methods by which they are spread, but we are not told whether this is the main method or not.
- 24 No: In paragraph C it does say that Indian balsam came to Britain from the Himalayas, but it says that it grows *all over Britain*. It is *Fuchsia magellanica* which is *mostly confined to the south-west of Britain*.
- 25 Not Given: The second part of paragraph C describes how *Buddleja davidii* has succeeded in growing well on urban wasteland, but we do not

- 26 No: Mabey *devotes a whole chapter to garden escapes*; the whole book is not about escaping garden plants, only one chapter is on this topic.

- 27 Yes: The penultimate sentence of paragraph D begins: *It too is invasive ...* Here, *it* refers to hogweed and *too* refers back to knotweed.

Question 28

- A1: The passage is about plants that have escaped and flourished elsewhere, so A is the most appropriate title. B is incorrect because it only refers to two of the species mentioned; C is not right because this is the name of a book mentioned in only one paragraph of the passage; and D is incorrect as this is the writer's experience, which he uses to lead into the main theme of the passage.

p118-120 READING PASSAGE 3

Questions 29-35

- 29 No: The writer says that day-dreaming is generally viewed as worthless, but in the second sentence of the first paragraph gives his opinion: *rather than being of little worth ... a thoroughly useful tool*.
- 30 Not Given: In the second sentence of paragraph two, the writer points out that organizations have been trying to formalize and institutionalize the day-dreaming process, but there is no information about whether or not the writer thinks organizations should have to do this by law.
- 31 No: The answer is in the second paragraph in the fifth sentence: *To a certain extent they can, but not always*.
- 32 Yes: The answer is again in the second paragraph, in the eighth sentence: *... true day-dreaming ... knows no boundaries ...*, i.e. has no limitations.
- 33 Not Given: The answer is in paragraph three in the third sentence; the writer does not say how many children. *But those most naturally inclined to it should be given space to dream*. There is no indication of how many or what proportion of children that is.
- 34 No: This is not the opinion of the writer, but something that society demands; see the end of paragraph three.
- 35 Yes: The answer is to be found in the fourth paragraph in the last sentence. The key word here is *fortunately*, showing that the writer's opinion is that it is a good thing that some day-dreamers survive the process of conformity.

36 **ideal**: The answer is in the second line of the second part of the passage. The places listed are described as *ideal spots for day-dreaming*.

37 **home**: Note that only one word can be used.

38 **motivated/stimulated**: The answer is in the last sentence of the first paragraph. Here, the active form in the passage needs to be changed to the passive to fit the grammar of the summary.

39 **innate**: The answer is in the first sentence of the second paragraph. The direct question in the passage changes to an indirect question in the summary, but the form of the word required does not need to change in this case.

40 **inspiration**: In the second paragraph, the figure of 90% refers to perspiration and that of 10% to inspiration. Do not be distracted by figures, check carefully exactly what each one refers to.

Lesson 9

ITB 2: Test 1 P.15-29



Reading Passage 1

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

Questions 1–4

Reading passage 1 has five sections **A–E**.

Choose the correct heading for sections **B–E** from the list of headings below.

Write the correct number, **i–viii**, in boxes **1–4** on your answer sheet.

List of Headings

- i** How the problem of land scarcity has been overcome in the past
- ii** Various predictions about future solutions to a lack of space
- iii** The effects of population growth on land availability
- iv** The importance of the new British Library
- v** An expanding population
- vi** A description of a mega-city
- vii** A firm belief that human habitation of outer space will occur
- viii** The importance of having an international space station

Example
Section A

Answer
v

- 1 Section B
- 2 Section C
- 3 Section D
- 4 Section E

Space

Is humanity running out of space or will we find new frontiers?

As populations grow, people have to look for more innovative ways to provide space.

Section A

The world has changed dramatically since Thomas Malthus's work *An Essay on the Principle of Population*, first published in 1798, argued that by the mid 1800s the unrestricted expansion of the human population would outgrow the agricultural land available to supply humanity with food. Over 150 years have passed since this theoretical milestone, but mankind, admittedly somewhat more cramped, is still expanding and will continue to do so.

Section B

The impact of unfettered population growth is clear for all to see. Urbanization is now a more evident worldwide phenomenon than

previously as even greater numbers of people drift from rural areas to vast cities all over the world like Tokyo, Mexico City and Mumbai (26.4 million, 18.4 million and 18.1 million inhabitants in 2000 respectively) in their quest for a better life. These mega-cities, i.e. conurbations with an estimated population of more than 10 million people, are springing up in every continent. Now teeming with humanity, they are hungry for one increasingly valuable resource: land.

While developments in agricultural technology ensure humanity may be able, by and large, to feed the people flocking to these great metropolises, the expansion of the human race is fuelling an unprecedented appetite for real estate. Space, whether it be for personal or public use, corporate or national, human or flora/fauna, is now at a premium as we move into a new century. Not only is more land required for accommodation, but also for a wide range of infrastructure facilities. Transport systems including roads within and between cities need to be constructed or upgraded to create motorways; green fields are turned into airports; virgin forest is stripped to provide food and firewood. In poorer regions, this newly exposed land becomes desert, completing the cycle of destruction.



Section C

Hitherto, the most common practice for the utilization of expensive space for living and working has been to build upwards; hence, the demand for ever higher buildings, both apartment and commercial, in major cities like New York, Shanghai and Singapore all vying with each other for the tallest buildings. There has also been a tradition for building underground, not just for transport systems, but for the storage of waste, depositories for books etc. as in London, where The British Library housing millions of books has been built largely underground.

Recent years have seen more novel construction developments around the world. In the past, in many countries, Holland and the UK included, marshes and flood plains have been reclaimed from the sea. Like the city of Venice in Italy, housing complexes and even airports have now been constructed off-shore to amazing effect. In Japan, Kansai International Airport has been built off-shore on a man-made island at vast expense and in Dubai a very imaginative and expensive housing complex in the shape of a palm tree is being built just off the coast on land created by a construction company. However, these and other developments are at risk from rising sea levels as a consequence of global warming.

Section D

But where will the human race go when planet earth is full? There have been many theories put forward about the human population moving to outer space. Marshall Savage (1992, 1994), for example, has projected that the human population will reach five quintillion throughout the solar system by the year 3000, with the majority living in the asteroid belt. Arthur C Clarke, a fervent supporter of Savage, now argues that by the year 2057 there will be humans on the Moon, Mars, Europa, Ganymede, Titan and in orbit around Venus, Neptune and Pluto. Feeman Dyson (1999) favours the Kuiper belt as the future home of humanity, suggesting this could happen within a few centuries.

Section E

Habitation in outer space in huge stations is no longer just a dream, but a reality. A permanent international space station now orbits the earth. The first commercial tourist recently went into outer space with more trips planned for the near future. This is only a beginning, but the development of space hotels is not far-off. There is no knowing where mankind may end up. But the ideas about off-world habitation are not fanciful and I am sure I am not alone in fantasizing about summer holidays spent watching the moons rising in some far-flung planet or on a floating hotel somewhere on the Andromeda nebula.

Questions 5–8

Complete the sentences below.

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

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

- 5 The movement of rural people to cities is a
- 6 Land is now a very, as a result of the growing demand for space.
- 7 The feeding of the human race will perhaps be guaranteed by changes in
- 8 Besides the demands of accommodation, land is needed for various

Questions 9–13

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

In boxes 9–13 on your answer sheet write

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

- 9 The destruction of land for food and firewood is linked to desertification.
- 10 Shortage of space has also led to underground building construction.
- 11 The building of the airport in Japan cost much more than that of the housing complex in Dubai.
- 12 Arthur C Clarke was the only person to predict that mankind will inhabit other parts of the solar system.
- 13 The concept of the habitation of outer space by mankind is unimaginable.

