

給我十分鐘

給你十年好夢

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Practice 1

Reading Tip

Skip any questions you are not sure about, rather than wasting too much time on a particular question. You can come back to the missing answers later.

Remember to answer all the questions using information from the passages. Whether or not you are knowledgeable about the topic should not make any difference to your answers.

Do not leave answers blank if you run out of time: guess the answers where you can, as there is a chance you will get some right. This is especially true for multiple-choice questions, matching exercises and other questions where you have limited answer options.

Academic Reading

Australian Aborigines Demand Return of Remains

As a former British colony, Australia has close cultural and historical links with the United Kingdom, due to the British and Irish settlers who arrived in droves in the 19th and 20th centuries. One aspect of this contact is the role of Britain, and British archaeologists and collectors, in taking Aboriginal bones, relics and artefacts from Australia to museums and collections in the UK. Now leaders of the indigenous people of Australia, the Aborigines, are demanding that any Aboriginal remains in the UK are returned to Australia.

In 19th century Britain, there was a mania for collecting all kinds of objects from other countries. These were sent home, where they were kept in museums such as the British Museum and the Natural History Museum. Museums in the UK have a huge number of such objects - objects which, say protesters, were basically stolen during Britain's long colonial history, with little or no regard for the feelings or rights of the people to whom the objects originally belonged.

Now the Australian Prime Minister is supporting Aboriginal calls for the objects and remains to be returned to their original home. A spokesman for the Aboriginal Council of New South Wales, Stevie McCoy, said: "The bones do not belong abroad. They belong here. This is about beliefs, and

a traditional Aboriginal belief is that our ancestors can only find peace if their remains are buried in the homeland."

There are certainly lots of Aboriginal remains in the UK, although their exact locations are not entirely clear. What is known is that, between them, the British Museum and the Natural History Museum have some 2,000 - 2,500 artefacts composed of human remains, although the museums point out that only about 500 of these are of Aboriginal origin. Dr William Cowell Bell, for the London Museum Association, adds that "A lot of the objects are not human remains in their original form, but are made out of human remains. These include decorated skulls and bones from which charms and amulets have been created." A smaller number of similar artefacts are known to be held in collections in Oxford and Cambridge.

There is some sensitivity to Aboriginal demands in the archaeological world. Lady Amanda Spurway, life president of the Glover Museum in London, says that the museum has had its small collection of Aboriginal remains packed ready for return for a decade, and is only waiting for information about where they must go.

The National College of Surgeons says it will return the remains of any individual who can be named (although it is obviously difficult to put names to them after such a long time). This growing sensitivity to the hitherto ignored rights of indigenous peoples around the world has caused some relics to be restored to their original country, particularly in Scotland, where a group of Aboriginal remains has already been returned. Edinburgh University has returned skulls and bones to Tasmania and New Zealand.

One problem, according to legal expert Ewan Mather, is that the law allowing museums to decide what to do with these objects is more relaxed in Scotland. English museums, on the other hand, are not allowed (either by law or by the groups of trustees who run them) to just hand back remains of their own accord. However, British supporters of the Aborigines claim that such restrictive laws are inhumane in the modern world, and that it would be a simple enough matter to change them in order to allow the items to be returned.

A further objection to handing back relics is because of their scientific value, claim some museum directors. Dr Bell believes that the size of the collection in the Natural History Museum in Lincoln made it a very valuable resource in the analysis of the way of life of Aborigines, and could be used to study the origin and development of the people. Breaking up the collection might mean that such knowledge could be lost forever.

Aboriginal groups, however, respond by pointing out that the scientific importance of the remains has to be seen against a backdrop of human rights. "I doubt whether the British government would allow several thousand bones of British soldiers to be used for 'scientific purposes' in any other

country," said Stevie McCoy, with a hint of irony. "Would the families allow it? I think there would be a public outcry, no matter how old the remains were. This practice [of taking bones and human remains] went on from the first moment the white man came to Australia right up to the early part of the 20th century. It is a scandal."

The British government, meanwhile, has announced that it will set up a working party to discuss the possibility of changes to the law. This might allow museums to negotiate on their own with Aboriginal and other groups around the world.

Questions 1-3

Choose the **TWO** best answers according to the text, and write the letters **A - E** in boxes 1 - 3 on your answer sheet.

1) The Aboriginal demand that bones be returned to Australia is based on which **TWO** ideas?

- A The rightful place for the remains is Australia.
- B Britain had no right to take the remains.
- C The remains have religious significance for Aborigines.
- D Some remains have already been returned.
- E Aboriginal ancestors cannot find peace unless their remains are laid to rest there.

2) Which **TWO** factors might cause problems when it comes to returning the remains?

- A Scottish and English law does not allow museums to return objects.
- B It is not clear what will happen to the remains once they have been returned.
- C The remains are scientifically important and need to be studied.
- D Not all the Australian artefacts are human remains.
- E Some museums do not have the right to return objects to their countries of origin.

3) Which **TWO** points may help to speed up the process of returning the remains?

- A The British government is going to discuss the return of Aboriginal items.
- B Some items have already been returned to their countries of origin.
- C There is already some sympathy to the Aborigines' claims in the world of archaeology.
- D Not all the Australian artefacts are human remains.

E The remains have religious significance for Aborigines.

Reading Tip

With any matching type question, the questions are not in the same order as in the text. A good strategy is to circle or underline the names of each of the people in the text, read what they say carefully and match what they say with the statements in the questions. NB You will be told if you need to use any of the people more than once and there may be people you do not need to use.

Questions 4-9

Classify the following opinions as referring to

AThe National college of Surgeons

BStevie McCoy

CDr William Cowell Bell

DLady Amanda Spurway

EEwan Mather

*Write the correct letter **A, B, C, D** or **E** in boxes 4-9 on your answer sheet.*

- 4) No country would allow the bones of its citizens to be used for scientific purposes in another country.
- 5) The Glover Museum is ready to return its Aboriginal bones.
- 6) Australian remains are a useful resource for scientific study.
- 7) It would be a problem to accurately identify the human remains.
- 8) Many Aboriginal remains in Britain have been made into artefacts.
- 9) Discrepancies in the laws of different countries can hinder the return of relics.

Questions 10-13

Complete the following paragraph based on information in Reading Passage using **ONE** or **TWO WORDS** from the Reading Passage for each answer. Write your answers in boxes 10 -13 on your answer sheet.

Aborigines believe that the remains should be returned for a number of reasons. First is the fact that the relics were taken during the period when Australia was a (10) The Aborigine belief that their ancestors can only (11) if their bones are returned is a further factor. Thirdly, the restitution of the remains is an issue of human rights. However, objectors who oppose the return of the artefacts point

out that not only is there a (12) problem, but also that the remains constitute an important (13) in studying the lifestyle of the Aborigines.

Questions 1-3

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1) The Aboriginal demand that bones be returned to Australia is based on which **TWO** ideas?

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4) No country would allow the bones of its citizens to be used for scientific purposes in another country. **B**

5) The Glover Museum is ready to return its Aboriginal bones. **D**

6) Australian remains are a useful resource for scientific study. **C**

7) It would be a problem to accurately identify the human remains. **A**

8) Many Aboriginal remains in Britain have been made into artefacts. **C**

9) Discrepancies in the laws of different countries can hinder the return of relics. **E**

Questions 10-13

Complete the following paragraph based on information in Reading Passage using **ONE** or **TWO WORDS** from the Reading Passage for each answer. Write your answers in boxes 10 -13 on your answer sheet.

Aborigines believe that the remains should be returned for a number of reasons. First is the fact that the relics were taken during the period when Australia was a **(10) (British) colony**. The Aborigine belief that their ancestors can only **(11) find peace** if their bones are returned is a further factor. Thirdly, the restitution of the remains is an issue of human rights. However, objectors who oppose the return of the artefacts point out that not only is there a **(12) legal** problem, but also that the remains constitute an important **(13) resource** in studying the lifestyle of the Aborigines.

IELTS Reading Sample (Academic) #9

Reading Tip: Classification

- 1) Skim the text to get a general idea of the content.
- 2) Look for key words and phrases in the statements and find the same idea in the text. Also find the names in the text.
- 3) Read carefully to see which person is being referred to. Match each statement to the correct person.

Academic Reading Passage 27

The Truth About ART

Modern art has had something of a bad press recently - or, to be more precise, it has always had a bad press in certain newspapers and amongst certain sectors of the public. In the public mind, it seems, art (that is, graphic art - pictures - and spatial art - sculpture) is divided into two broad categories. The first is 'classic' art, by which is meant representational painting, drawing and sculpture; the second is 'modern' art, also known as abstract or non-representational. British popular taste runs decidedly in favour of the former, if one believes a recent survey conducted by Charlie Moore, owner of the Loft Gallery and Workshops in Kent, and one of Britain's most influential artistic commentators. He found that the man (or woman) in the street has a distrust of cubism, abstracts, sculptures made of bricks and all types of so-called 'found' art. He likes Turner and Constable, the great representatives of British watercolour and oil painting respectively, or the French Impressionists, and his taste for statues is limited to the realistic figures of the great and good that litter the British landscape - Robin Hood in Nottingham and Oliver Cromwell outside the Houses of Parliament. This everyman does not believe in primary colours, abstraction and geometry in nature - the most common comment is that such-and-such a painting is "something a child could have done".

Lewis Williams, director of the Beaconsfield Galleries in Hampshire, which specialises in modern painting, agrees. "Look around you at what art is available every day," he says. "Our great museums and galleries specialise in work which is designed to appeal to the lowest common denominator. It may be representational, it may be 'realistic' in one sense, but a lot of it wouldn't make it into the great European galleries. Britain has had maybe two or three major world painters in the last 1000 years, so we make up the space with a lot of second-rate material."

Williams believes that our ignorance of what modern art is has been caused by this lack of exposure to truly great art. He compares the experience of the average British city-dweller with that of a citizen of Italy, France or Spain.

"Of course, we don't appreciate any kind of art in the same way because of the paucity of good art in Britain. We don't have galleries of the quality of those in Madrid, Paris, Versailles, Florence, New York or even some places in Russia. We distrust good art - by which I mean both modern and traditional artistic forms - because we don't have enough of it to learn about it. In other countries, people are surrounded by it from birth. Indeed they take it as a birthright, and are proud of it. The British tend to be suspicious of it. It's not valued here."

Not everyone agrees. Emily Cope, who runs the Osborne Art House, believes that while the British do not have the same history of artistic experience as many European countries, their senses are as finely attuned to art as anyone else's.

"Look at what sells - in the great art auction houses, in greetings cards, in posters. Look at what's going on in local amateur art classes up and down the country. Of course, the British are not the same as other countries, but that's true of all nationalities. The French artistic experience and outlook is not the same as the Italian. In Britain, we have artistic influences from all over the world. There's the Irish, Welsh, and Scottish influences, as well as Caribbean, African and European. We also have strong links with the Far East, in particular the Indian subcontinent. All these influences come to bear in creating a British artistic outlook. There's this tendency to say that British people only want garish pictures of clowns crying or ships sailing into battle, and that anything new or different is misunderstood. That's not my experience at all. The British public is poorly educated in art, but that's not the same as being uninterested in it."

Cope points to Britain's long tradition of visionary artists such as William Blake, the London engraver and poet who died in 1827. Artists like Blake tended to be one-offs rather than members of a school, and their work is diverse and often word-based so it is difficult to export.

Perhaps, as ever, the truth is somewhere in between these two opinions. It is true that visits to traditional galleries like the National and the National Portrait Gallery outnumber attendance at more modern shows, but this is the case in every country except Spain, perhaps because of the influence of the two most famous non-traditional Spanish painters of the 20th century, Picasso and Dali. However, what is also true is that Britain has produced a long line of individual artists with unique, almost unclassifiable styles such as Blake, Samuel Palmer and Henry Moore.

Questions 1-9

Classify the following statements as referring to

- A** Charlie Moore
- B** Lewis Williams
- C** Emily Cope

Write the appropriate letters **A**, **B** or **C** in boxes 1-9 on your answer sheet.

- 1) British people don't appreciate art because they don't see enough art around them all the time.
- 2) British museums aim to appeal to popular tastes in art.
- 3) The average Englishman likes the works of Turner and Constable.
- 4) Britain, like every other country, has its own view of what art is.
- 5) In Britain, interest in art is mainly limited to traditional forms such as representational painting.
- 6) British art has always been affected by other cultures.
- 7) Galleries in other countries are of better quality than those in Britain.
- 8) People are not raised to appreciate art.
- 9) The British have a limited knowledge of art.

Questions 10-12

Choose the best answer **A**, **B**, **C** or **D**.

- 10) Many British artists
- A** are engravers or poets.
 - B** are great but liked only in Britain.
 - C** do not belong to a school or general trend.
 - D** are influenced by Picasso and Dali.

11) 'Classic' art can be described as

A sentimental, realistic paintings with geometric shapes.

B realistic paintings with primary colours.

C abstract modern paintings and sculptures.

D realistic, representational pictures and sculptures.

12) In Spain, people probably enjoy modern art because

A their artists have a classifiable style.

B the most renowned modern artists are Spanish.

C they attend many modern exhibitions.

D they have different opinions on art.

Questions 1-9

Classify the following statements as referring to

- A** Charlie Moore
- B** Lewis Williams
- C** Emily Cope

Write the appropriate letters **A**, **B** or **C** in boxes 1-9 on your answer sheet.

- 1) British people don't appreciate art because they don't see enough art around them all the time. **B**
- 2) British museums aim to appeal to popular tastes in art. **B**
- 3) The average Englishman likes the works of Turner and Constable. **A**
- 4) Britain, like every other country, has its own view of what art is. **C**
- 5) In Britain, interest in art is mainly limited to traditional forms such as representational painting. **A**
- 6) British art has always been affected by other cultures. **C**
- 7) Galleries in other countries are of better quality than those in Britain. **B**
- 8) People are not raised to appreciate art. **B**
- 9) The British have a limited knowledge of art. **C**

Questions 10-12

Choose the best answer **A**, **B**, **C** or **D**.