Before you check your answers to Reading Passage 1, go on to pages 19–20.

Further practice for Reading Passage 1

The questions below help you make sure that you have chosen the correct answers for questions 1–4 in Reading Passage 1.

Title

Look at the title of the passage and answer the following questions.

- 1 Does the title give you information about a problem?

.....

- 2 Can you predict the contents of the article?

.....

- 3 Does the title contain a cause and effect?

.....

Section A and example

Look at Section A and the example answer. Answer these questions.

- 1 Do you think it is important to look at the example?

.....

- 2 Does the introduction describe a problem?

.....

- 3 Is the word *cramped* at the end of the paragraph positive?

.....

- 4 In the rest of the article, do you expect to see effects and solutions?

.....

Question 1

Look at Section B and answer these questions.

- 1 Does section B describe the effects of section A?

.....

- 2 Does the section contain words related to effect?

.....

- 3 Does the first paragraph relate to effects and the second to solutions?

.....

Question 2

Look at Section C and answer these questions.

- 1 Does the section talk about the future? Look at the tenses, adverbs of time and nouns.

.....

- 2 Does the section contain causes?

.....

- 3 Does the section contain different ways used to solve the problem of the lack of space?

.....

Question 3

Look at Section D and answer these questions.

- 1 Does the section talk about the future? Look at the tenses and time phrases.

.....

- 2 Is the time clear without reading the paragraph in detail?

.....

- 3 Is the section about predictions?

.....

Question 4

Look at Section E and answer these questions.

- 1 Is the section only about the space station?

.....

- 2 Are there words and phrases connected with certainty?

.....

- 3 Does the section tell you what the writer believes?

.....

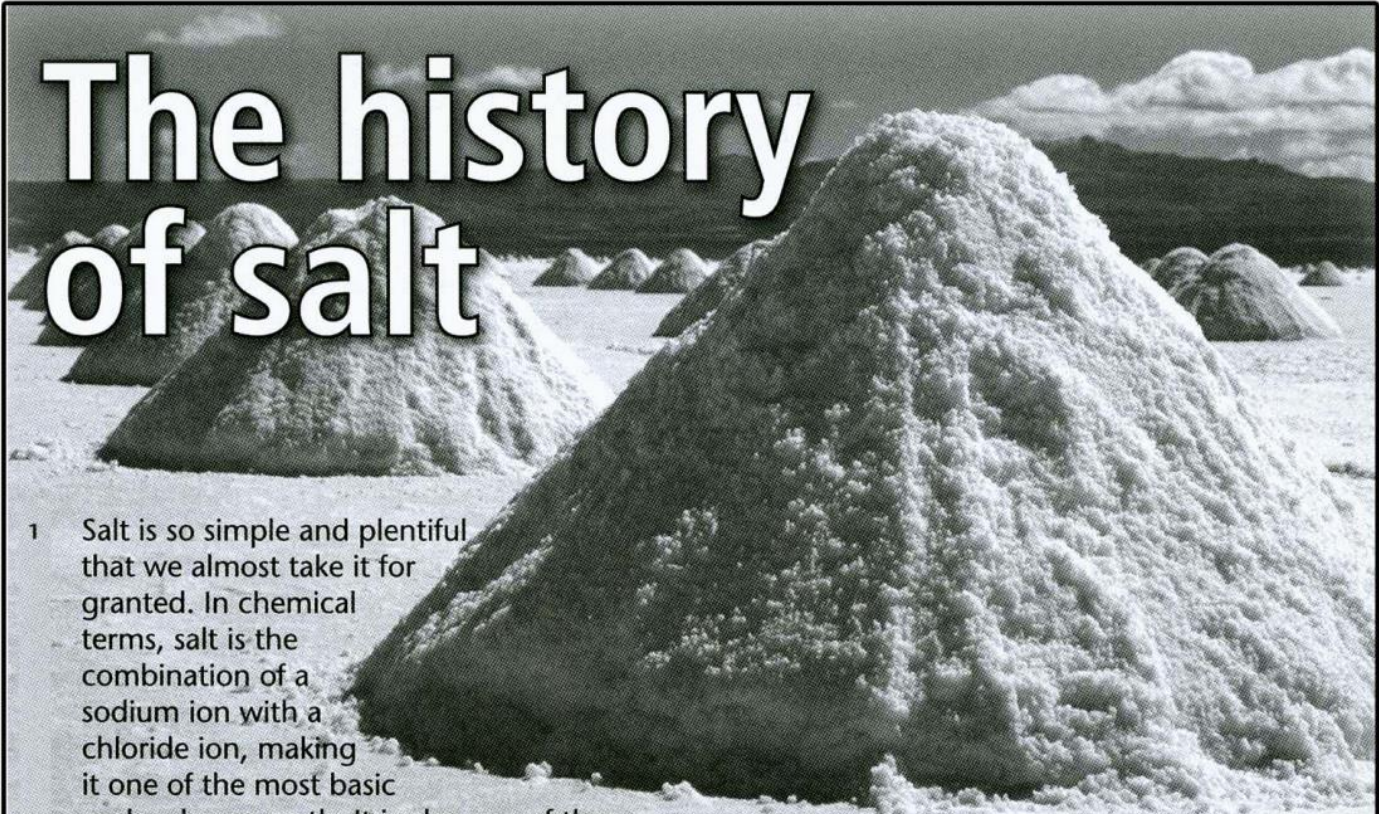
- 4 Read the titles for sections A to E. Do they fit together?

.....

Reading Passage 2

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

The history of salt



1 Salt is so simple and plentiful that we almost take it for granted. In chemical terms, salt is the combination of a sodium ion with a chloride ion, making it one of the most basic molecules on earth. It is also one of the most plentiful: it has been estimated that salt deposits under the state of Kansas alone could supply the entire world's needs for the next 250,000 years.

2 But salt is also an essential element. Without it, life itself would be impossible since the human body requires the mineral in order to function properly. The concentration of sodium ions in the blood is directly related to the regulation of safe body fluid levels. And while we are all familiar with its many uses in cooking, we may not be aware that this element is used in some 14,000 commercial applications. From manufacturing pulp and paper to setting dyes in textiles and fabric, from producing soaps and detergents to making our roads safe in winter, salt plays an essential part in our daily lives.

3 Salt has a long and influential role in world history. From the dawn of civilization, it has been a key factor in economic, religious, social and political development. In every corner of the world, it has been the subject

of superstition, folklore, and warfare, and has even been used as currency.

4 As a precious and portable commodity, salt has long been a cornerstone of economies throughout history. In fact, researcher M.R. Bloch conjectured that civilization began along the edges of the desert because of the natural surface deposits of salt found there. Bloch also believed that the first war – likely fought near the ancient city of Essalt on the Jordan River – could have been fought over the city's precious supplies of the mineral.

5 In 2200 BC, the Chinese emperor Hsia Yu levied one of the first known taxes. He taxed salt. In Tibet, Marco Polo noted that tiny cakes of salt were pressed with images of the Grand Khan to be used as coins and to this day among the nomads of Ethiopia's Danakil Plains it is still used as money. Greek slave traders often bartered it for slaves, giving rise to the expression that someone was "not worth his salt." Roman

legionnaires were paid in salt – a salarium, the Latin origin of the word “salary.”

- 6 Merchants in 12th-century Timbuktu – the gateway to the Sahara Desert and the seat of scholars – valued this mineral as highly as books and gold. In France, Charles of Anjou levied the “gabelle,” a salt tax, in 1259 to finance his conquest of the Kingdom of Naples. Outrage over the gabelle fueled the French Revolution. Though the revolutionaries eliminated the tax shortly after Louis XVI, the Republic of France re-established the gabelle in the early 19th Century; only in 1946 was it removed from the books.
- 7 The Erie Canal, an engineering marvel that connected the Great Lakes to New York’s Hudson River in 1825, was called “the ditch that salt built.” Salt tax revenues paid for half the cost of construction of the canal. The British monarchy supported itself with high salt taxes, leading to a bustling black market for the white crystal. In 1785, the earl of Dundonald wrote that every year in England, 10,000 people were arrested for salt smuggling. And protesting against British rule in 1930, Mahatma Gandhi led a 200-mile march to the Arabian Ocean to collect untaxed salt for India’s poor.
- 8 In religion and culture, salt long held an important place with Greek worshippers consecrating it in their rituals. Further, in Buddhist tradition, salt repels evil spirits, which is why it is customary to throw it over your shoulder before entering your house after a funeral: it scares off any evil spirits that may be clinging to your back. Shinto religion also uses it to purify an area. Before sumo wrestlers enter the ring for a match – which is in reality an elaborate Shinto rite – a handful is thrown into the center to drive off malevolent spirits.
- 9 In the Southwest of the United States, the Pueblo worship the Salt Mother. Other native tribes had significant restrictions on who was permitted to eat salt. Hopi legend holds that the angry Warrior Twins punished mankind by placing valuable salt deposits far from civilization, requiring hard work and bravery to harvest the precious mineral. In 1933, the Dalai Lama was buried sitting up in a bed of salt. Today, a gift of salt endures in India as a potent symbol of good luck and a reference to Mahatma Gandhi’s liberation of India.
- 10 The effects of salt deficiency are highlighted in times of war, when human bodies and national economies are strained to their limits. Thousands of Napoleon’s troops died during the French retreat from Moscow due to inadequate wound healing and lowered resistance to disease – the results of salt deficiency.

Questions 14–16

Choose **THREE** letters A–H.

Write your answers in boxes **14–16** on your answer sheet.

NB Your answers may be given in any order.

Which **THREE** statements are true of salt?

- A A number of cities take their name from the word *salt*.
- B Salt contributed to the French Revolution.
- C The uses of salt are countless.
- D Salt has been produced in China for less than 2000 years.
- E There are many commercial applications for salt.
- F Salt deposits in the state of Kansas are vast.
- G Salt has few industrial uses nowadays.
- H Slaves used salt as a currency.

Questions 17–21

Complete the summary.

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

Write your answers in boxes **17–21** on your answer sheet.

Salt is such an 17 that people would not be able to live without it. As well as its uses in cooking, this basic mineral has thousands of business 18 ranging from making paper to the manufacture of soap. Being a prized and 19 , it has played a major part in the economies of many countries. As such, salt has not only led to war, but has also been used to raise 20 by governments in many parts of the world. There are also many instances of its place in religion and culture, being used as a means to get rid of evil 21

Questions 22–27

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

In boxes 22–27 on your answer sheet write

TRUE *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information about the statement*

- 22** It has been suggested that salt was responsible for the first war.
- 23** The first tax on salt was imposed by a Chinese emperor.
- 24** Salt is no longer used as a form of currency.
- 25** Most of the money for the construction of the Erie Canal came from salt taxes.
- 26** Hopi legend believes that salt deposits were placed far away from civilization to penalize mankind.
- 27** A lack of salt is connected with the deaths of many of Napoleon's soldiers during the French retreat from Moscow.

Before you check your answers to Reading Passage 2, go on to pages 25–26.

Further practice for Reading Passage 2

The questions below help you make sure that you have chosen the correct answers for questions 22–27 in Reading Passage 2.

Question 22

Look at the fourth paragraph and answer these questions.

- 1 Did Bloch know for certain what caused the first war?
.....
- 2 Do the words *It has been suggested* in the question mean that the information is not certain?
.....
- 3 Does the question suggest that salt was the cause?
.....
- 4 In the passage, do the words *fought over* show a connection (cause and effect) between salt and war?
.....

Question 23

Look at the fifth paragraph and answer these questions.

- 1 Does the reading passage say the tax was one of the first known taxes?
.....
- 2 Do you know whether it was the first tax on salt?
.....
- 3 Is it possible that a salt tax was introduced elsewhere but not known about?
.....

Question 24

Look at the fifth paragraph and answer these questions.

- 1 Are the words *no longer* in the question important?
.....
- 2 Does a phrase like *to this day/still* contradict the words *no longer*?
.....
- 3 If you remove the phrase *no longer*, does it change the answer?
.....
- 4 Is the past tense used at the end of the third sentence in the reading passage?
.....

Question 25

Look at the seventh paragraph and answer these questions.

- 1 Does the name *Erie* help you find the information?
.....
- 2 Does the word *most* refer to a quantity?
.....
- 3 Is a quantity given in the passage?
.....
- 4 If so, is the quantity in the question the same as the quantity in the passage?
.....

Question 26

Look at the ninth paragraph and answer these questions.

- 1 Does the name *Hopi* help you find the information easily?
.....
- 2 Are the words *penalize* and *punishment* related?
.....
- 3 Does the paragraph give a reason why salt was placed far away?
.....

Question 27

Look at the last paragraph and answer these questions.

- 1 Are there any words in the paragraph which show a relationship between salt and death?
.....
- 2 Is the relationship cause and effect?
.....

Reading Passage 3

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

Volunteering: enriching others and helping oneself

- A** Volunteering, some might mistakenly think, embraces a plethora of people from all walks of life as well as activities, but data from the other side of the world suggest otherwise. A 2001 survey on who participated in volunteering by the Office for National Statistics (ONS) in the United Kingdom (UK) revealed that people in higher income households are more likely than others to volunteer. In England and Wales, 57 per cent of adults with gross annual household incomes of £75,000 or more, have volunteered formally (such as raising or handling money for a charity or being a member of a committee) in the 12 months prior to the survey date. They were almost twice as likely to have done so than those living in households with an annual income under £10,000.
- B** As well as having high household incomes, volunteers also tend to have higher academic qualifications, be in higher socio-economic groups and be in employment. Among people with a degree or postgraduate qualification, 79 per cent had volunteered informally and 57 per cent had volunteered formally in the previous 12 months. For people with no qualifications the corresponding proportions were 52 per cent and 23 per cent. But voluntary work is certainly not the exclusive preserve of the rich, nor should it be. Does the answer not lie perhaps in the fact that the rich tend to have money to allow them the time to become involved in voluntary work compared to less well-off people?
- C** A breakdown in the year 2000 of the range of volunteering activities taken from The Australian Bureau of Statistics gives an idea of the scale of activities in which people are typically involved. Eleven sectors are given ranging from Community and Welfare, which accounted for just over a quarter of the total hours volunteered in Australia, to Law/justice/politics with 1.2 per cent at the other end of the scale. Other fields included sport/recreation, religious activities and education, following at 21.2 per cent, 16.9 and 14.3 per cent respectively. Foreign/international volunteer work accounted for 2.4 per cent of the total hours. The data here also seem to point to a cohort of volunteers with expertise and experience.
- D** The knock-on effect of volunteering on the lives of individuals can be profound. Voluntary work helps foster independence and imparts the ability to deal with different situations, often simultaneously, thus teaching people how to work their way through different systems. It therefore brings people into touch with the real world; and, hence, equips them for the future.
- E** Initially, young adults in their late teens might not seem to have the expertise or knowledge to impart to others that say a teacher or agriculturalist or nurse would have, but they do have many skills that can help others. And in the absence of any particular talent, their energy and

enthusiasm can be harnessed for the benefit of their fellow human beings, and ultimately themselves. From all this, the gain to any community no matter how many volunteers are involved is immeasurable.