- 10) Many British artists
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C they attend many modern exhibitions.

D they have different opinions on art.

IELTS Reading Sample (Academic) #8

Test Tip: Multiple choice

- 1) Use key ideas in the question to find the right place in the passage.
- 2) Read that part of the passage and underline the words which answer the question.

Academic Reading Passage 1

Is Science Dangerous?

Wolpert, Lewis. "Is science dangerous?." *Journal of molecular biology* 319.4 (2002): 969-972.

The idea that scientific knowledge is dangerous is deeply embedded in our culture. Adam and Eve were forbidden to eat from the Tree of Knowledge, and in Milton's *Paradise Lost* the serpent addresses the tree as the 'Mother of Science'. Indeed the whole of western literature has not been kind to scientists and is filled with images of them meddling with nature with disastrous results. Just consider Shelley's *Frankenstein*, Goethe's *Faust* and Huxley's *Brave New World*. One will search with very little success for a novel in which scientists come out well - the persistent image is that of scientists as a soulless group unconcerned with ethical issues. And where is there a film sympathetic to science?

Part of the problem is the conflation of science and technology. The distinction between science and technology, between knowledge and understanding on the one hand and the application of that knowledge to making something, or using it in some practical way, is fundamental.

Science produces ideas about how the world works, whereas the ideas in technology result in usable objects. Technology is much older than anything one could regard as science and unaided by any science. Technology gave rise to the crafts of early humans, like agriculture and metalworking. It is technology that carries with it ethical issues, from motorcar production to cloning a human.

By contrast, reliable scientific knowledge is value-free and has no moral or ethical value. Science merely tells us how the world is. That we are not at the centre of the universe is neither good nor bad, nor is the possibility that genes can influence our intelligence or our behaviour.

The social obligations that scientists have as distinct from those responsibilities they share with all citizens comes from them having access to specialised knowledge of how the world works, not easily accessible to others. Their obligation is to both make public any social implications of their work and its possible applications and to give some assessment of its reliability.

It is not easy to find examples of scientists as a group behaving immorally or in a dangerous manner, the classic paradigm being the eugenics movement. The scientific assumptions behind this proposal are crucial; the assumption is that most desirable and undesirable human attributes are inherited. Not only was talent perceived of

as being inherited, but so too were insanity and any kind of so-called feeble-mindedness. They completely failed to give an assessment of the reliability of their ideas. Quite the contrary, and even more blameworthy, their conclusions seem to have been driven by what they saw as the desirable social implications. By contrast, in relation to the building of the atomic bomb, scientists behaved morally and fulfilled their social obligations by informing their governments about the implications of atomic theory. It was an enormous engineering feat to build the bomb but the decision to do this was taken by politicians, not scientists.

The moralists have been out in force telling us of the horrors of cloning. Many others, national leaders included, have joined in a chorus of horror. But what horrors? What ethical issues? In all the righteous indignation not a single relevant new ethical issue has been spelled out.

Those who propose to clone a human are medical technologists not scientists. It is not, as the bio-moralists claim, that scientific innovation has outstripped our social and moral codes. Just the opposite is the case. Their obsession with the life of the embryo has deflected our attention away from the real issue, which is how children are raised and nurtured. The ills in our society have nothing to do with assisting or preventing reproduction but are profoundly affected by how children are treated.

So what danger does genetics pose? Gene therapy, introducing genes to cure a genetic disease like cystic fibrosis, carries risks, as do all new medical treatments. There may well be problems with the testing of new treatments, but are these difficulties any different from those related to trying out new drugs for AIDS? Anxieties about creating designer babies are at present premature as it is too risky, and we may have, in the first instance, to accept what has been called procreative autonomy, a couple's right to control their own role in reproduction unless the state has a compelling reason for denying them that control. Should the ethical issues relating to the applications of genetics, for example, lead to stopping research in this field? The individual scientist cannot decide, for science, like genetics, is a collective activity with no single individual controlling the process of discovery. It is

ethically unacceptable and impractical to censor any aspect of trying to understand the nature of our world.

Questions 1-6

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

In boxes 1-6 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

- 1) The film industry does not make films about science.
- 2) Scientists do not work in unison when deciding what needs to be researched.
- 3) Parents want to have cloned children now.
- 4) Technology was important before the development of science.
- 5) Many people consider cloning to be undesirable.
- 6) Science and Technology must be seen as separate entities.

Question 7

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

What influenced the eugenics movement when they were summarizing the findings of their research?7)

Questions 8-11

Choose **ONE** phrase from the list of phrases **A - H** below to complete each of the following sentences.

Write the appropriate letters in boxes **8-11** on your answer sheet.

List of Phrases

- A** work in groups in an unethical way
- B** was responsible for helping to develop basic trades and skills
- C** scientists are portrayed as being irreligious
- D** does not make moral judgements
- E** become involved in hazardous research
- F** scientists are seen to interfere with nature
- G** does not help us to understand how the world works
- H** is more concerned with ethics than research

8) In literature

9) Technology

10) Science

11) Rarely do scientists

Question 12

Choose the best answer **A, B, C or D**.

12) According to the writer, Science shows us

- A** our position in the universe.
- B** how intelligence affects our behavior.
- C** what the world is really like.
- D** scientists have special social obligations

Questions 1-6

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

In boxes 1-6 on your answer sheet, write

TRUE if the statement is true according to the passage

FALSE if the statement is false according to the passage

NOT GIVEN if the information is not given in the passage

- 1) The film industry does not make films about science. **FALSE**
- 2) Scientists do not work in unison when deciding what needs to be researched. **FALSE**
- 3) Parents want to have cloned children now. **NOT GIVEN**
- 4) Technology was important before the development of science. **TRUE**
- 5) Many people consider cloning to be undesirable. **TRUE**
- 6) Science and Technology must be seen as separate entities. **TRUE**

Question 7

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

What influenced the eugenics movement when they were summarizing the findings of their research?7) **(desirable) social implications**

Questions 8-11

Choose **ONE** phrase from the list of phrases **A - H** below to complete each of the following sentences.

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C scientists are portrayed as being irreligious

D does not make moral judgements

E become involved in hazardous research

F scientists are seen to interfere with nature

G does not help us to understand how the world works

H is more concerned with ethics than research

8) In literature **F**

9) Technology **B**

10) Science **D**

11) Rarely do scientists **A**

Question 12

Choose the best answer **A, B, C or D**.

12) According to the writer, Science shows us

A our position in the universe.

B how intelligence affects our behavior.

✓ **C** what the world is really like.

D scientists have special social obligations.

IELTS Reading Sample (Academic) #7

Test Tip

In the Reading for IELTS exam, to decide whether information is NOT GIVEN, read the statement first and then scan the text to find the topic you are looking for. You should not always expect to find the words or phrases used in the statement; instead look for synonyms. If you can find no information at all, then the answer is probably 'NOT GIVEN'. If there is information, then you need to work out if it actually expresses the writer's opinion.

Academic Reading Passage 1



By Laura Carlsen, The New Internationalist | December 1, 2004

Maize is Mexico's lifeblood – the country's history and identity are entwined with it. But this centuries-old relationship is now threatened by free trade. Laura Carlsen investigates the threat and profiles a growing activist movement.

On a mountain top in southern Mexico, Indian families gather. They chant and sprinkle cornmeal in consecration, praying for the success of their new crops, the unity of their communities and the health of their families. In this village in Oaxaca people eat corn tamales, sow maize plots and teach children to care for the plant. The cultural rhythms of this community, its labours, rituals and celebrations will be defined – as they have been for millennia – by the lifecycle of corn. Indeed, if it weren't for the domestication of teocintle (the ancestor of modern maize) 9,000 years ago mesoamerican civilization could never have developed. In the Mayan sacred book, the Popol Vuh,

the gods create people out of cornmeal. The 'people of corn' flourished and built one of the most remarkable cultures in human history.

But in Mexico and Central America today maize has come under attack. As a result of the North American Free Trade Agreement (NAFTA) Mexico has been flooded with imported corn from north of the border in the US. The contamination of native varieties with genetically modified imported maize could have major consequences for Mexican campesinos (farmers), for local biodiversity and for the world's genetic reserves.

A decade ago Mexican bureaucrats and business people had it all figured out. NAFTA would drive 'uncompetitive' maize farmers from the countryside to work in booming assembly factories across the country. Their standard of living would rise as the cost of providing services like electricity and water to scattered rural communities would fall. Best of all, cheap imported maize from the US – the world's most efficient and most heavily subsidized producer – would be a benefit to Mexican consumers.

Unfortunately, it didn't turn out that way. There weren't quite enough of those factory jobs and the ones that did materialize continued to be along the US border, not further in Mexico. And despite a huge drop in the price farmers received for their corn, consumers often ended up paying more. The price of tortillas – the country's staple food – rose nearly fivefold as the Government stopped domestic subsidies and giant agribusiness firms took over the market. Free trade defenders like Mexico's former Under-Secretary of Agriculture Luis Tellez suggest: 'It's not that NAFTA failed, it's just that reality didn't turn out the way we planned it.' Part of that reality was that the Government did nothing to help campesinos in the supposed transition. Nor did NAFTA recognize inequalities or create compensation funds to help the victims of free trade – unlike what occurred with economic integration in the European Union.

Basically, Mexico adopted a sink-or-swim policy for small farmers, opening the floodgates to tons of imported US corn. Maize imports tripled under NAFTA and producer prices fell by half. The drop in income immediately hit the most vulnerable and poorest members of rural society. While more than a third of the corn grown by small farmers is used to feed their families, the rest is sold on local markets. Without this critical cash, rural living standards plunged.

Maize is at the heart of indigenous and campesino identity. José Carrillo de la Cruz, a Huichol Indian from northern Jalisco, describes that relationship: 'Corn is the force, the life and the strength of the Huichol. If there were a change, if someone from outside patented our corn, it would end our life and existence.'

The good news is that the free-trade threat to Mexico's culture and food security has sparked a lively resistance. 'In Defence of Corn', a movement to protect local maize varieties, is not a

membership organization but a series of forums and actions led by campesinos themselves. It's a direct challenge to both free trade and the dictums of corporate science.

The farmers' tenacity and refusal to abandon the crop of their ancestors is impressive. But larger economic conditions continue to shape their lives. Rural poverty and hunger have soared under free trade – and placed a heavier burden on women left to work the land. The battle for food sovereignty continues. Movement leaders insist that the Government reassess its free trade policies and develop a real rural development programme.

Questions 1-5

Do the following statements agree with the information given 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 on this*

- 1) After NAFTA, a lot of corn from the USA has been sold in Mexico.
- 2) Following NAFTA, Mexican business people tried to stop maize farmers from working in factories throughout the country.
- 3) The Mexican farmers were paid a lot less for their corn after NAFTA.
- 4) Many Mexican farmers wanted to leave Mexico after the Free Trade Agreement.
- 5) The Mexican farmers were not able to do anything to help themselves after the Trade Agreement.

Questions 6-10

Complete the summary below.

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

Write your answers in boxes **6-10** on your answer sheet.

For thousands of years, corn has been a very important **6** in the Mexican culture. After the North American Free Trade Agreement, **7** corn has been imported from the USA in very large amounts. Mexican business people hoped that this would mean that Mexican farmers had to get jobs in factories and that their **8** would increase. Instead of this result, the farmers suffered from the low price of corn and people had to pay more for their corn. The farmers wish that the government had **9** them during this time. As a result of the hardship, the farmers have organised themselves by forming a **10**

Questions 1-5

Do the following statements agree with the information given 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 on this*

- 1) After NAFTA, a lot of corn from the USA has been sold in Mexico. **YES**
- 2) Following NAFTA, Mexican business people tried to stop maize farmers from working in factories throughout the country. **NOT GIVEN**
- 3) The Mexican farmers were paid a lot less for their corn after NAFTA. **YES**
- 4) Many Mexican farmers wanted to leave Mexico after the Free Trade Agreement. **NOT GIVEN**
- 5) The Mexican farmers were not able to do anything to help themselves after the Trade Agreement. **NO**

Questions 6-10

Complete the summary below.

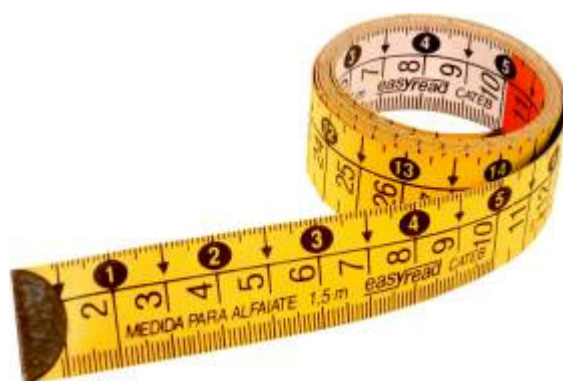
Choose **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes **6-10** on your answer sheet.

For thousands of years, corn has been a very important **6 crop** in the Mexican culture. After the North American Free Trade Agreement, **7 genetically modified** corn has been imported from the USA in very large amounts. Mexican business people hoped that this would mean that Mexican farmers had to get jobs in factories and that their **8 standard of living** would increase. Instead of this result, the farmers suffered from the low price of corn and people had to pay more for their corn. The farmers wish that the

government had **9 helped** them during this time. As a result of the hardship, the farmers have organised themselves by forming a **10 movement**.

Chinese Stretch to Catch up with Teenage Model



THE young in China are going to desperate lengths to add extra inches to their height in pursuit of celebrity and wealth. They are being urged on by a government shamed by the news that, for the first time in history, the Japanese now stand taller than the Chinese. There is constant pressure on Chinese adolescents to think tall. The government is encouraging them to drink milk as a way of promoting growth, while magazines and television are replete with the images of lanky supermodels and basketball stars.

One of the greatest influences has been the astonishing success of Huang Xinye, a 14-year-old schoolgirl from a fishing village in southern China. She was whisked away by talent scouts for a modelling contest late last year. Until then, her 6ft 1in frame had marked her out as a gawky also-ran in the school playground. Having won the contest, Huang was spotted by the international modelling agency Elite and flown to Europe. The news of her glamorous new life and the £12,000 that she won in the modelling contest has inspired thousands to attempt to follow in her footsteps - even if they don't have her natural advantages.

Teenagers are inundating hospitals that claim to be able to enhance their height with requests for leg-lengthening operations. Xia Hetao, a doctor whose clinics perform the operation said: "I have

received many letters from people saying that, because they were born short, they have suffered and are looking for some solace."

If they are accepted on Xia's waiting list, the aspiring patients are guaranteed only more pain in the short run. Xia slices the thigh bone in half and inserts a steel rod supported by a metal frame on the outside of the bone. The patient cranks the mechanism wider every day, forcing the leg to grow longer. Most can stand the pain only for the month that it takes to stretch an inch, but others persist. The record is held by a young man who gained 6.5 inches. Last year, The Telegraph highlighted the case of the British girl, Emma Richards, 16, from Wadebridge, Cornwall, who underwent a series of leg-lengthening operations to gain an extra five inches so that she could become an air stewardess.

Even in successful cases in China, the lengthening and attendant physiotherapy and rehabilitation lasts months. Frequently, however, the result is disastrous - the bone never sets properly, but constantly breaks, eventually turning the patient into an invalid.

Those who either cannot afford the equivalent of the £2,000 that the doctor charges or are unwilling to suffer the pain that it entails can take advantage of scores of products that claim to boost growth - ranging from the absurd to the downright dangerous. In department stores throughout the country, salesmen entice shoppers to try the Wanlijian shoe pad, a magnetic insole that claims to stimulate pressure points in the foot, triggering the release of a natural growth hormone.

White-coated salesmen on the same shopping floors tout a vast array of lotions and pills for enhancing growth, such as "Increasing Brains and Stature" tablets, which contain a double boost for the anxious consumer. Manufacturers of such products claim that sales are booming, thanks in large part to the emergence of towering young role models such as Huang Xinye.

Zhang Mei is one of the many who want to look like Huang. She says cosmetic surgery will create undreamt-of opportunities for her. She and her friends swap tales of operations to lengthen their legs, enlarge their breasts, reduce their thighs, straighten their noses and tuck their eyelids. She said: "A nice body is the passport through the door leading to our dream life."

Teenage boys have their own giant heroes, in the form of a trio of basketball players known as the "Walking Great Wall". The average height of Yao Ming, Wang Zhizhi and Menk Bateer is 7 ft 6 in. At last year's Olympic Games, they towered over rivals from Scandinavia and confidently looked the American Dream Team straight in the eye. Since then, China's growing legion of basketball fans has been proudly confident that a Chinese player will one day establish the country as a great force in the sport.

For centuries, the Chinese have derisively referred to the Japanese as "dwarfs", which is why the news that the average Chinese person is now smaller than his Japanese counterpart caused such

official consternation. The explanation is undoubtedly the better nutrition enjoyed by recent generations of Japanese, which is why Beijing has made it compulsory for every schoolchild from nursery school upwards to drink a quarter-pint of milk every day. Officials believe that the reason for China's physical shortfall is the fact that Japanese children drink 18 times as much milk a year as Chinese infants. However, the order to drink milk is not popular with children, most of whom (as with the majority of Chinese) are lactose-intolerant and, therefore, have difficulty digesting the natural sugars in milk. It has been accepted by all, however, as a necessary evil if modern Chinese people are to achieve the greater goal of a taller nation.

Height and beauty, though, are not always enough, as Huang Xinye is discovering. "When I have enough money, I will buy a place in Beijing for my family," she said as she boarded a plane for Geneva late last year. Sadly, her parents are still in their fishing village as Huang is struggling to make her name on the international modelling circuit.

By DAMIEN MCELROY, The Daily Telegraph | April 10, 2001

Questions 1-5

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

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

1) Which of the following is the Chinese government using to stimulate their citizens to grow?

- A Huang Xinye.
- B Magazines and television.
- C Dozens of products.
- D Milk.

2) How much taller does the average patient grow after having the bone stretching operation?

- A 6.5 inches
- B 1 inch
- C 5 inches
- D 16 inches

3) Generally, the Chinese are motivated to have the operation because of the possibility of:

- A being taller than their Japanese counterparts.
- B being world class athletes.
- C becoming rich and famous.
- D overcoming an inferiority complex.

4) The main problem with the government's strategies is that:

- A the operation is too expensive.
- B many of the growth stimulating products do not work.
- C the recovery process puts the patients' health at risk.
- D the Chinese race cannot digest milk properly.

5) The Chinese government adopted the new policy because it:

- A wants China to be a great sporting nation.
- B it is embarrassed.
- C wants to promote a better quality of life for its citizens.
- D is trying to stimulate the growth of new industries.

Reading Tip: Matching Items

For matching items, first locate all the people listed in the text. Read all the views they express and then find the statement which matches this. The ideas or statements in the questions will not be expressed in exactly the same words as in the text and they will not be in the same order as in the text. You may not need to use all of the people in the list.

Questions 6–13

Complete each sentence with the correct ending **A–E** from the box below.

Write the correct letter **A–E** in boxes **6–13** on your answer sheet.

Some people match more than one answer.

- A** Huange Xinye **B** Dr Xia Hetao **C** Chinese officials
D Zhang Mei **E** Salesmen

- 6)** Having cosmetic surgery like the stretching operation can result in a more glamorous career.
- 7)** The stretching operation helps people who feel prejudiced by their lack of height.
- 8)** Being tall is a question of national pride.
- 9)** Being tall does not necessarily result in success.
- 10)** The public is easily influenced when it comes to increasing their height.
- 11)** Until recently, being well above average height was more of a disadvantage than a desirable quality.
- 12)** The traditional diet is the cause of their nations small stature.
- 13)** Alternatives are available for people who do not have the means to pay for the stretching operation.

Questions 1-5

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

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

1) Which of the following is the Chinese government using to stimulate their citizens to grow?

- A Huang Xinye.
- B Magazines and television.
- C Dozens of products.
- ✓ D Milk.

2) How much taller does the average patient grow after having the bone stretching operation?

- A 6.5 inches
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3) Generally, the Chinese are motivated to have the operation because of the possibility of:

- A being taller than their Japanese counterparts.
- B being world class athletes.
- C becoming rich and famous.
- ✓ D overcoming an inferiority complex.

4) The main problem with the government's strategies is that:

- A the operation is too expensive.
- B many of the growth stimulating products do not work.
- C the recovery process puts the patients' health at risk.
- ✓ D the Chinese race cannot digest milk properly.

5) The Chinese government adopted the new policy because it:

- A wants China to be a great sporting nation.
- ✓ B it is embarrassed.
- C wants to promote a better quality of life for its citizens.
- D is trying to stimulate the growth of new industries.

Questions 6–13

Complete each sentence with the correct ending **A–E** from the box below.

Write the correct letter **A–E** in boxes **6–13** on your answer sheet.

Some people match more than one answer.

- A Huang Xinye
- B Dr Xia Hetao
- C Chinese officials
- D Zhang Mei
- E Salesmen

- 6) Having cosmetic surgery like the stretching operation can result in a more glamorous career. **D**
- 7) The stretching operation helps people who feel prejudiced by their lack of height. **B**
- 8) Being tall is a question of national pride. **C**
- 9) Being tall does not necessarily result in success. **A**
- 10) The public is easily influenced when it comes to increasing their height. **E**
- 11) Until recently, being well above average height was more of a disadvantage than a desirable quality. **A**
- 12) The traditional diet is the cause of their nations small stature. **C**
- 13) Alternatives are available for people who do not have the means to pay for the stretching operation. **E**

IELTS Reading Sample (Academic) #5

Test Tip

IELTS Reading texts may contain specialist words and expressions, but you will not need to understand all of these to answer the questions. Specialist words which are important for the meaning are often explained for you in the text.

Academic Reading Passage 1



A

If you took off your skin and laid it flat, it would cover an area of about twenty-one square feet, making it by far the body's largest organ. Draped in place over our bodies, skin forms the barrier between what's inside us and what's outside. It protects us from a multitude of external forces. It serves as an avenue to our most intimate physical and psychological selves.

B

This impervious yet permeable barrier, less than a millimetre thick in places, is composed of three layers. The outermost layer is the bloodless epidermis. The dermis includes collagen, elastin, and nerve endings. The innermost layer, subcutaneous fat, contains tissue that acts as an energy source, cushion and insulator for the body.

C

From these familiar characteristics of skin emerge the profound mysteries of touch, arguably our most essential source of sensory stimulation. We can live without seeing or hearing – in fact, without any of our other senses. But babies born without effective nerve connections between skin and brain can fail to thrive and may even die.

D

Laboratory experiments decades ago, now considered unethical and inhumane, kept baby monkeys from being touched by their mothers. It made no difference that the babies could see, hear and smell their mothers; without touching, the babies became apathetic, and failed to progress.

E

For humans, insufficient touching in early years can have lifelong results. "In touching cultures, adult aggression is low, whereas in cultures where touch is limited, adult aggression is high," writes Tiffany Field, director of the Touch Research Institutes at the University of Miami School of Medicine. Studies of a variety of cultures show a correspondence between high rates of physical affection in childhood and low rates of adult physical violence.

F

While the effects of touching are easy to understand, the mechanics of it are less so. "Your skin has millions of nerve cells of various shapes at different depths," explains Stanley Bolanowski, a neuroscientist and associate director of the Institute for Sensory Research at Syracuse University. "When the nerve cells are stimulated, physical energy is transformed into energy used by the nervous system and passed from the skin to the spinal cord and brain. It's called transduction, and no one knows exactly how it takes place." Suffice it to say that the process involves the intricate, splitsecond operation of a complex system of signals between neurons in the skin and brain.

G

This is starting to sound very confusing until Bolanowski says: "In simple terms people perceive three basic things via skin: pressure, temperature, and pain." And then I'm sure he's wrong. "When I get wet, my skin feels wet," I protest. "Close your eyes and lean back," says Bolanowski.

H

Something cold and wet is on my forehead – so wet, in fact, that I wait for water to start dripping down my cheeks. "Open your eyes." Bolanowski says, showing me that the sensation comes from a chilled, but dry, metal cylinder. The combination of pressure and cold, he explains, is what makes my skin perceive wetness. He gives me a surgical glove to put on and has me put a finger in a glass of cold water. My finger feels wet, even though I have visual proof that it's not touching water. My skin, which seemed so reliable, has been deceiving me my entire life. When I shower or wash my hands, I now realize, my skin feels pressure and temperature. It's my brain that says I feel wet.

I

Perceptions of pressure, temperature and pain manifest themselves in many different ways. Gentle stimulation of pressure receptors can result in ticklishness; gentle stimulation of pain receptors, in itching. Both sensations arise from a neurological transmission, not from something that physically exists. Skin, I'm realizing, is under constant assault, both from within the body and from forces outside. Repairs occur with varying success.

J

Take the spot where I nicked myself with a knife while slicing fruit. I have a crusty scab surrounded by pink tissue about a quarter inch long on my right palm. Under the scab, epidermal cells are migrating into the wound to close it up. When the process is complete, the scab will fall off to reveal new epidermis. It's only been a few days, but my little self-repair is almost complete. Likewise, we recover quickly from slight burns. If you ever happen to touch a hot burner, just put your finger in cold water. The chances are you will have no blister, little pain and no scar. Severe burns, though, are a different matter.

Questions 1-4

The passage has 10 paragraphs **A–J**.

Which paragraph contains the following information?

Answer the questions below by writing the correct letters, **A–J**, in boxes 1-4 on your answer sheet.

- 1) the features of human skin, on and below the surface
- 2) an experiment in which the writer can see what is happening
- 3) advice on how you can avoid damage to the skin
- 4) cruel research methods used in the past

Questions 5 and 6

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

5) How does a lack of affectionate touching affect children?

- A** It makes them apathetic.
- B** They are more likely to become violent adults.
- C** They will be less aggressive when they grow up.
- D** We do not really know.

6) After the 'wetness' experiments, the writer says that

- A** his skin is not normal.
- B** his skin was wet when it felt wet.
- C** he knew why it felt wet when it was dry.
- D** the experiments taught him nothing new.

Questions 7–11

Complete each sentence with the correct ending **A–I** from the box below.

Write the correct letter **A–I** in boxes **7–11** on your answer sheet.

- A** because it is both cold and painful.
- B** because the outer layer of the skin can mend itself.
- C** because it can be extremely thin.

- D because there is light pressure on the skin.
- E because we do not need the others to survive.
- F because there is a good blood supply to the skin.
- G because of a small amount of pain.
- H because there is a low temperature and pressure.
- I because it is hurting a lot.
- J because all humans are capable of experiencing it.

7) Touch is unique among the five senses

8) A substance may feel wet

9) Something may tickle

10) The skin may itch

11) A small cut heals up quickly

Questions 12–14

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

In boxes 12-14 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

12) Even scientists have difficulty understanding how our sense of touch works.

13) The skin is more sensitive to pressure than to temperature or pain.

14) The human skin is always good at repairing itself.

Questions 1-4

The passage has 10 paragraphs **A–J**.

Which paragraph contains the following information?

Answer the questions below by writing the correct letters, **A–J**, in boxes 1-4 on your answer sheet.

- 1) the features of human skin, on and below the surface **B**
- 2) an experiment in which the writer can see what is happening **H**
- 3) advice on how you can avoid damage to the skin **J**
- 4) cruel research methods used in the past **D**

Questions 5 and 6

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

5) How does a lack of affectionate touching affect children?

- A** It makes them apathetic.
- ✓ **B** They are more likely to become violent adults.
- C** They will be less aggressive when they grow up.
- D** We do not really know.

6) After the 'wetness' experiments, the writer says that

- A** his skin is not normal.
- B** his skin was wet when it felt wet.
- ✓ **C** he knew why it felt wet when it was dry.
- D** the experiments taught him nothing new.

Questions 7–11

Complete each sentence with the correct ending **A–I** from the box below.