F Employers will generally look favourably on people who have shown an ability to work as part of a team. It demonstrates a willingness to learn and an independent spirit, which would be desirable qualities in any employee. So to satisfy employers' demands for experience when applying for work, volunteering can act as a means of gaining experience that might otherwise elude would-be workers and can ultimately lead to paid employment in the desired field.

G But what are the prerequisites for becoming a volunteer? One might immediately think of attributes like kindness, selflessness, strength of character, ability to deal with others, determination, adaptability and flexibility and a capacity to comprehend the ways of other people. While offering oneself selflessly, working as a volunteer makes further demands on the individual. It requires a strength of will, a sense of moral responsibility for one's fellow

human beings, and an ability to fit into the ethos of an organization or community. But it also requires something which in no way detracts from the valuable work done by volunteers and which may seem at first glance both contradictory and surprising: self-interest.

H Organizations involved in any voluntary work have to be realistic about this. If someone, whatever the age, is going to volunteer and devote their time without money, they do need to receive something from it for themselves. People who are unemployed can use volunteer work as a stepping-stone to employment or as a means of finding out whether they really like the field they plan to enter or as a way to help them find themselves.

I It is tempting to use some form of community work as an alternative to national service or as punishment for petty criminals by making the latter for example clean up parks, wash away graffiti, work with victims of their own or of other people. This may be acceptable, but it does not constitute volunteer work, two cardinal rules of which are the willingness to volunteer without coercion and working unpaid.

Questions 28–33

Reading Passage 3 has nine paragraphs A–I.

Which paragraph contains the following information?

Write the correct letter, A–I, in boxes 28–33 on your answer sheet.

- 28 a description of what does not satisfy the criteria for volunteer work
- 29 the impact of voluntary work on the development of individuals
- 30 the requirement for both selflessness and self-interest in volunteers
- 31 various areas in which people volunteer
- 32 the benefit of voluntary work for the young
- 33 a mistaken view of volunteering

Questions 34–37

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

Write the correct letter in boxes **34–37** on your answer sheet.

- 34** The ONS survey was done to find out
- A** why people undertook volunteering.
 - B** how many people participated in volunteering.
 - C** how many rich people did volunteer work.
 - D** which people were involved in volunteering.
- 35** The ONS survey found that people with university qualifications were
- A** as likely to volunteer as those with no qualifications.
 - B** more likely to volunteer than those with no qualifications.
 - C** less likely to volunteer than those with no qualifications.
 - D** the only group likely to do formal volunteer work.
- 36** It is suggested that rich people volunteer as a result of having
- A** clearer goals.
 - B** fewer children.
 - C** more spare time.
 - D** greater guilt.
- 37** Volunteer work benefits people by teaching them how to
- A** function in systems.
 - B** communicate clearly.
 - C** deal with failure.
 - D** overcome shyness.

Questions 38–40

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

Write the correct letter, *A–F*, in boxes **38–40** on your answer sheet.

- 38** One of the requirements of being a volunteer is being able to
- 39** Volunteering can be used as a way for the unemployed to
- 40** Employers in general tend to

- A** consider workers with volunteer work experience an asset.
- B** gain a very well paid job.
- C** gain access to a job in a field of interest.
- D** benefit most from volunteer work.
- E** understand how people behave.
- F** want much younger workers.

p15–29 Academic Reading

Further practice and guidance (p19–20)

Title

- 1 yes
- 2 yes
- 3 Yes.
Cause: *As populations grow ...*
Effect: *people have to look for ...*

Section A and example

- 1 yes
- 2 yes
- 3 no
- 4 yes

Question 1

- 1 yes
- 2 yes
- 3 no

Question 2

- 1 no
- 2 no
- 3 yes

Question 3

- 1 yes
- 2 yes
- 3 yes

Question 4

- 1 no
- 2 yes
- 3 yes
- 4 yes

p15–18 Reading Passage 1

Questions 1–4

- 1 (iii): The answer is in the first line of the section: *impact*. Look at the heading for the word that shows you the organization of the section: *effects*. Then look at the type of effects: *population growth*. This is connected with the problem in section A: *expansion of the human population*. The relationship is cause and effect. Look for other effect words: *impact, ensure, fuelling, turned into, becomes*. Also notice the words *Urbanization is now; more evident than previously; drift from; springing up*. These and other words indicate change. Heading vi is not possible, as there is no description.
- 2 (i): The section contains solutions up to the present time (*hitherto; has been; most common practice; build upwards; build downwards*) to the effects described in the previous section. You can recognise the solution heading as it begins with *how*. Heading iv is only an example, which could be removed without affecting the meaning of the section.

- 3 (ii): Look at the heading for the word that shows you the organization of the section: *predictions ... future solutions*. The word *theories* in the second sentence is associated with the word *predictions*. The dates give you a clear link with the heading. Note the connection between this section and the last: *past/future solutions*.
- 4 (vii): Look at the words: ... *no longer just a dream, but a reality* in the first sentence; ... *planned for the near future*; ... *are not fanciful*. They give the writer's belief. Heading viii is not possible, because without the example the section still has its original meaning.

Questions 5–8

- 5 **worldwide phenomenon**. The answer can be found in Section B which deals with people moving to cities: *urbanization*.
- 6 **valuable resource**. Scan for a word which is related to demand: *hungry*. Look for the result of the urbanization, in the last line of the first paragraph of Section B.
- 7 **agricultural technology**. Note the word limit, so you cannot write *developments in*; also note the synonym, *changes*, in the question. The answer is in the first line of the second paragraph of Section B. Use the words *feed/human race* to help you scan. Note the relationship between *be guaranteed* and *ensure*.
- 8 **infrastructure facilities**. Scan for the word *accommodation*. It is in the middle of the third sentence of the same paragraph. Note: *the various/range of ...*

Questions 9–13

- 9 **Yes**. The answer is at the end of paragraph 2 in Section B. Note the statement says that there is a link, but not what the link is. You have to check whether the two pieces of information are linked. In the text the link is one of cause and effect.
- 10 **Yes**. Look at heading iv: the example of building underground. Scan for *underground building*: the end of the first paragraph, Section C. The question is a cause and effect statement: see *led to*.

- 11 **Not Given**. Scan for *Japan* and *Dubai*. You have two pieces of information: the airport and the housing complex. You have to check if the cost is compared. However, there is no comparison of cost, so you do not know the answer.
- 12 **No**. Look at Section D. Other people predict the future habitation of the solar system. So Arthur C Clarke is not the only one. Note the connection with heading ii. The word *only* is common in this type of question. When you see the word *only* always check if there are other people etc. involved.
- 13 **No**. The answer is in Section E. As you know the questions are in order, then you can expect the answer somewhere after number 12. Scan for *habitation in outer space*; the first line. The word *unimaginable* is the opposite of the meaning in the text. Look at the words: *no longer just a dream, but a reality*; *are not far-off*; *I am sure I am not alone in fantasizing*. See the answer for 4 above. When you see an obvious positive or negative adjective, verb, noun etc. in the question, check the reading passage for their synonyms or opposites.