Write the correct letter **A–I** in boxes **7–11** on your answer sheet.

- A because it is both cold and painful.
- B because the outer layer of the skin can mend itself.
- C because it can be extremely thin.
- D because there is light pressure on the skin.
- E because we do not need the others to survive.
- F because there is a good blood supply to the skin.
- G because of a small amount of pain.
- H because there is a low temperature and pressure.
- I because it is hurting a lot.
- J because all humans are capable of experiencing it.

7) Touch is unique among the five senses **E**

8) A substance may feel wet **H**

9) Something may tickle **D**

10) The skin may itch **G**

11) A small cut heals up quickly **B**

Questions 12–14

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

In boxes 12-14 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

12) Even scientists have difficulty understanding how our sense of touch works. **TRUE**

13) The skin is more sensitive to pressure than to temperature or pain. **NOT GIVEN**

14) The human skin is always good at repairing itself. **FALSE**

IELTS Reading Sample (Academic) #4

Reading Tip

As a general strategy, do not start by reading the passage. You do not yet know what information you are looking for, and you will waste precious time if you try to read and understand every detail.

Firstly, read the heading of the test. This will give you a very general idea of what the passage is about.

Secondly, quickly read through the questions. This will help you focus when you read the text, as you will have some idea what to look for.

Thirdly, turn to the passage, and read it through quickly. The purpose is to get a general understanding of the passage – you do not need to understand everything.

Finally, turn again to the questions and begin to work through them, referring back to the passage when you need to, and reading important sections carefully and slowly.

Academic Reading Passage 1

Investigating Children's Language



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

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

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

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

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

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

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

H Using this approach, as well as other methods of controlled observation, researchers have come up with many detailed findings about the production and comprehension of groups of children. However, it is not easy to generalise the findings of these studies. What may obtain in a carefully controlled setting may not apply in the rush of daily interaction. Different kinds of subjects, experimental situations, and statistical procedures may produce different results or interpretations.

Experimental research is therefore a slow, painstaking business; it may take years before researchers are convinced that all variables have been considered and a finding is genuine.

Questions 1-5

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

Which paragraphs contains the following information?

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

NB You may use any letter more than once.

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

Questions 6-9

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

In boxes 6-9 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

NOT
if the information is not given in the passage
GIVEN

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

Questions 10-14

Complete the summary below.

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

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

Ways of investigating children's language

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

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

Questions 1-5

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

Which paragraphs contains the following information?

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

NB You may use any letter more than once.

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

Questions 6-9

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

In boxes 6-9 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

- 6) In the 19th century, researchers studied their own children's language. **TRUE**
- 7) Attempts to elicit very young children's opinions about language are likely to fail. **TRUE**

8) Radio microphones are used because they enable researchers to communicate with a number of children in different rooms. **FALSE**

9) Many children enjoy the interaction with the researcher. **NOT GIVEN**

Questions 10-14

Complete the summary below.

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

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

Ways of investigating children's language

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

An alternative approach is to use methodology from the field of **12 experimental psychology**. In this case, a number of children are asked to carry out a **13) (relevant) task**, and the results are subjected to a **14) statistical analysis**.

IELTS Reading Sample (General) #3

Test Tip

When you do a completion task, read the instructions carefully and note how many words you are allowed to write. Sometimes you will have to summarize the information in order to keep within the word limit.

Charts or diagrams give a summary of the information and show visual links, so think about the relationship between the ideas in a text. The different parts of a chart/diagram may not be in the same order as the information in the text. The chart/diagram may not show all information included in the text. The chart/diagram may not use the same words as the text but synonyms or paraphrases.

General Reading Passage 1



Advice for Employees

Safe computer use

Most people suffer no ill-effects from using VDUs (Visual Display Units) as they don't give out harmful levels of radiation and rarely cause any kind of skin complaint. If you do suffer ill-effects, it may be because of the way you're using the computer and this can be avoided by well-designed workstations. When working at a VDU, make sure you keep a good posture and that your eyes are level with the screen.

Under health and safety regulations your employer should look at VDU workstations, and reduce any risks by supplying any equipment considered necessary (e.g. a wrist rest). They should also provide health and safety training. This also applies if you're working at home as an employee and using a VDU for a long period of time. There is no legal limit to how long you should work at a VDU, but under health and safety regulations you have the right to breaks from work using a VDU. This doesn't have to be a rest break, just a different type of work. Guidance from the Health and Safety Executive (HSE) suggests it's better to take frequent short breaks but if your job means spending long periods at a VDU, for example as in the case of data input, then longer breaks from your workstation should be introduced.

If you're disabled, your employer's duty to make reasonable adjustments for you may mean that they will provide you with special computer equipment. You can also get advice and maybe help with paying for equipment from the local job centre. Studies haven't shown a link between VDU use and damage to eyesight, but if you feel that using a VDU screen is making your eyes tired, tell your employee safety representative. You have the right to a free eyesight test if you use a VDU a lot during work hours. If you're prescribed glasses your company must pay for them, provided they're required in your job.

If you have any health problems you think may be caused by your VDU, contact your line manager. He/she has a duty to consult you on health and safety issues that affect you, and should welcome early reporting of any issue.

Questions 1-6

Complete the sentences below.

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

Write your answers in boxes **1-6** on your answer sheet.

- 1) It is unusual to get a as a result of using computers.
- 2) Employers may be required to provide you with items such as a to use while at work.
- 3) If your job involves tasks such as, the advice from the HSE may not apply.
- 4) Financial assistance in the case of special requirements may be available from the

5) The company is obliged to cover the cost of if you need them while working.

6) Any concerns about the effect of using a VDU on your general well-being should be reported to.....

General Reading Passage 2

Careers with

KiwiAir

Flight Attendants – Recruitment and Training Process

Recruitment

The position of Flight Attendant is one of prestige and immense responsibility. Recruitment is conducted according to operational demands and there can be periods of up to 12 months where no new intake is required. However, applications are always welcomed.

After you submit your initial application online, the Kiwi Air HR Services Team review the details you have provided. Candidates whose details closely match the requirements of the position are then contacted via email advising that their application has progressed to the next stage of the recruitment process. Potential candidates are then asked to attend a Walk-In Day. This could occur several weeks or months after the original application has been submitted depending on current needs.

The Walk-In Day consists of a brief presentation about the role and a short interview. Candidates who are successful on the Walk-In Day are notified within 10 days and invited to attend an Assessment Centre. Please note that candidates are required to pass a swimming test before attending the Assessment Centre. At the Assessment Centre, candidates attend an interview as well as participating in a number of assessments. Verbal references are then requested, and candidates attend a medical check.

At times, there may not be a need to recruit for Flight Attendant positions. However, the company continuously maintains a 'recruitment pool' of those who have completed the Assessment Centre stage. These candidates are contacted when a need for Flight Attendants is established, and attend a full interview before a decision is made on whether to extend an offer of employment.

Due to the volume of applications received, Kiwi Air is not able to offer verbal feedback to candidates at any stage of the recruitment process. Unsuccessful candidates may reapply at any time after 12 months from the date at which their applications are declined.

Training

Upon being offered a role as a trainee Flight Attendant, a 5-week training course is undertaken at our Inflight Services Training Centre in Auckland. This covers emergency procedures, customer care and service delivery, and equipment knowledge. To successfully complete the course, high standards must be attained and maintained in all subjects.

Questions 7-13

Complete the table below.

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

Write your answers in boxes **7-13** on your answer sheet.

Candidates go online to complete their



Suitable candidates are then invited to come to a



After having satisfactorily completed a, successful candidates will then go to an Assessment Centre.



Kiwi Air then asks for and candidates are required to undergo a medical check.



If there is no immediate need for flight attendants, successful candidates are put into a



When the need arises, these candidates will then be given a, after which they may be offered a job.



On starting the job, a 5-week training programme is given which includes how to look after passengers and what to do in an

Questions 1-6

Complete the sentences below.

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

Write your answers in boxes **1-6** on your answer sheet.

- 1) It is unusual to get a **skin complaint** as a result of using computers.
- 2) Employers may be required to provide you with items such as a **wrist rest** to use while at work.
- 3) If your job involves tasks such as **data input**, the advice from the HSE may not apply.
- 4) Financial assistance in the case of special requirements may be available from the **(local) job centre**.
- 5) The company is obliged to cover the cost of **(your) glasses** if you need them while working.
- 6) Any concerns about the effect of using a VDU on your general well-being should be reported to **your line manager**.

Questions 7-13

Complete the table below.

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

Write your answers in boxes **7-13** on your answer sheet.

Candidates go online to complete their **(initial) application(s)**.



Suitable candidates are then invited to come to a **Walk-In Day**.



After having satisfactorily completed a **swimming test**, successful candidates will

then go to an Assessment Centre.



Kiwi Air then asks for **verbal references** and candidates are required to undergo a medical check.



If there is no immediate need for flight attendants, successful candidates are put into a **recruitment pool**.



When the need arises, these candidates will then be given a **full interview**, after which they may be offered a job.



On starting the job, a 5-week training programme is given which includes how to look after passengers and what to do in an **emergency**.

IELTS Reading Sample (Academic) #3

Test Tip

In IELTS Reading texts, each paragraph usually has one main idea supported by details, examples or evidence. Identifying the main idea of each paragraph will help you understand the text better. In IELTS, this skill is tested in the heading-matching task.

Academic Reading Passage 1

The US City and the Natural Environment



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

B The relationship between the city and the natural environment has actually been circular, with cities having massive effects on the natural environment, while the natural environment, in turn, has

profoundly shaped urban configurations. Urban history is filled with stories about how city dwellers contended with the forces of nature that threatened their lives. Nature not only caused many of the annoyances of daily urban life, such as bad weather and pests, but it also gave rise to natural disasters and catastrophes such as floods, fires, and earthquakes. In order to protect themselves and their settlements against the forces of nature, cities built many defences including flood walls and dams, earthquake-resistant buildings, and storage places for food and water. At times, such protective steps sheltered urbanites against the worst natural furies, but often their own actions – such as building under the shadow of volcanoes, or in earthquake-prone zones – exposed them to danger from natural hazards.

C City populations require food, water, fuel, and construction materials, while urban industries need natural materials for production purposes. In order to fulfill these needs, urbanites increasingly had to reach far beyond their boundaries. In the nineteenth century, for instance, the demands of city dwellers for food produced rings of garden farms around cities. In the twentieth century, as urban populations increased, the demand for food drove the rise of large factory farms. Cities also require fresh water supplies in order to exist – engineers built waterworks, dug wells deeper and deeper into the earth looking for groundwater, and dammed and diverted rivers to obtain water supplies for domestic and industrial uses. In the process of obtaining water from distant locales, cities often transformed them, making deserts where there had been fertile agricultural areas.

D Urbanites had to seek locations to dispose of the wastes they produced. Initially, they placed wastes on sites within the city, polluting the air, land, and water with industrial and domestic effluents. As cities grew larger, they disposed of their wastes by transporting them to more distant locations. Thus, cities constructed sewerage systems for domestic wastes. They usually discharged the sewage into neighbouring waterways, often polluting the water supply of downstream cities.

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

E In the late nineteenth and early twentieth centuries, reformers began demanding urban environmental cleanups and public health improvements. Women's groups often took the lead in agitating for clean air and clean water, showing a greater concern than men in regard to quality of life and health-related issues. The replacement of the horse, first by electric trolleys and then by the

car, brought about substantial improvements in street and air sanitation. The movements demanding clean air, however, and reduction of waterway pollution were largely unsuccessful. On balance, urban sanitary conditions were probably somewhat better in the 1920s than in the late nineteenth century, but the cost of improvement often was the exploitation of urban hinterlands for water supplies, increased downstream water pollution, and growing automobile congestion and pollution.

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

G During these decades, the suburban out-migration, which had begun in the nineteenth century with commuter trains and streetcars and accelerated because of the availability and convenience of the automobile, now increased to a torrent, putting major strains on the formerly rural and undeveloped metropolitan fringes. To a great extent, suburban layouts ignored environmental considerations, making little provision for open space, producing endless rows of resource-consuming and fertilizer-dependent lawns, contaminating groundwater through leaking septic tanks, and absorbing excessive amounts of fresh water and energy. The growth of the outer city since the 1970s reflected a continued preference on the part of many people in the western world for space-intensive single-family houses surrounded by lawns, for private automobiles over public transit, and for the development of previously untouched areas. Without better planning for land use and environmental protection, urban life will, as it has in the past, continue to damage and stress the natural environment.

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

Questions 1-7

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

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

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

List of Phrases

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

1) Paragraph A

2) Paragraph B

3) Paragraph C

4) Paragraph D

5) Paragraph E

6) Paragraph F

7) Paragraph G

Questions 8-13

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

In boxes 8-13 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

- 8) In the nineteenth century, water was brought into the desert to create productive farming land.
- 9) Women were often the strongest campaigners for environmental reform.
- 10) Reducing urban air and water pollution in the early twentieth century was extremely expensive.
- 11) The introduction of the car led to increased suburban development.
- 12) Suburban lifestyles in many western nations fail to take account of environmental protection.
- 13) Many governments in the developed world are trying to halt the spread of the suburbs.

Questions 1-7

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

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

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List of Phrases

i Legislation brings temporary improvements

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v The first campaigns for environmental change

vi Building cities in earthquake zones

vii The effect of global warming on cities

viii Adapting areas surrounding cities to provide resources

ix Removing the unwanted by-products of city life

x Providing health information for city dwellers

1) Paragraph A **iii**

2) Paragraph B **iv**

3) Paragraph C **viii**

4) Paragraph D **ix**

5) Paragraph E **v**

6) Paragraph F **i**

7) Paragraph G **ii**

Questions 8-13

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

In boxes 8-13 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

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

9) Women were often the strongest campaigners for environmental reform. **TRUE**

10) Reducing urban air and water pollution in the early twentieth century was extremely expensive. **NOT
GIVEN**

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

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

13) Many governments in the developed world are trying to halt the spread of the suburbs. **NOT GIVEN**

IELTS Reading Sample (Academic) #2

Test Tip

- 1) **Skim** the text to get a general idea of what it's saying.
- 2) For each letter, **scan** the text to see where/if the idea is mentioned.
- 3) If it's definitely wrong or not mentioned, put a line through it.
- 4) If you're not sure, move on to the next one. Do the easiest ones first.