Further practice and guidance (p25–26)

Question 22

- 1 no
- 2 yes
- 3 yes
- 4 yes

Question 23

- 1 yes
- 2 no
- 3 yes

Question 24

- 1 yes
- 2 yes
- 3 yes
- 4 no

Question 25

- 1 yes
- 2 yes
- 3 yes
- 4 no

Question 26

- 1 yes
- 2 yes
- 3 yes

Question 27

- 1 yes
- 2 yes

p21–24 Reading Passage 2

Questions 14–16

B, E, F in any order. As the word *salt* is in every statement, use other words to scan. Start with the names: *Kansas* etc. B is in paragraph 6 – look for the words *French Revolution*; E is in paragraph 2 – *some 14,000 commercial applications*. Note that the applications are not countless. The answer for F is in paragraph 1.

Questions 17–21

- 17 **essential element**: The answer is in the first line of paragraph 2. You know the answer begins with a vowel; see the word *an* in the summary. This also tells you the answer is a noun/noun adjective and in the singular.
- 18 **applications**: See 14–16. Remember what you have seen in other questions. Scan for the *thousands* or *000* in paragraph 2; Note the words *business/commercial*.
- 19 **portable commodity**: Scan for the word *economies*; the second line of paragraph 4. Note the words *prized/precious*.
- 20 **taxes**: The answer is in the second line of paragraph 5.
- 21 **spirits**: Scan for the word *evil*. See the last line of paragraph 8. Note that *malevolent* means *evil*.

Questions 22–27

- 22 **True**: See paragraph 4: *researcher M.R. Bloch conjectured ...* The word *conjectured* shows Bloch is not sure: *It has been suggested*. If you remove *it has been suggested that* the answer becomes *Not Given*.
- 23 **Not Given**. See paragraph 5. We know that the Chinese Emperor imposed one of the first known taxes and it was on salt. We do not know if there were other salt taxes that were not known about.
- 24 **False**: The answer is in paragraph 5: *to this day*. Find the name *Ethiopia*. Note that if you remove the words *no longer* the statement is then *True*.
- 25 **False**: Scan for *Erie Canal*. The answer is in the seventh paragraph. The information is given: *half*. This contradicts *most*.
- 26 **True**: Scan for the word *Hopi*. It is in paragraph 9. Look for a word connected with penalize: *punished*. The statement gives you the reason for placing salt deposits far away.
- 27 **True**: Look at the last paragraph. Notice the word *connected*.

p27–29 Reading Passage 3

Questions 28–33

- 28 **I**: You scan for information that is presented as negative.
- 29 **D**: Scan for words that relate to impact: *effect*. Remember the structure 'cause–effect–solution'. In this particular passage, you can expect *effect* to come after volunteering has been described. The word *individual* also helps you to scan.
- 30 **G**: Scan for *requirement* or a synonym: *prerequisites*; *selflessness* and *self-interest*. Even if you do not know the word *prerequisites*, you can scan for a paragraph which contains personal qualities.
- 31 **C**: You scan for the type of volunteer work that people do. You can predict that in many cases this will be somewhere at the beginning rather than the end. Scan for nouns like *sectors*, *activities*, *fields*; verbs like *involved*, *worked in*, *participated in*; names of different fields like *community*, *international/foreign* etc.
- 32 **E**: The key scan words here are *benefit* and *young*.

- 33 A: Scan for an opinion about volunteering. You can predict this is at the beginning, because the writer is saying what people wrongly believe about volunteering. Then he says what it is.

Questions 34–37

- 34 D: The answer is in paragraph A. The abbreviation helps you find the answer. It is towards the beginning, because the questions are in order. The survey was about which people participated/were involved in volunteering. It was not about why (A); nor about how many (B); nor about how many rich people (C). The results, however, revealed that rich people tend to volunteer more, but that was a *result* of the survey, not the reason for doing it.
- 35 B: The answer is in paragraph B. Scan for the phrase *qualifications*: *Among people with a degree or postgraduate qualification, 79 per cent had volunteered informally and 57 per cent had volunteered formally in the previous 12 months; For people with no qualifications the corresponding proportions were 52 per cent and 23 per cent.* So A and C contradict the answer. D is incorrect, because qualified people are not the only ones.
- 36 C: The previous question helps you find the answer. Scan for *rich people, goals, children, time* and *guilt* or their synonyms. The reason comes at the end of paragraph B after the results of the survey have been revealed. The writer uses a question to suggest the relationship between time and money. No information about the other three alternatives is given.
- 37 A: Scan for *benefit to people* in general. Note the link between volunteers, situations and systems. This comes in paragraph D before the more specific benefit to young people in paragraph E.

Questions 38–40

- 38 E: Ask yourself: What ability of being a volunteer is required? The word *requirements* helps you find the paragraph (See question 30 above and paragraph G). Look at the sentence endings A–F. The only one dealing with a quality is E.

- 39 C: Ask yourself: What can the unemployed use volunteering as? Scan for *unemployed* and *use of volunteering as a way/means* etc. Find the word *stepping-stone* in paragraph H. You can match *unemployed* with *work/job/employment*.

- 40 A: Ask yourself: What do employers tend to do? Scan for the word *employers*. The answer is in paragraph F: *... generally look favourably on people; ... to satisfy employers' demands ...*

Lesson 10

ITB 2: Test 2 P.44-58



Reading Passage 1

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

Seaweed for human consumption

Seaweeds are algae that live in the sea or in brackish water. Scientists often call them 'benthic marine algae', which just means 'attached algae that live in the sea'. Seaweeds come in three basic colours: red, green, and brown: dulse is the red seaweed; sea lettuce is amongst the green algae; and the brown is a wrack. Red and brown algae are almost exclusively marine, whilst green algae are also common in freshwater and in terrestrial situations. Many of these algae are very ancient organisms, and although lumped together as 'algae' are not actually closely related, having representatives in four of the five kingdoms of organisms. There are about 10,500 species of seaweeds, of which 6,500 are red algae (Rhodophyta).

The trend today is to refer to marine algae used as food as 'sea-vegetables'. The main species used in Ireland at present are dulse, carrageen moss, and various kelps and wracks. Dulse – also known as dillisk in a number of areas – is a red alga that is eaten



on both sides of the North Atlantic. Generally only eaten in Ireland after it has been dried, it is frequently sold in small packets, most commonly in the west and north. About 16 tonnes are used in Ireland at present; the species is also eaten in Canada, Iceland, Norway, France and Scotland. About 53 tonnes of carrageen moss were gathered in Ireland in 1994.

Whilst dulse and carrageen moss are worthy sea-vegetables with a history of utilisation and a small but proven market, other species also show considerable promise. Our kelp resources are considerably under-

utilised. All of the kelp species are edible but *Laminaria saccharina* is probably the most palatable as it has a somewhat sweet taste, probably due to its high levels of mannitol, and it also cooks better.