IELTS Academic Reading Passage 2

Television Addiction



Television addiction is no mere metaphor

A The term "TV addiction" is imprecise, but it captures the essence of a very real phenomenon. Psychologists formally define addiction as a disorder characterized by criteria that include spending a great deal of time using the thing; using it more often than one intends; thinking about reducing use or making repeated unsuccessful efforts to reduce use; giving up important activities to use it; and reporting withdrawal symptoms when one stops using it.

B All these criteria can apply to people who watch a lot of television. That does not mean that watching television, in itself, is problematic. Television can teach and amuse; it can be highly artistic; it can provide much needed distraction and escape. The difficulty arises when people strongly sense that they ought not to watch as much as they do and yet find they are unable to reduce their viewing. Some knowledge of how television becomes so addictive may help heavy viewers gain better control over their lives.

C The amount of time people spend watching television is astonishing. On average, individuals in the industrialized world devote three hours a day to the activity – fully half of their leisure time, and more than on any single activity except work and sleep. At this rate, someone who lives to 75 would spend nine years in front of the television. Possibly, this devotion means simply that people enjoy TV and make a conscious decision to watch it. But if that is the whole story, why do so many people worry about how much they view? In surveys in 1992 and 1999, two out of five adults and seven out of ten teenagers said they spent too much time watching TV. Other surveys have consistently shown that roughly ten per cent of adults call themselves TV addicts.

D To study people's reactions to TV, researchers have undertaken laboratory experiments in which they have monitored the brain waves, skin resistance or heart rate of people watching television. To study behavior and emotion in the normal course of life, as opposed to the artificial conditions of the laboratory, we have used the Experience Sampling Method (ESM). Participants carried a beeper*, and we signaled them six to eight times a day, at random, over the period of a week; whenever they heard the beep, they wrote down what they were doing and how they were feeling.

E As one might expect, people who were watching TV when we beeped them reported feeling relaxed and passive. The EEG studies similarly show less mental stimulation, as measured by alpha brain-wave production, during viewing than during reading.

F What is more surprising is that the sense of relaxation ends when the set is turned off, but the feelings of passivity and lowered alertness continue. Survey participants commonly reflect that television has somehow absorbed or sucked out their energy, leaving them depleted. They say they have more difficulty concentrating after viewing than before. In contrast, they rarely indicate such difficulty after reading. After playing sports or engaging in hobbies, people report improvements in mood. After watching TV, people's moods are about the same or worse than before.

G Within moments of sitting or lying down and pushing the "power" button, viewers report feeling more relaxed. Because the relaxation occurs quickly, people are conditioned to associate viewing with rest and lack of tension. The association is positively reinforced because viewers remain relaxed throughout viewing.

H Thus, the irony of TV: people watch a great deal longer than they plan to, even though prolonged viewing is less rewarding. In our ESM studies the longer people sat in front of the set, the less satisfaction they said they derived from it. When signaled, heavy viewers (those who consistently watch more than four hours a day) tended to report on their ESM sheets that they enjoy TV less than light viewers did (less than two hours a day). For some, a twinge of unease or guilt that they aren't doing something more productive may also accompany and depreciate the enjoyment of prolonged viewing. Researchers in Japan, the U.K. and the U.S. have found that this guilt occurs much more among middle-class viewers than among less affluent ones.

I The orienting response is an instinctive reaction to any sudden or new, such as movement or possible attack by a predator. Typical orienting reactions include the following: the arteries to the brain grow wider allowing more blood to reach it, the heart slows down and arteries to the large muscles become narrower so as to reduce blood supply to them. Brain waves are also interrupted for a few seconds. These changes allow the brain to focus its attention on gathering more information and becoming more alert while the rest of the body becomes quieter.

Questions 1-3

The list below gives some characteristics of addiction.

Which **THREE** of the following are mentioned as characteristics of addiction to television?

- A harmful physical effects
- B loss of control over time
- C destruction of relationships
- D reduced intellectual performance
- E discomfort when attempting to give up
- F dishonesty about the extent of the addiction

Questions 4-8

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

In boxes 8-13 on your answer sheet, write

YES *if the statement agrees with the writer's claims*

NO *if the statement contradicts the writer's claims*

**NOT
GIVEN** *if there is impossible to say what the writer thinks about this*

- 4) One purpose of the research is to help people to manage their lives better.
- 5) Watching television has reduced the amount of time people spend sleeping.
- 6) People's brains show less activity while watching television than when reading.
- 7) There is a relationship between the length of time spent watching TV and economic status.
- 8) Pleasure increases in proportion to the length of time spent watching TV.

Questions 9-13

Classify the following feelings or mental states as generally occurring:

A before watching television

C after watching television

B while watching television

D both while and after watching television

- 9) reduced anxiety and stress.
- 10) increased fatigue.
- 11) higher levels of concentration.
- 12) less mental activity.
- 13) worry about time wasted.

Questions 14-17

Complete the labels on the diagram.

Choose your answers from the box beside the diagram.

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

A relaxed

E reduced

B accelerated

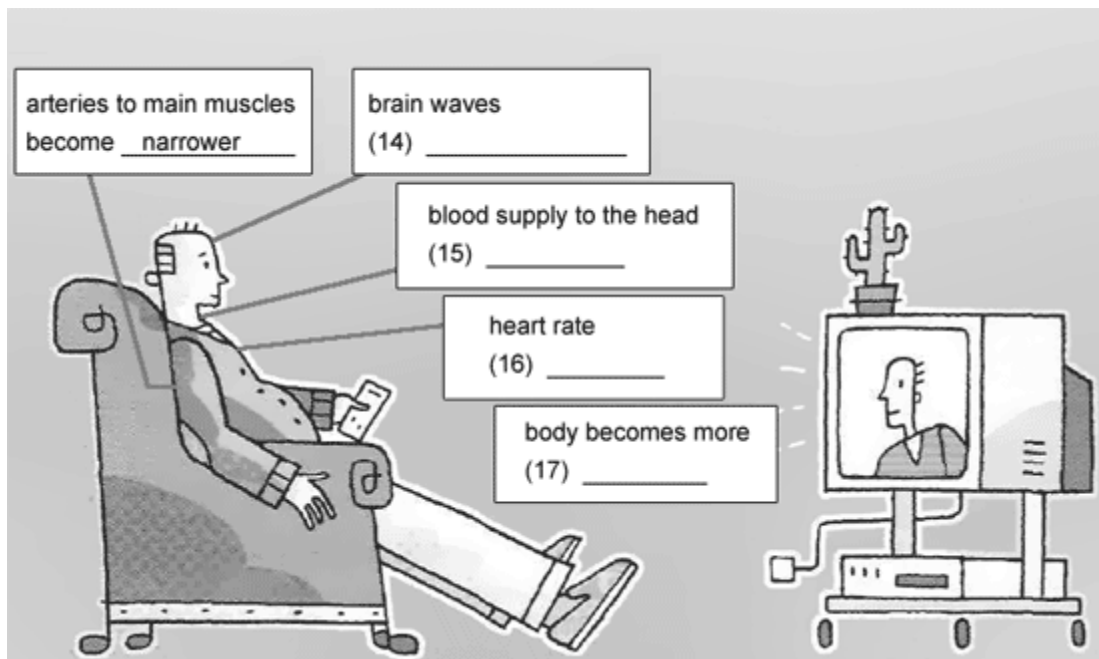
F stopped momentarily

C increased

G widened

D lengthened

H regulated



Questions 1-3

The list below gives some characteristics of addiction.

Which **THREE** of the following are mentioned as characteristics of addiction to television?

- A harmful physical effects
- ✓ B loss of control over time
- C destruction of relationships
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YES *if the statement agrees with the writer's claims*

NO *if the statement contradicts the writer's claims*

**NOT
GIVEN** *if there is impossible to say what the writer thinks about this*

- 4) One purpose of the research is to help people to manage their lives better. **YES**
- 5) Watching television has reduced the amount of time people spend sleeping. **NOT GIVEN**
- 6) People's brains show less activity while watching television than when reading. **YES**
- 7) There is a relationship between the length of time spent watching TV and economic status. **NOT GIVEN**
- 8) Pleasure increases in proportion to the length of time spent watching TV. **NO**

Questions 9-13

Classify the following feelings or mental states as generally occurring:

A before watching television

C after watching television

B while watching television

D both while and after watching television

9) reduced anxiety and stress. **B**

10) increased fatigue. **C**

11) higher levels of concentration. **A**

12) less mental activity. **D**

13) worry about time wasted. **D**

Questions 14-17

Complete the labels on the diagram.

Choose your answers from the box beside the diagram.

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

A relaxed

E reduced

B accelerated

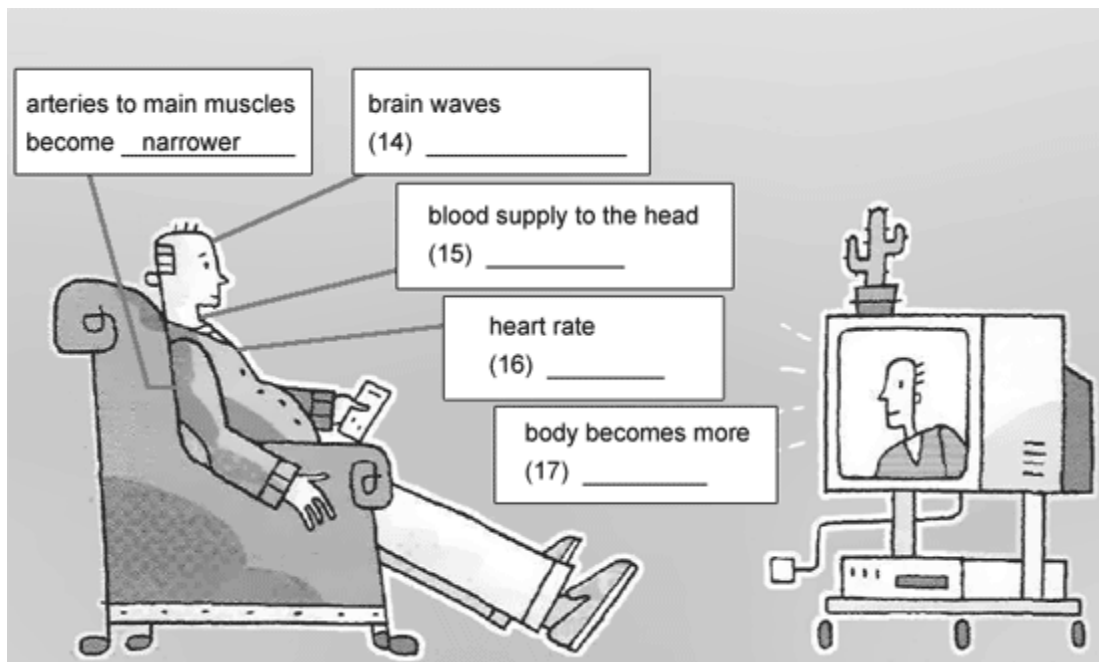
F stopped momentarily

C increased

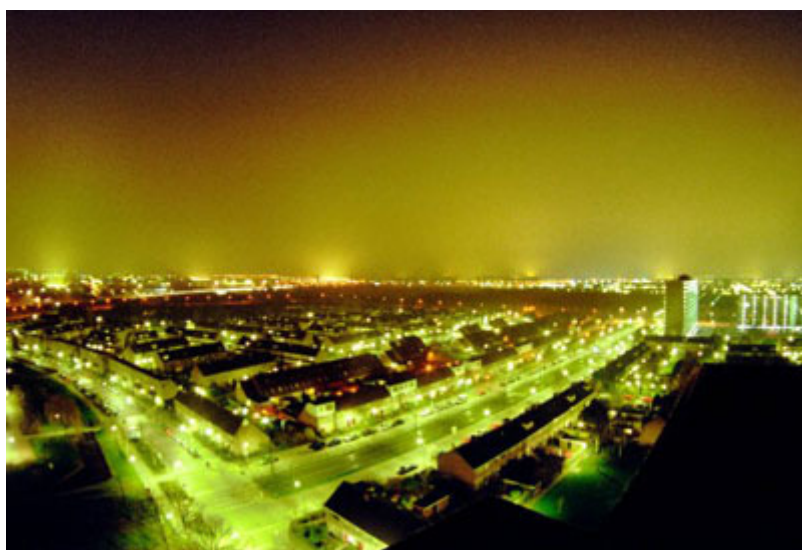
G widened

D lengthened

H regulated



Light Pollution



Light Pollution is a threat to Wildlife, Safety and the Starry Sky

A After hours of driving south in the pitch-black darkness of the Nevada desert, a dome of hazy gold suddenly appears on the horizon. Soon, a road sign confirms the obvious: Las Vegas 30 miles. Looking skyward, you notice that the Big Dipper is harder to find than it was an hour ago.

B Light pollution—the artificial light that illuminates more than its intended target area—has become a problem of increasing concern across the country over the past 15 years. In the suburbs, where over-lit shopping mall parking lots are the norm, only 200 of the Milky Way's 2,500 stars are visible on a clear night. Even fewer can be seen from large cities. In almost every town, big and small, street lights beam just as much light up and out as they do down, illuminating much more than just the street. Almost 50 percent of the light emanating from street lamps misses its intended target, and billboards, shopping centres, private homes and skyscrapers are similarly over-illuminated.

C America has become so bright that in a satellite image of the United States at night, the outline of the country is visible from its lights alone. The major cities are all there, in bright clusters: New York, Boston, Miami, Houston, Los Angeles, Seattle, Chicago, and, of course, Las Vegas. Mark Adams, superintendent of the McDonald Observatory in west Texas, says that the very fact that city lights are visible from on high is proof of their wastefulness. "When you're up in an airplane, all that light you see on the ground from the city is wasted. It's going up into the night sky. That's why you can see it."