Two other brown algae with potential as food are currently under investigation by us: *Himanthalia elongata*, known in some places as thongweed, and *Alaria esculenta*, also known as dabberlocks or murlins. *Himanthalia* is eaten in France after drying or pickling ('Spaghettis de mer'), and plants are sold in Ireland dried. After soaking in water it

makes a surprisingly fine accompaniment to a mixed salad; it does not have the strong seaweedy taste that some dislike. With the aid of a basic research grant from Forbairt, the Irish research and development body, we are examining the growth and life cycle of populations of this species on the west coast. Plants are easy to collect but must be dried quickly and packaged well to preserve their excellent taste and mouth feel.

Alaria is a large, kelp-like brown alga that grows on exposed shores. In Ireland, plants grow to considerable sizes, being found up to 6m in length in some areas, but these are dwarfed by some Pacific species that may grow to 18m in length and to 2m in width. With Marine Research Measure funding, a study of the possibility of developing fast-growing hybrids of this species by crossing species from the Atlantic and Pacific is being carried out. We have

growing in culture isolates of *A. esculenta* from Ireland, Scotland, France, Norway, and Atlantic Canada and other species from British Columbia and Japan. Species of this genus are ideal for cross-breeding studies as the males and females are tiny filamentous plants that are relatively easy to grow and propagate in culture under red light which stimulates reproduction in our growth rooms. Male and female reproductive structures occur on different plants so that we can put plants from one country in with those from another to see if they are sexually compatible.

To date, we have obtained interesting results with *A. praelonga*, a large species from Japan that co-operates sexually with *A. esculenta* from the Aran Islands and other Irish sites. The resulting Irish/Japanese progeny are grown initially in sample bottles agitated on a small shaker and their growth rates compared with plants

that have resulted from self crosses. Preliminary results are very encouraging, with hybrid plants showing relatively high growth rates. We hope by this method to obtain sterile hybrids that will not reproduce in the wild so that we can introduce foreign genetic material without the fear that some sort of a tryffid will be introduced that will take over the west coast of Ireland.

While studies of these two food species are very promising, we must bear in mind that the market for such sea-vegetables is very small and needs development and investment. Nutritionally, sea-vegetables are as good as any land-vegetable and are superior in their vitamin, trace element and even protein content. The increase in catholic food tastes in Europe should see greater utilisation of sea-vegetables in the next 20 years.

Questions 1–5

Classify the following features as characterizing

- A brown algae
- B green algae
- C red algae
- D brown and red algae

Write the correct letter *A, B, C or D* in boxes 1–5 on your answer sheet.

- 1 are being investigated as possible food sources.
- 2 are now called sea-vegetables.
- 3 make up more than half of all seaweed species.
- 4 are found on land and in freshwater.
- 5 are nearly all marine.

Questions 6–9

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from Reading Passage 1 for each answer.

Write your answers in boxes 6–9 on your answer sheet.

Types of brown algae	<i>Himanthalia elongata</i>	<i>Alaria esculenta</i>
Potential	food	food
Common name	thongweed	dabberlocks or 6
Research funded	with a 7 from Forbairt	by Marine Research Measure
Purpose	to examine growth and life cycle populations	creation of fast-growing 8
Advantage	easy to collect	just right for 9

Questions 10–13

Answer the questions below.

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

Write your answers in boxes 10–13 on your answer sheet.

- 10 What does the red light in the growth rooms do?
- 11 What are initial growth rates shown to be?
- 12 What does the sea-vegetable market need?
- 13 What increasingly should lead to greater consumption of sea-vegetables?

Further practice for Reading Passage 1

The questions below will help you make sure that you have chosen the correct answers for questions 1–5 in Reading Passage 1.

Classification

To classify features, you need to match information.

Look at the categories A–D and Questions 1–5 and answer the following.

- 1 Is it better to find the colour categories first and put a box around each one?
.....
- 2 Do you need to go beyond paragraphs 1–3 and the first line of paragraph 4?
.....
- 3 Are the colour categories in the same order in the passage and the questions?
.....
- 4 Which words from each feature 1–5 can you use to scan between the boxes?
1 2 3
4 5

- 5 Do you need to read the passage in detail as you scan for these words?
.....
- 6 Do any of the words in 1–5 relate to quantity/numbers?
.....
- 7 Is it necessary to match all of the features in order?
.....
- 8 Does the name *green algae* show a connection with land plants?
.....
- 9 Does *almost exclusively* in the fourth sentence mean *nearly all*?
.....
- 10 Is it easy to see the term *sea-vegetables*?
.....

Reading Passage 2

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

Designing and shipping after the Restriction of Hazardous Substances (RoHS) directive

- 1 Almost two months after the European Union's ban on the use of six environmentally unfriendly materials went into effect, designers have clear evidence that failure to meet the Restriction of Hazardous Substances (RoHS) directive means lost sales. Palm Inc. recently announced that its Treo 650 smart phone is no longer being shipped to Europe, since it doesn't meet RoHS requirements. And several Apple Computer Inc. products will not be sold in Europe for the same reason.
- 2 The EU directive, which took effect on 1st July, covers lead, mercury, cadmium, hexavalent chromium, polybrominated biphenyls and polybrominated diphenyl ethers. Electronics vendors worldwide are working to eliminate those substances from nearly all new products developed for the European market, while also adapting their manufacturing processes to a lead (Pb)-free environment.
- 3 But that is only the beginning. Other countries, including China, Taiwan and South Korea, and certain U.S. states are creating their own "green" or RoHS-like legislation. That means RoHS compliance must become an integral part of a designer's development process, with RoHS checks at each step: concept, development, prototype, first builds and volume production.
- 4 Major companies will run the gamut from finding component databases of qualified green components to taking due care to prove compliance and developing processes that allow for the higher-temperature requirements of Pb-free manufacturing. And for designers, those are just the tip of the iceberg. A host of technical and reliability issues remain to be sorted out in Pb-free board processing and soldering.
- 5 What it comes down to is what Ken Stanvick, senior vice president at Design Chain Associates, calls a lack of 'tribal knowledge' on design RoHS-compliant systems. 'We had a great tribal knowledge when it came to dealing with leaded systems, but we haven't built up that same amount of knowledge for Pb-free,' he said. 'Every problem will be blamed on Pb-free until it's been worked out. We need to figure out tests that replicate more of the environment and different stresses that we're going to see in this new system.'
- 6 Manny Marcano, president and CEO of EMA Design Automation Inc. (Rochester, N.Y.), cited the impact of parts obsolescence, including the need to redesign older products and the resultant emphasis on component engineering at the expense of conceptual design. A key challenge is identifying RoHS design specifications as early as possible in the design process, he said.

- 7 But even before they get to that point, designers must understand whether they are designing a fully compliant product or one that's subject to some exemptions, said Robert Chinn, director for consultant firm PRTM (Mountain View, Calif.). 'This affects their design parameters,' he said. 'Previously, they looked at components based on size, performance, electrical parameters, features and functionality. Now they have to add on a new constraint, revolving around environmental compliance: Is it RoHS 6-compliant or is it RoHS 5-compliant?' (RoHS 6 components eliminate all six of the banned substances, while RoHS 5 models, because of exemptions, still contain lead.)
- 8 If designers do not take RoHS seriously, any country that can prove a product does not comply can levy fines against the vendor. That can cost market share, Marcano said, since noncompliant companies become non-competitive. And then, not being prepared can mean belatedly diverting resources to RoHS compliance, causing missed market opportunities.
- 9 But many industry observers believe smaller and medium-size companies will continue to be complacent about the RoHS transition until some major company is cited for non-compliance. 'When that happens, there will be an earthquake throughout the industry, and it will wake up every design engineer,' said Steve Schultz, director of strategic planning and communications at Avnet Logistics and program manager for the distributor's compliance efforts for RoHS in the Americas.
- 10 'The product developer's RoHS concerns center on the fear of lost revenue – from a product ban, a customer who demands a RoHS-compliant product that the company doesn't have, or competition', said Harvey Stone, managing director for consultancy GoodBye Chain Group (Colorado Springs, Colo.). 'With price, quality and service being relatively equal, a savvy customer is going to choose a RoHS-compliant product,' he said.
- 11 Meanwhile, designers are looking over their shoulders at several other – and potentially stricter – environmental regulations in the pipeline. These include the EU's Registration, Evaluation and Authorization of Chemicals legislation, which could restrict the use of thousands of chemicals, and its Energy-using Products (EuP) directive, which will initially target energy-efficiency requirements.

Questions 14–17

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

Match each person with the correct statement.

Write the correct letter A–G in boxes 14–17 on your answer sheet.

14 Manny Marcano

15 Harvey Stone

16 Steve Shultz

17 Ken Stanvick

List of Statements

- A believes that the EU directive requires no action
- B claims that old products need to be redesigned
- C claims that customers will want a RoHS compliant product
- D states that many products will be RoHS exempt
- E is involved in planning and communications
- F predicts that design engineers will like RoHS
- G claims that more knowledge about Pb-free systems is needed

Questions 18–24

Complete the summary using the list of words A–P below.

Write the correct letter A–P in boxes 18–24 on your answer sheet.

The EU has banned the use of six materials that are **18** to the environment. This means that if designers do not meet the Restriction of Hazardous Substances (RoHS) directive, sales will **19** Similar legislation is being put together around the world, which indicates that RoHS compliance needs to become a **20** part of a designer's development process. RoHS checks at every step from concept to mass production is also a necessity. But **21** technical and reliability problems remain to be **22** Previously, the performance etc. of components were **23**, but now a new **24** needs to be taken into account: environmental compliance.

A requirement

E big

I variety

M idea

B friendly

F basic

J decline

N small

C hostile

G insignificant

K solved

O recognised

D increase

H numerous

L important

P need

Questions 25–27

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

In boxes 25–27 on your answer sheet write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information about the statement*

25 Countries can impose fines on the sellers of products that do not comply with RoHS.

26 Smaller companies are taking the changeover to RoHS seriously.

27 The Energy-using directive will be introduced in the very near future.

Further practice for Reading Passage 2

The questions below will help you make sure that you have chosen the correct answers for questions 14–24 in Reading Passage 2.

Matching names and statements

Look at questions 14–17 and answer the following:

- 1 Is it possible to use the same technique as in classification? Yes/No
- 2 Is it easier to see the names when you box them? Yes/No
- 3 Which words from each statement A–G can you use to scan between the boxes?

A

.....

B

.....

C

.....

D

.....

E

.....

F

.....

G

.....

Summary completion

Look at questions 18–24 and put the words A–P into the following groups.

Adjectives:

.....

Nouns:

.....

Verbs:

.....

Word type

Decide what type of word is needed for each gap.

18

19

20

21

22

23

24

Checklist questions 18–24

Circle Yes/No.

18 If the materials have been banned, are they environmentally good? Yes/No

19 If the directive is not met, will something positive happen? Yes/No

20 If the legislation is everywhere, is compliance essential? Yes/No

21 Is there more than one problem? Yes/No

22 Is the word *solved* related to the word *problems*? Yes/No

23 In the past was the performance of components significant? Yes/No

24 Is compliance something that is unnecessary? Yes/No

Reading Passage 3

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3 on the following pages.

Questions 28–33

Reading Passage 3 has seven paragraphs **A–G**.

Choose the correct heading for paragraphs **A** and **C–G** from the list of headings below.

Write the correct number, **i–ix**, in boxes **28–33** on your answer sheet.

List of Headings

- i** Some criticisms of video-conferencing
- ii** The future of conferencing by video
- iii** The transmission of education to remote areas
- iv** The first stages of video-conferencing
- v** The necessity of having two TVs
- vi** How video-conferencing can benefit organizations
- vii** How video-conferencing became more accessible to the general public
- viii** The various pieces of equipment needed
- ix** The lack of exploitation of video-conferencing in education

28 Paragraph A

<i>Example</i>	<i>Answer</i>
Paragraph B	<i>vii</i>

29 Paragraph C

30 Paragraph D

31 Paragraph E

32 Paragraph F

33 Paragraph G

Seeing the future in with video-conferencing

- A** Video-conferencing (or Video tele-conferencing–VTC) as a means of communication intra- and inter-business has essentially been possible since the dawn of television. But the early systems, first demonstrated in 1968, were in fact so prohibitively expensive and of such poor picture quality that they were not viable applications for general public use.
- B** However, in the 1980s, digital telephone networks like ISDN began to proliferate, so that by the 1990s the decrease in cost brought the equipment necessary for video-conferencing within the reach of the masses. The 1990s also saw the
- arrival of IP (Internet Protocol) based video-conferencing with more efficient video compression technologies being introduced, thus permitting desktop, or personal computer (PC)-based video-conferencing. VTC had come on the scene in a big way as free services, web plugins and software, such as NetMeeting, and MSN Messenger, Skype and others brought cheap, albeit low-quality, VTC to the public at large.
- C** Video-conferencing has been disparaged for the lack of eye-contact that can affect the efficacy of the medium and for the fact that participants can be camera conscious. But these obstacles

are not insurmountable. The size of modern televisions along with the vast improvement in picture quality as a result of the arrival of the digital age has enhanced the potential of the latest video-conferencing equipment, going somewhat towards solving the former problem. Early studies by Alphonse Chapanis found that the addition of video hindered rather than improved communication. However, as with video and sound recording of meetings, interviews etc, awareness of the presence of the technology diminishes with time to the point that its presence is not felt. A further drawback common to all technology is the ever present possibility of technical hitches. But in the end video-conferencing is no different from any electronic device like a PC or a telephone and so in time, any problems will be ironed out.

D Conferencing by video has enhanced the performance of different organizations through its efficiency and effectiveness, saving both time and money for businesses and, in this carbon-conscious age, by the reduction in the environmental cost of business travel from one corner of the world to another. These apart, video-conferencing has an immediacy that is difficult to challenge. It is now essential in any work situation where organizations with employees on different sites or in different parts of the globe can contact each other rapidly. Like a telephone line permanently connected it is easy to dial up a colleague in seconds anywhere in the world.

E And what about the equipment? The equipment for video-conferencing is relatively straightforward to use. It has, in fact, been commonplace in the news media for a number of years as corporations have broadcast live from the back of a truck or van in news

hotspots around the world. Two ISDN lines are needed at each location: one for video output and the other for video input; a high quality camera with omnidirectional microphones or microphones which can be hand-held, clipped on or central are required; and for data transfer a LAN is also needed. And, of course, a television screen at each end is essential.

F The potential use of video-conferencing in the educational field has yet to be fully exploited. In this day and age when academic institutions are supposed to be more revenue conscious and much more flexible, video-conferencing could be employed to bring business into the educational field and vice versa. The system can also be used to take expertise anywhere in the world. It is no longer necessary for experts to travel vast distances for conferences or to teach. In certain areas, say remote islands like the Outer Hebrides in Scotland or the Cape Verde Islands off West Africa, where it may be difficult to find teachers in specialist subjects like languages, video-conferencing is a perfect way to bring education within the reach of everyone. Video-conferencing is certainly not a panacea for every problem, not an end in itself, but a useful tool that can complement rather than supplant existing teaching methods.