D But don't we need all those lights to ensure our safety? The answer from light engineers, light pollution control advocates and astronomers is an emphatic "no." Elizabeth Alvarez of the International Dark Sky Association (IDA), a non-profit organization in Tucson, Arizona, says that overly bright security lights can actually force neighbours to close the shutters, which means that if any criminal activity does occur on the street, no one will see it. And the old assumption that bright lights deter crime appears to have been a false one: A new Department of Justice report concludes that there is no documented correlation between the level of lighting and the level of crime in an area. And contrary to popular belief, more crimes occur in broad daylight than at night.

E For drivers, light can actually create a safety hazard. Glaring lights can temporarily blind drivers, increasing the likelihood of an accident. To help prevent such accidents, some cities and states prohibit the use of lights that impair night-time vision. For instance, New Hampshire law forbids the use of "any light along a highway so positioned as to blind or dazzle the vision of travellers on the adjacent highway."

F Badly designed lighting can pose a threat to wildlife as well as people. Newly hatched turtles in Florida move toward beach lights instead of the more muted silver shimmer of the ocean. Migrating birds, confused by lights on skyscrapers, broadcast towers and lighthouses, are injured, sometimes fatally, after colliding with high, lighted structures. And light pollution harms air quality as well: Because most of the country's power plants are still powered by fossil fuels, more light means more air pollution.

G So what can be done? Tucson, Arizona is taking back the night. The city has one of the best lighting ordinances in the country, and, not coincidentally, the highest concentration of observatories in the world. Kitt Peak National Optical Astronomy Observatory has 24 telescopes

aimed skyward around the city's perimeter, and its cadre of astronomers needs a dark sky to work with.

H For a while, that darkness was threatened. "We were totally losing the night sky," Jim Singleton of Tucson's Lighting Committee told Tulsa, Oklahoma's KOTV last March. Now, after retrofitting inefficient mercury lighting with low-sodium lights that block light from "trespassing" into unwanted areas like bedroom windows, and by doing away with some unnecessary lights altogether, the city is softly glowing rather than brightly beaming. The same thing is happening in a handful of other states, including Texas, which just passed a light pollution bill last summer. "Astronomers can get what they need at the same time that citizens get what they need: safety, security and good visibility at night," says McDonald Observatory's Mark Adams, who provided testimony at the hearings for the bill.

I And in the long run, everyone benefits from reduced energy costs. Wasted energy from inefficient lighting costs us between \$1 and \$2 billion a year, according to IDA. The city of San Diego, which installed new, high-efficiency street lights after passing a light pollution law in 1985, now saves about \$3 million a year in energy costs.

J Legislation isn't the only answer to light pollution problems. Brian Greer, Central Ohio representative for the Ohio Light Pollution Advisory Council, says that education is just as important, if not more so. "There are some special situations where regulation is the only fix," he says. "But the vast majority of bad lighting is simply the result of not knowing any better." Simple actions like replacing old bulbs and fixtures with more efficient and better-designed ones can make a big difference in preserving the night sky.

*The Big Dipper: a group of seven bright stars visible in the Northern Hemisphere.

Questions 1-5

The first six paragraphs of [Reading Passage 1](#) are lettered **A-F**.

Choose the most suitable headings for paragraphs **A-F** from the list of headings below.

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

List of Headings

- i Why lights are needed
- ii Lighting discourages law breakers
- iii The environmental dangers
- iv People at risk from bright lights
- v Illuminating space
- vi A problem lights do not solve
- vii Seen from above
- viii More light than is necessary
- ix Approaching the city

Example) Paragraph A **ix**

1) Paragraph B

2) Paragraph C

3) Paragraph D

4) Paragraph E

5) Paragraph F

ELTS Tip

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

Questions 6-9

Complete each of the following statements with words taken from the passage.

Write **ONE** or **TWO WORDS** for each answer.

6) According to a recent study, well-lit streets do not or make neighbourhoods safer to live in.

7) Inefficient lighting increases because most electricity is produced from coal, gas or oil.

8) Efficient lights from going into areas where it is not needed.

9) In dealing with light pollution is at least as important as passing new laws.

Questions 10-13

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

In boxes 10-13 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

10) One group of scientists find their observations are made more difficult by bright lights.

11) It is expensive to reduce light pollution.

12) Many countries are now making light pollution illegal.

13) Old types of light often cause more pollution than more modern ones.

Questions 1-5

The first six paragraphs of Reading Passage 1 are lettered **A-F**.

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viii More light than is necessary

ix Approaching the city

Example) Paragraph A **ix**

1) Paragraph B **viii**

2) Paragraph C **vii**

3) Paragraph D **vi**

4) Paragraph E **iv**

5) Paragraph F **iii**

Questions 6-9

Complete each of the following statements with words taken from the passage.

Write **ONE** or **TWO WORDS** for each answer.

6) According to a recent study, well-lit streets do not **deter crime** or make neighbourhoods safer to live in.

7) Inefficient lighting increases **(air) pollution** because most electricity is produced from coal, gas or oil.

8) Efficient lights **block light** from going into areas where it is not needed.

9) In dealing with light pollution **education** is at least as important as passing new laws.

Questions 10-13

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

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10) One group of scientists find their observations are made more difficult by bright lights. **YES**

11) It is expensive to reduce light pollution. **NO**

12) Many countries are now making light pollution illegal. **NOT GIVEN**

13) Old types of light often cause more pollution than more modern ones. **YES**

IELTS Reading - Skills

In order to understand a reading passage, you need to understand the context of a passage. You need to have a clue about the topic. When you pick up a paper to read, you scan the headlines and choose an article that interests you. The clues in the newspaper (headlines, graphics, photos) catch your eye and give you a context.

A passage on the IELTS is given to you; you did not choose to read it. There are few clues. You do not know what it is about. It may or may not interest you. Yet in order to understand it, you need some clues to help you understand the passage. Without the clues, you will not understand it very well. To score well on the IELTS, you should determine what you know and what you need to know.

When you look at a passage, you must make some predictions about the passage:

- *What* is the passage about?
- *What* is the main idea?
- *Who* are the characters?
- *When* are things taking place?
- *Where* is it happening?
- *Why* is it important?

You want to know who, what, when, where, and why.

The following can give you the answers to: *Who? What? When? Where?* and *Why?*

- Using the first paragraph
- Using the topic sentences
- Using specific details
- Using the questions and answers

IELTS Reading - Identifying the Tasks

There are many types of questions on the IELTS Reading Test. It is important to know what the question is asking you to do.

Question types:

- [Multiple-choice questions](#)
- [Short-answer questions](#)
- [Completing sentences](#)
- [Completing notes, summary, tables, flowcharts](#)
- [Labeling a diagram](#)
- [Choosing headings for paragraphs or sections of a text](#)
- [Choosing three or four answers from a list](#)
- [Yes, No, True, False, or Not Given questions](#)
- [Classifying information](#)
- [Matching lists or phrases](#)

The questions for the practice reading passages on the next page are labeled. Be familiar with the question types so you can quickly complete the task and answer the question correctly.

IELTS Reading - Target #1

Using the First Paragraph to Make Predictions

The first paragraphs of a passage can help you make predictions about the context of a passage.

Using the First Paragraph to Make Predictions

- the topic sentence (a summary of the main idea of the passage)
- a definition of the topic
- the author's opinion
- clues to the organization of the passage

If you understand the first paragraph, you will understand the topic, the author's opinion (if any), and where to look for information within the passage.

Read this first paragraph of a passage on the illness, obsessive-compulsive disorder.

Obsessive-compulsive disorder (OCR) is clinically diagnosed as an anxiety disorder. This disorder affects up to 4 percent of adults and children. People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviours' such as counting silently or washing their hands. Though OCR sufferers understand that their obsessions are unrealistic, they find it stressful to put these intrusive thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioural patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCR delay seeking treatment because they are ashamed of their own thoughts and behaviour.

Topic Sentence: Obsessive-compulsive disorder (OCD) is clinically diagnosed as an anxiety disorder.

Definition of Topic: People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviours.

Author's Opinion: None given.

Organizational Clues: The author may discuss

- Obsessive behaviour
- Stress of sufferers, and/or
- Treatment

PRACTICE 1

Read these introductory paragraphs to other passages. Make predictions about the topics using these first paragraphs.

1. The spread of wildfire is a natural phenomenon that occurs throughout the world and is especially common in forested areas of North America, Australia, and Europe. Locations that receive plenty of rainfall but also experience periods of intense heat or drought are particularly susceptible to wildfires. As plant matter dries out, it becomes brittle and highly flammable. In this way, many wildfires are seasonal, ignited by natural causes, most specifically lightning. However, human carelessness and vandalism also account for thousands of wildfires around the globe each year. To gain a clear understanding of how wildfires spread, it is necessary to analyse what it takes to both create and control these fires.

2. The term "bird brain" has long been a common means of expressing doubts about a person's intelligence. In reality, birds may actually be a great deal more intelligent than humans have given them credit for. For a long time, scientists considered birds to be of lesser intelligence because the cerebral cortex, the part of the brain that humans and other animals use for intelligence, is relatively small in size. Now scientists understand that birds actually use a different part of their brain, the hyperstriatum, for intelligence. Observations of different species of birds, both in the wild and in captivity, have shown a great deal of evidence of high levels of avian intelligence.

3. In 1834, a little girl was born in New Bedford, Massachusetts. She would grow up to become one of the richest women in the world. Her name was Petty Green, but she was known to many as the Witch of Wall Street.

Answer Key

1. Topic Sentence: The spread of wildfire is a natural phenomenon that occurs throughout the world and is especially common in forested areas of North America, Australia, and Europe.

Definition of Topic: Locations that receive plenty of rainfall but also experience periods of intense heat or drought are particularly susceptible to wildfires.

Author's Opinion: None given.

Organizational Clues: The author may discuss

- How wildfires start
- How to control wildfires
- Wildfires as a global problem

2. Topic Sentence: In reality, birds may actually be a great deal more intelligent than humans have given them credit for.

Definition of Topic: For a long time, scientists considered birds to be of lesser intelligence because the cerebral cortex, the part of the brain that humans and other animals use for intelligence, is relatively small in size.

Author's Opinion: None given.

Organizational Clues: The author may discuss

- Misunderstandings about the intelligence of birds
- The anatomy of a bird's brain
- Evidence of avian intelligence

3. Topic Sentence: She would grow up to become one of the richest women in the world.

Definition of Topic: Her name was Petty Green, but she was known to many as the Witch of Wall Street.

Author's Opinion: None given.

Organizational Clues: The author may discuss

- Petty Green's early years
- How Petty Green got rich
- Why Petty Green had a nickname

IELTS Reading - Target #2

Using the Topic Sentence to Make Predictions

Every paragraph has a key sentence called a topic sentence. This topic sentence explains what a paragraph about. It is the general idea of a paragraph. If you understand the general idea, you can look for the specific details which support the idea.

Read the second paragraph of the passage on OCR. The first sentence happens to be the topic sentence.

OCR sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCR symptoms. In order to be diagnosed with OCR, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic Sentence

OCR sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

- What are unreasonable worries?
- What are excessive worries?

▶▶ PRACTICE 2

Read these paragraphs. Underline the topic sentence. Ask one or two questions about the Topic sentence.

1. To combat excessive thoughts and impulses, most OCR sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCR sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific

chair over and over in order to block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.

2. OCR symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCR have been researched greatly and point to a number of different genetic factors. While studies show that OCR and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.

3. Research on OCR sufferers has found certain physiological trends. In particular, many studies show an overactivity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCR sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCR as well. Many reports of OCR point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCR.

Answer Key

1. Topic Sentence. To combat excessive thoughts and impulses, most OCR sufferers perform certain repet-itive rituals that they believe will relieve their anxiety.

Questions to Ask Yourself

- What types of rituals do they perform?
- How does this help them?

2. Topic Sentence. A child's. upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger.

Questions to Ask Yourself

- the disorder present at birth?
- Are there outside factors involved?
- What leads parents to seek treatment?

3. Topic Sentence. Research on OCR sufferers has found certain physiological trends.

Questions to Ask Yourself

- What part of the body does it affect?
- What are some common trends?
- What can parents look for?

IELTS Reading - Target #3

Looking for Specific Details

When you read, you first want to know the general idea. Next you read for specific ideas. The author supplies specific details to support his or her ideas. Knowing where to look for these supporting statements will help you answer questions on the IELTS.

When you identified the topic sentences in Practice 2, you found the general idea of the paragraph. When you asked your questions about the topic sentence, you expected the specific details would be the answers.

Read the second paragraph of a passage. The specific details follow the topic sentence.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCD symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

Topic Sentence

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress.

Questions to Ask Yourself

- What are unreasonable worries?
- What are excessive worries?

Supporting Details

- Fear of dirt and contamination
- The obsession with orderliness and symmetry
- Persistent doubts
- Impulses

▶▶ PRACTICE 3

Read these paragraphs again. Pay attention to the topic sentence. Underline the details that support the topic sentence.

1. To combat excessive thoughts and impulses, most OCR sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCR sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.

2. OCR symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCR have been researched greatly and point to a number of different genetic factors. While studies show that OCR and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.

3. Research on OCR sufferers has found certain physiological trends. In particular, many studies show an overactivity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCR sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCR as well. Many reports of OCR point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCR.

Answer Key

1. Supporting Details

- Compulsions can be mental or physical
- Examples include: checking, hand washing, disturbing images
- Compulsions and obsessions may or may not be related

2. Supporting Details

- Most cases are genetic
- Stress can add to the problem
- Many members of the family may have OCR

3. Supporting Details

- Over activity of blood in the brain
- Less serotonin
- Linked to other disorders such as Tourette Syndrome and ADHD

IELTS Reading - Analyzing the Questions and Answers

You made predictions about the content based on the first paragraph, the topic sentences, and the specific tails. Now let's look at how the questions or statements in your Reading test booklet can help you narrow these predictions and choose the correct answer.