G Like the electronic or smart whiteboard, whose introduction in the classroom has met with resistance, video-conferencing may take some time to become mainstream, if ever. But, perhaps with the mounting concern about our carbon footprint, the environment will ultimately be the biggest spur. A sobering thought is whether classrooms and offices of the future will consist solely of TV screens.

Questions 34–36

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

Write your answers in boxes **34–36** on your answer sheet.

- 34** Video-conferencing was not common initially because of
- A** the cost and poor image quality.
 - B** poor advertising and marketing.
 - C** the lack of skilled technicians.
 - D** constant electronic failures.
- 35** Video-conferencing became more practical on personal computers once
- A** the Internet became more widespread.
 - B** the picture quality became perfect.
 - C** the software became free for the general public.
 - D** video compression technology worked better.
- 36** Video-conferencing has been attacked for
- A** several problems that cannot be solved.
 - B** the lack of large TV screens.
 - C** there not being direct eye contact.
 - D** the failure of new digital technology.

Questions 37–39

Choose **THREE** letters **A–F**.

Write your answers in boxes **37–39** on your answer sheet.

NB Your answers may be given in any order.

Which **THREE** of the following statements are true of video-conferencing?

- A** It is cost-effective for businesses to use.
- B** Operating VC equipment is not complicated.
- C** It will solve many problems in the classroom.
- D** More people now have the necessary skills to use video-conferencing.
- E** Modern equipment rarely breaks down.
- F** People in remote areas can have expertise taken to them.

Question 40

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

Write your answer in box **40** on your answer sheet.

- 40** The writer concludes that the success of video-conferencing in the classroom
- A** is less likely than that of the whiteboard.
 - B** will certainly be short-lived.
 - C** may be linked to many unknown factors.
 - D** may finally depend on the environment.

Further practice for Reading Passage 3

The questions below will help you make sure that you have chosen the correct answers for questions 34–40 in Reading Passage 3.

Multiple choice questions

Question 34

Look at **Question 34** and answer the following:

- 1 Does the word *initially* relate to a heading i–ix above?

.....

- 2 Look at the stem and the alternatives A–D. Which gives a cause and which gives an effect?

.....

- 3 Where in the paragraph is a cause or effect given?

.....

- 4 Which linking words are used to show the relationship between cause and effect?

.....

- 5 Are the words *advertising*, *technicians*, *electronic* in the paragraph?

.....

Question 35

Look at **Question 35** and answer the following:

- 1 Which heading in the list i–ix does the stem relate to? Look at the word *more*.

.....

- 2 Turn the alternatives into questions and answer the questions:

- a Did the Internet make VC more practical on PCs?

.....

- b Did the perfection of the picture quality make VC more practical on PCs?

.....

- c Did the software becoming free make VC more practical on PCs?

.....

- d Did video compression technology have an effect?

.....

- 3 Does the word *efficient* in the paragraph relate to 'worked better'?

.....

- 4 Which gives a cause and which gives an effect, the stem or the alternatives A–D?

.....

Question 36

Look at **Question 36** and answer the following:

- 1 Which heading in the list i–ix does the word *attack* relate to?

.....

- 2 Which word in the passage does *attack* relate to?

.....

- 3 Which two of the alternatives are not given? Which one is false?

.....

Finding true statements

This type of question is like *True/False/Not Given* questions combined with multiple choice questions.

Questions 37–39

Look at all the statements A–F.

- 1 Which paragraphs do the following words relate to, if any?

classroom
equipment
skills
remote areas
business

-
- 2 Choose the correct alternative for each statement:
- A Is there any information about saving money? Yes/No
- B Is there a statement about using VC easily? Yes/No
- C Is information given about solving many classroom problems? Yes/No
- D Does the passage say clearly that people now have these skills? Yes/No
- E Does the passage mention how often the equipment breaks down? Yes/No
- F Does video-conferencing benefit people in remote areas? Yes/No

Global multiple choice question

Question 40

Look at *Question 40* and answer the following:

- 1 Is the answer in the last paragraph? Yes/No
- 2 Does the word *perhaps* show the writer is certain? Yes/No
- 3 Is the comparison of the VC with the whiteboard negative? Yes/No

p44–58 Academic Reading

Further practice and guidance (p47)

- 1 yes
- 2 no
- 3 no
- 4
 - 1 investigated/food sources
 - 2 sea-vegetables
 - 3 half – then look for a related number or quantity
 - 4 land/freshwater
 - 5 marine
- 5 no
- 6 yes – half
- 7 no
- 8 yes
- 9 yes
- 10 yes

p44–46 Reading Passage 1

Questions 1–5

- 1 A: Put a box around the characteristics A–D in the text. This then creates a frame, inside which you can scan for the words in 1–5. The words *investigated* and *food sources* help you to find the answer. The answer is in the first line of paragraph 4.
- 2 D: The term *sea-vegetables* is long and it has inverted commas around it, which help you to find it. Scan for the word without thinking about the meaning of the whole of the phrase A. The answer is in the first line of paragraph 2.
- 3 C: The answer is at the end of the first paragraph. The word *half* is connected with quantity.
- 4 B: The answer is in the first paragraph, fourth sentence. The adjective *terrestrial* means *land*.
- 5 D: The answer is in the first paragraph, fourth sentence.

Questions 6–9

- 6 **murlins:** Put a box around the names of the types of brown algae. The names in italics of the two types of algae help you to locate the relevant part of the text. The names are long which also helps. The answer is in the first sentence of the fourth paragraph: see also *known as*.
- 7 **(basic) grant:** The name *Forbairt* helps you. The answer is in the penultimate sentence of the fourth paragraph. Use the words in the table, *Research funded*, to help you.
- 8 **hybrids:** You need to go to the next paragraph and look for the reason why the research is taking place. As in the fourth paragraph, the reason is given after the funding body, *Marine Research Measure*, is mentioned (in the third sentence).
- 9 **cross-breeding (studies):** Remember you are looking for an advantage (see the table). So as you look, scan for something good or positive. Look for the word *ideal* in the fifth sentence of the fifth paragraph.

Questions 10–13

- 10 **(it) stimulates reproduction:** Scan for the words *red light*. The answer is just after the answer for question 9. The word *do* tells you that a verb is required.
- 11 **relatively high:** The answer is in the sixth paragraph, sentence 3. The word *be* tells you that an adjective is required.
- 12 **development and investment:** The answer is in the last paragraph, the first sentence. The word *need* tells you that (a) noun(s) is/are required.
- 13 **catholic food tastes:** The answer is in the last paragraph, the last sentence. The word *what* tells you that a noun/noun phrase is required. You are looking for the cause of the greater consumption/use.

Further practice and guidance (p52)

Matching names and statements

- 1 yes
2 yes
3 A EU directive
B old products/redesigned
C RoHS compliant product
D RoHS exempt
E planning and communications
F design engineers
G Pb-free systems

Summary completion

Adjectives: hostile, friendly, big, basic, insignificant, numerous, important, small, recognised

Nouns: requirement, variety, idea, increase, decline, need

Verbs: decline, increase, solved, need, recognised

Word type

- 18 adjective
19 verb
20 adjective
21 adjective
22 verb
23 adjective
24 noun

Checklist questions 18–24

- 18 no
19 no
20 yes
21 yes
22 yes
23 yes
24 no