To help you answer the questions in your Reading test booklet, take a few seconds to look over the questions or statements. Sometimes the questions are before the passage; sometimes they come after the passage. Ask yourself: Who? What? When? Where? and Why? By looking for the answers to these general questions, you will discover what you know and what you need to know. When you read the passage, you can test the predictions you made.

As you look at the question or statement and answer options, look for the key words. Key words may give you a clue to the context. They may help you predict what the passage is about. Look at these typical IELTS comprehension questions.

Questions 1-8

Complete the summary of the reading passage below.

Choose your answers from the box below and write them in boxes 1-8 on your answer sheet. There are more words than spaces so you will not use them all.

checking	doctor	upbringing	inherited
reduce	cause	treatment	throw away
unreasonable	obsession	control	compulsive
diagnosis	counting		

1 thoughts, doubts, and fears that they cannot 2 OCR sufferers develop certain ways of acting in order to 3 their fears. For example, being afraid of dirt is a common 4....., which may lead to excessive hand washing. Or, an OCR sufferer who worries about a locked door may engage in excessive 5 Some OCR sufferers keep things that other people would 6 Research shows that OCR may be a disorder that is 7 though members of the same family don't always show the same symptoms. It is also possible that certain infections may 8 the disorder.

First identify the **key words**. Then look for these words in the passage. You will know where to look because you have made predictions using topic sentences and specific details.
Notice the words close to the circled words in the passage. Do they help you complete the summary above?

Identify the key words in these questions and circle them in the questions and in the reading passage. Notice the words close to the circled words in the passage. Do they help you complete the questions below?

Questions 9-16

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

In boxes 9-16 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

- 9) OCR often results from the way a child is raised.
- 10) Stress can have an effect on OCR.
- 11) OCR sufferers are deficient in serotonin.
- 12) Obsessive-compulsive disorder usually begins after the age of 17.
- 13) Many OCR patients prefer psychotherapy to medication.
- 14) OCR is very difficult to treat.
- 15) Many OCR sufferers keep their problem a secret.
- 16) Antibiotics can be used to treat OCR.

[Show Answer](#) - [Hide Answer](#)

Obsessive-compulsive Disorder

Obsessive-compulsive disorder (OCR) is clinically diagnosed as an anxiety disorder and affects up to 4 percent of adults and children. People who suffer from this debilitating disorder have distressing and obsessive thoughts, which usually cause them to perform repetitive behaviors such as counting silently or washing their hands. Though OCR sufferers understand that their obsessions are unrealistic, they find it stressful to put these intrusive thoughts out of their minds. Those who suffer from obsessive-compulsive disorder develop strict behavioral patterns that become extremely time-consuming and begin to interfere with daily routines. Many people with OCR delay seeking treatment because they are ashamed of their own thoughts and behavior.

OCD sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCR symptoms. To be diagnosed with OCR, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).

To combat excessive thoughts and impulses, most OCR sufferers perform certain repetitive rituals that they believe will relieve their anxiety. These compulsions can be either mental or behavioral in nature. Common rituals include excessive checking, washing, counting, and praying. Over time, OCR sufferers attach strict rules to their compulsions. For example, a woman who is obsessed with cleanliness might wash her hands three times before having a meal in order to get the thought of the dirty dishes or silverware out of her mind. However, in many cases, the compulsions aren't related to the obsession at all. A man obsessed with the image of dead animals might count silently up to 500 or touch a specific chair over and over in order to block the images. Holding onto objects that would normally be discarded, such as newspapers and empty containers, is another common compulsion.

OCR symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment. A child's upbringing does not seem to be part of the cause of the disorder, though stress can make the symptoms stronger. The underlying causes of OCR have been researched greatly and point to a number of different genetic factors. While studies show that OCR and its related anxiety disorders are often passed down through families, the specific symptoms for each family member are rarely the same. For example, a mother who is obsessed with order may have a son who can't stop thinking about a single word or number.

Research on OCR sufferers has found certain physiological trends. In particular, many studies show an overactivity of blood circulation in certain areas of the brain. As a result of this increase in blood flow, the serotonergic system, which regulates emotions, is unable to function effectively. Studies have also shown that OCR sufferers have less serotonin than the average person. This type of abnormality is also observed in Tourette syndrome and Attention Deficit Hyperactive Disorder. People who developed tics as children are found to be more susceptible to OCR as well. Many reports of OCR point to infections that can trigger the disorder, namely streptococcal infections. It is believed that a case of childhood strep throat can elicit a response from the immune system that produces certain neuropsychiatric disorders, such as OCR.

Because OCR sufferers tend to be so secretive about their symptoms, they often put off treatment for many years. The average OCR sufferer waits about 17 years before receiving medical attention. As with many anxiety disorders, early diagnosis and proper medication can lessen many of the symptoms and allow people to live fairly normal lives. Most treatment plans for OCR involve a combination of medication and psychotherapy. Both cognitive and behavioral therapies are used to teach patients about their disorder and work through the anxiety. Serotonin reuptake inhibitors are prescribed to increase the brain's concentration of serotonin. This medication successfully reduces the symptoms in many OCR sufferers in a short amount of time. For cases when OCR is linked to streptococcal infection, antibiotic therapy is sometimes all that is needed.

Questions 1-8

Complete the summary of the reading passage below.

Choose your answers from the box below and write them in boxes 1-8 on your answer sheet. There are more words than spaces so you will not use them all.

checking	doctor	upbringing	inherited
reduce	cause	treatment	throw away
unreasonable	obsession	control	compulsive
diagnosis	counting		

1 **unreasonable** thoughts, doubts, and fears that they cannot 2 **control** OCR sufferers develop certain ways of acting in order to 3 **reduce** their fears. For example, being afraid of dirt is a common 4 **obsession**, which may lead to excessive hand washing. Or, an OCR sufferer who worries about a locked door may engage in excessive 5 **checking** Some OCR sufferers keep things that other people would 6 **throw away** Research shows that OCR may be a disorder that is 7 **inherited** though members of the same family don't always show the same symptoms. It is also possible that certain infections may 8 **cause** the disorder.

First identify the key words. Then look for these words in the passage. You will know where to look because you have made predictions using topic sentences and specific details.

Notice the words close to the circled words in the passage. Do they help you complete the summary above?

- 1) Paragraph 1 states that, "OCR sufferers understand that their obsessions are unrealistic."
- 2) Paragraph 1 states that "they find it stressful to put these intrusive thoughts out of their minds."
- 3) The first sentence of paragraph 3 states: "To combat excessive thoughts and impulses, OCR sufferers perform certain repetitive rituals that they believe will relieve their anxiety."
- 4) Paragraph 2 states that "Fear of dirt and contamination are very common obsessive thoughts."
- 5) Paragraph 3 states that "Common rituals include excessive checking."
- 6) The last sentence in paragraph 3 states that, "Holding onto objects that would normally be discarded, such as newspapers and containers, is another common compulsion."

7) Paragraph 4 states that "a number of different genetic factors" have been found as underlying causes of the disease.

8) Paragraph 5 gives an example of an illness (steep throat) that is thought to be the cause behind some OCR cases.

Questions 9-16

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

In boxes 9-16 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

9) OCR often results from the way a child is raised. **False**

Paragraph 4 states: "A child's upbringing does not seem to be part of the cause of the disorder though stress can make the symptoms stronger. The underlying causes of OCR have been researched greatly, and point to a number of different genetic factors."

10) Stress can have an effect on OCR. **True**

Paragraph 4 states: "A child's upbringing does not seem to be part of the cause of the disorder though stress can make the symptoms stronger."

11) OCR sufferers are deficient in serotonin. **True**

Paragraph 5 states: "Studies have also shown that OCR sufferers have less serotonin than average person."

12) Obsessive-compulsive disorder usually begins after the age of 17. **False**

Paragraph 4 states: "OCR symptoms generally begin between the age of 10 and 24 and continue indefinitely until a person seeks treatment."

13) Many OCR patients prefer psychotherapy to medication. Not Given

Paragraph 6 mentions both psychotherapy and medication but does not discuss which o patients prefer.

14) OCR is very difficult to treat. False

Paragraph 6 discusses different treatment options, and states that, "early diagnosis and pro medication can lessen many of the symptoms and allow people to live fairly normal lives."

15) Many OCR sufferers keep their problem a secret. True

Paragraph 6 begins with this sentence: "Because OCR sufferers tend to be so secretive a their symptoms, they often put off treatment foe many years."

16) Antibiotics can be used to treat OCR. True

The final sentence in Paragraph 6 indicates that antibiotics can be used in special cases of OCD "Foe cases when OCR is linked to streptococcal infection, antibiotic therapy is sometimes all that needed."

IELTS Reading Passage 2

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

Questions 1-5: Choosing Headings

The following reading passage has five sections **A-E**.

Choose the correct heading for each section from the list of headings on the next page.

Write the correct number i-viii in boxes 1-5 on your answer sheet. There are more headings than sections, so you will not use them all.

- | | | | |
|-----|--|------|-------------------------------------|
| i | Colorblindness' in different countries | v | Unsolved myths |
| ii | Diagnosing colorblindness | vi | Animals and colorblindness |
| iii | What is colorblindness? | vii | Developing the ability to see color |
| iv | Curing colorblindness | viii | Colorblindness and the sexes |

- 1) Section **A**
- 2) Section **B**
- 3) Section **C**
- 4) Section **D**
- 5) Section **E**

Colorblindness

A Myths related to the causes and symptoms of "colorblindness" abound throughout the world. The term itself is misleading, since it is extremely rare for anyone to have a complete lack of color perception. By looking into the myths related to color blindness, one can learn many facts about the structure and genetics of the human eye. It is a myth that colorblind people see the world as if it were a black and white movie. There are very few cases of complete colorblindness. Those who have a complete lack of color perception are referred to as monochromatics, and usually have a serious problem with their overall vision as well as an inability to see colors. The fact is that in most cases of colorblindness, there are only

certain shades that a person cannot distinguish between. These people are said to be dichromatic. They may not be able to tell the difference between red and green, or orange and yellow. A person with normal color vision has what is called trichromatic vision. The difference between the three levels of color perception have to do with the cones in the human eye. A normal human eye has three cones located inside the retina: the red cone, the green cone, and the yellow cone. Each cone contains a specific pigment whose function is to absorb the light of these colors and the combinations of them. People with trichromatic vision have all three cones in working order. When one of the three cones does not function properly, dichromatic vision occurs.

B Some people believe that only men can be colorblind. This is also a myth, though it is not completely untrue. In an average population, 8% of males exhibit some form of colorblindness, while only 0.5% of women do. While there may be some truth to the idea that more men have trouble matching their clothing than women, the reason that color vision deficiency is predominant in males has nothing to do with fashion. The fact is that the gene for color blindness is located on the X chromosome, which men only have one of. Females have two X chromosomes, and if one carries the defective gene, the other one naturally compensates. Therefore, the only way for a female to inherit colorblindness is for both of her X chromosomes to carry the defective gene. This is why the incidence of color deficiency is sometimes more prevalent in extremely small societies that have a limited gene pool.

C It is true that all babies are born colorblind. A baby's cones do not begin to differentiate between many different colors until he is approximately four months old. This is why many of the modern toys for very young babies consist of black and white patterns or primary colors, rather than traditional soft pastels. However, some current research points to the importance of developing an infant's color visual system. In 2004, Japanese researcher Yoichi Sugita of the Neuroscience Research Institute performed an experiment that would suggest that color vision deficiency isn't entirely genetic. In his experiment, he subjected a group of baby monkeys to monochromatic lighting for one year. He later compared their vision to normal monkey who had experienced the colorful world outdoors. It was found that the test monkeys were unable to perform the color-matching tasks that the normal monkeys could. Nevertheless, most cases of colorblindness are attributed to genetic factors that are present at birth.

D Part of the reason there are so many inconsistencies related to colorblindness, or "color vision deficiency" as it is called in the medical world, is that it is difficult to know exactly which colors each human can see. Children are taught from a very young age that an apple is red. Naming colors allows children to associate a certain shade with a certain name, regardless of a color vision deficiency. Someone who never takes a color test can go through life thinking that what they see as red is called green. Children are generally tested for colorblindness at about four years of age. The Ishihara Test is the most common, though it is highly criticized' because it requires that children have the ability to recognize numerals. In the Ishihara Test, a number made up of colored dots is hidden inside a series of

dots of a different shade. Those with normal vision can distinguish the number from the background, while those with color vision deficiency will only see the dots.

E While many of the myths related to colorblindness have been busted by modern science, there are still a few remaining beliefs that require more research in order to be labeled as folklore. For example, there is a long-standing belief that colorblindness can aid military soldiers because it gives them the ability to see through camouflage. Another belief is that everyone becomes colorblind in an emergency situation. The basis of this idea is that a catastrophic event can overwhelm the brain, causing it to utilize only those receptors needed to perform vital tasks. In general, identifying color is not considered an essential task in a life or death situation.

Questions 6-8: Multiple-Choice Questions

Choose the correct letter, **A**, **B**, **C**, or **D**. Write your answers in boxes 6-8 on your Answer Sheet.

6) People who see color normally are called

- A** monochromatic.
- B** dichromatic.
- C** tichromatic.
- D** colorblind.

7) Children usually begin to see a variety of colors by the age of

- A** one month.
- B** four months.
- C** one year.
- D** four years.

8) Children who take the Ishihara Test must be able to

- A** distinguish letters.
- B** write their names.
- C** read numbers.
- D** name colors.

Questions 9-12: Completing a Summary

Complete the summary using words from the box below.

Write your answers in boxes 9-12 on your Answer Sheet. There are more answers than spaces, so you will not use them all.

myth	a little less	X chromosomes
defective genes	fact	slightly more
exactly	less likely	more probable

It is a common **9** that only men suffer from colorblindness. On average **10** than ten percent of men have this problem. Women have two **11** For this reason it is **12**..... for a woman to suffer from colorblindness.

Questions 1-5: Choosing Headings

The following reading passage has five sections **A-E**.

Choose the correct heading for each section from the list of headings on the next page.

Write the correct number i-viii in boxes 1-5 on your answer sheet. There are more headings than sections, so you will not use them all.

- | | |
|---|--|
| i Colorblindness' in different countries | v Unsolved myths |
| ii Diagnosing colorblindness | vi Animals and colorblindness |
| iii What is colorblindness? | vii Developing the ability to see color |
| iv Curing colorblindness | viii Colorblindness and the sexes |

1) Section A **iii**

Paragraph A discusses what people think color blindness is, and what it really is. In the middle of the paragraph it states, "The fact is that in most cases of colorblindness, there are only certain shades that a person cannot distinguish between. These people are said to be dichromatic."

2) Section B **viii**

Paragraph B discusses the fact that men are more prone to colorblindness than women, and states the genetic reasons why this is the case.

3) Section C **vii**

Paragraph C discusses the fact that babies are all born colorblind and that they do not develop the ability to see colors until they are a few months old. This paragraph also discusses the possibility that infants may require a colorful environment in order to develop proper color vision.

4) Section D **ii**

Paragraph D discusses the reasons why colorblindness is difficult to diagnose. It also discusses the Ishihara Test, which distinguishes those who are colorblind from those who have normal color vision.

5) Section E **v**

Paragraph E mentions two beliefs about colorblindness that haven't been proven as myths: that colorblindness can aid military soldiers and that everyone is colorblind in an emergency.

Questions 6-8: Multiple-Choice Questions

Choose the correct letter, **A**, **B**, **C**, or **D**. Write your answers in boxes 6-8 on your Answer Sheet.

6) People who see color normally are called

- A** monochromatic.
- B** dichromatic.
- ✓ **C** trichromatic.
- D** colorblind.

The second to the last sentence of Paragraph A states that: "People with trichromatic vision have all three cones in working order."

7) Children usually begin to see a variety of colors by the age of

- A** one month.
- ✓ **B** four months.
- C** one year.
- D** four years.

The second sentence in Paragraph C states that: "A baby's cones do not begin to differentiate between many different colors until he is approximately four months old."

8) Children who take the Ishihara Test must be able to

- A** distinguish letters.
- B** write their names.
- ✓ **C** read numbers.
- D** name colors.

Paragraph D states the main downfall of the Ishihara Test: "The Ishihara Test is the most common, though it is highly criticized because it requires that children have the ability to recognize numerals."

Questions 9-12: Completing a Summary

Complete the summary using words from the box below.

Write your answers in boxes 9-12 on your Answer Sheet There are more answers than spaces, so you will not use them all.

myth	a little less	X chromosomes
defective genes	fact	slightly more
exactly	less likely	more probable

It is a common **9 myth** that only men suffer from colorblindness. On average **10 a little less** than ten percent of men have this problem. Women have two **11 X chromosomes**. For this reason it is **12 less likely** for a woman to suffer from colorblindness.

9) myth. Paragraph B introduces the idea that although color vision deficiency is predominant in males, it is still possible for females to be colorblind.

10) a little less. Paragraph B states: "In an average population, 8% of males exhibit some form of colorblindness."

11) X chromosomes. Paragraph B states: "Females have two X chromosomes."

12) less likely. Paragraph B explains that it is less likely for women to be colorblind, because if one of their X chromosomes "carries the defective gene, the other one naturally compensates." "Compensate" means to make up for another's weakness.

IELTS Reading Passage 1

Read the passage and answer the questions. Use your predicting skills. Note the type of questions:

Zulu Beadwork

The South African province of KwaZulu-Natal, more commonly referred to as the Zulu Kingdom, is named after the Zulu people who have inhabited the area since the late 1400s. KwaZulu translates to mean "Place of Heaven." "Natal" was the name the Portuguese explorers gave this region when they arrived in 1497. At that time, only a few Zulu clans occupied the area. By the late 1700s, the AmaZulu clan, meaning "People of Heaven," constituted a significant nation. Today the Zulu clan represents the largest ethnic group in South Africa, with at least 11 million people in the kingdom. The Zulu people are known around the world for their elaborate glass beadwork, which they wear not only in their traditional costumes but as part of their everyday apparel. It is possible to learn much about the culture of the Zulu clan through their beadwork.

The glass bead trade in the province of KwaZulu-Natal is believed to be a fairly recent industry. In 1824, an Englishman named Henry Francis Fynn brought glass beads to the region to sell to the African people. Though the British are not considered the first to introduce glass beads, they were a main source through which the Zulu people could access the merchandise they needed. Glass beads had already been manufactured by the Egyptians centuries earlier around the same time when glass was discovered. Some research points to the idea that Egyptians tried to fool South Africans with glass by passing it off as jewels similar in value to gold or ivory. Phoenician mariners brought cargoes of these beads to Africa along with other wares. Before the Europeans arrived, many Arab traders brought glass beads down to the southern countries via camelback. During colonization, the Europeans facilitated and monopolized the glass bead market, and the Zulu nation became even more closely tied to this art form.

The Zulu people were not fooled into believing that glass beads were precious stones but, rather, used the beads to establish certain codes and rituals in their society. In the African tradition, kings were known to wear beaded regalia so heavy that they required the help of attendants to get out of their thrones. Zulu beadwork is involved in every realm of society, from religion and politics to family and marriage. Among the Zulu women, the craft of beadwork is used as an educational tool as well as a source of recreation and fashion. Personal adornment items include jewelry, skirts, neckbands, and aprons. Besides clothing and accessories, there are many other beaded objects in the Zulu culture, such as bead-covered gourds, which are carried around by women who are having fertility problems. Most importantly, however, Zulu

beadwork is a source of communication. In the Zulu tradition, beads are a part of the language with certain words and symbols that can be easily read. A finished product is considered by many artists and collectors to be extremely poetic.

The code behind Zulu beadwork is relatively basic and extremely resistant to change. A simple triangle is the geometric shape used in almost all beaded items. A triangle with the apex pointing downward signifies an unmarried man, while one with the tip pointing upward is worn by an unmarried woman. Married women wear items with two triangles that form a diamond shape, and married men signify their marital status with two triangles that form an hourglass shape. Colors are also significant, though slightly more complicated since each color can have a negative and a positive meaning. Educated by their older sisters, young Zulu girls quickly learn how to send the appropriate messages to a courting male. Similarly, males learn how to interpret the messages and how to wear certain beads that express their interest in marriage.

The codes of the beads are so strong that cultural analysts fear that the beadwork tradition could prevent the Zulu people from progressing technologically and economically. Socioeconomic data shows that the more a culture resists change the more risk there is in a value system falling apart. Though traditional beadwork still holds a serious place in Zulu culture, the decorative art form is often modified for tourists, with popular items such as the beaded fertility doll.

Questions 1-3: Matching

Match each definition with the term it defines.

Write the correct letter **A - E** in boxes **1 - 3** on your answer sheet. There are more terms than definitions, so you will not use them all.

A Phoenician

B Natal

C AmaZulu

D Explorer

E KwaZulu

- 1) It means Place of Heaven.
- 2) It is the Portuguese name for southern Africa.
- 3) It means People of Heaven.

Questions 6-4: Short-Answer Questions

Answer the questions below.

Write **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 4-6 on your answer sheet.

- 4) Which country does the Zulu clan reside in?
- 5) When did the Portuguese arrive in KwaZulu-Natal?
- 6) How many members of the Zulu Kingdom are there?

Questions 7-11: True-False-Not Given Questions

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

In boxes 7-11 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

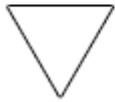
- 7) The British were the first people to sell glass beads in Africa.
- 8) Henry Frances Flynn made a lot of money selling glass beads to the Zulu people.
- 9) The Zulu people believed that glass beads were precious stones.
- 10) The Zulu people use glass beads in many aspects of their daily lives.
- 11) Zulu women believe that bead-covered gourds can help them have babies.

Questions 12-15: Labeling a Diagram

Label the diagram below. Choose one or two words from the reading passage for each answer. Write your answers in boxes 12-15 on your answer sheet.

Zulu Beadwork Code

12



13



14



15



Questions 1-3: Matching

Match each definition with the term it defines.

Write the correct letter **A - E** in boxes **1 - 3** on your answer sheet. There are more terms than definitions, so you will not use them all.

A Phoenician

B Natal

C AmaZulu

D Explorer

E KwaZulu

1) It means Place of Heaven. **E**

Paragraph 1 states: "KwaZulu translates to mean "Place of Heaven."

2) It is the Portuguese name for southern Africa. **B**

Paragraph 1 states: "Natal' was the name the Portuguese explorers gave this region when they arrived in 1497"

3) It means People of Heaven. **C**

Paragraph 1 states: "By the late 1700s, the AmaZulu clan, meaning "People of Heaven,' constituted a significant nation."

Questions 6-4: Short-Answer Questions

Answer the questions below.

Write **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 4-6 on your answer sheet.

4) Which country does the Zulu clan reside in? **South Africa**

The first sentence of Paragraph 1 states that KwaZulu-Natal is a South African province.

5) When did the Portuguese arrive in KwaZulu-Natal? **1497**

Paragraph 1 states: "Portuguese explorers ... arrived in 1497."

6) How many members of the Zulu Kingdom are there? **11 million**

Midway through paragraph 1 the passage states: "Today the Zulu clan represents the largest ethnic group in South Africa, with at least 11 million people in the kingdom."

Questions 7-11: True-False-Not Given Questions

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

In boxes 7-11 on your answer sheet, write

TRUE *if the statement is true according to the passage*

FALSE *if the statement is false according to the passage*

**NOT
GIVEN** *if the information is not given in the passage*

7) The British were the first people to sell glass beads in Africa. **False**

Paragraph 2 talks about how the Egyptians were the first to bring beads to the area, though the British later facilitated the trade.

8) Henry Frances Flynn made a lot of money selling glass beads to the Zulu people. **Not Given**

Paragraph 2 states that Henry Frances Flynn brought glass beads to the region, but it doesn't state anywhere that he earned a lot of money doing this.

9) The Zulu people believed that glass beads were precious stones. **False**

Paragraph 3 states: "The Zulu people were not fooled into believing that glass beads were precious stones but, rather, used the beads to establish certain codes and rituals in their society."

10) The Zulu people use glass beads in many aspects of their daily lives. **True**

Paragraphs 3 discusses how beads are used for adornment, education, recreation, and communication.

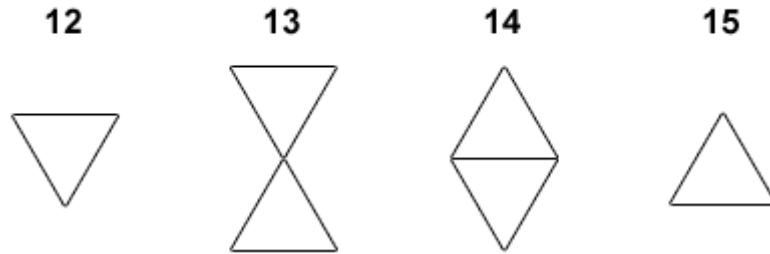
11) Zulu women believe that bead-covered gourds can help them have babies. **True**

Paragraph 3 discusses how bead-covered gourds are carried around by women who are having fertility problems. "Fertility problems" means difficulty becoming and staying pregnant.

Questions 12-15: Labeling a Diagram

Label the diagram below. Choose one or two words from the reading passage for each answer. Write your answers in boxes 12-15 on your answer sheet.

Zulu Beadwork Code



12) **unmarried man.**

Paragraph 4 states: "A triangle with the apex pointing downward signifies an unmarried man."

13) **married man.**

Paragraph 4 states that "married men signify their marital status with two triangles that form an hourglass shape."

14) **married woman.**

Paragraph 4 states: "Married women wear items with two triangles that form a diamond shape."

15) **unmarried woman.**

Paragraph 4 states that a triangle "with the tip pointing upward is worn by an unmarried woman."

IELTS Reading Passage 3

Read the passage and answer the questions. Use your predicting skills. Note the type of questions.

Antarctic Penguins

Though penguins are assumed to be native to the South Pole, only four of the seventeen species have evolved the survival adaptations necessary to live and breed in the Antarctic year round. The physical features of the Adelie, Chinstrap, Gentoo, and Emperor penguins equip them to withstand the harshest living conditions in the world. Besides these four species, there are a number of others, including the yellow feathered Macaroni penguin and the King penguin that visit the Antarctic regularly but migrate to warmer waters to breed. Penguins that live in Antarctica year round have a thermoregulation system and a survival sense that allows them to live comfortably both on the ice and in the water.

In the dark days of winter, when the Antarctic sees virtually no sunlight, the penguins that remain on the ice sheet sleep most of the day. To retain heat, penguins huddle in communities of up to 6,000 of their own species. When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs. The Emperor penguin, however, doesn't bother with a nest at all. The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed. The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch. In the huddle, the male penguins rotate regularly so that none of the penguins have to stay on the outside of the circle exposed to the wind and cold for long periods of time. When it's time to take a turn on the outer edge of the pack, the penguins tuck their feathers in and shiver. The movement provides enough warmth until they can head back into the inner core and rest in the warmth. In order to reduce the cold of the ice, penguins often put their weight on their heels and tails. Antarctic penguins also have complex nasal passages that prevent 80 percent of their heat from leaving the body. When the sun is out, the black dorsal plumage attracts its rays and penguins can stay warm enough to waddle or slide about alone.

Antarctic penguins spend about 75 percent of their lives in the water. A number of survival adaptations allow them to swim through water as cold as -2 degrees Celsius. In order to stay warm in these temperatures, penguins have to keep moving. Though penguins don't fly in the air, they are often said to fly through water. Instead of stopping each time they come up for air, they use a technique called "porpoising," in which they leap up for a quick breath while swiftly moving forward: Unlike most birds that have hollow bones for flight, penguins have evolved hard solid bones that keep them low in the water.

Antarctic penguins also have unique feathers that work similarly to a waterproof diving suit. Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin. The pressure of a deep dive releases this air, and a penguin has to rearrange the feathers through a process called "preening." Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart.

While the harsh climate of the Antarctic doesn't threaten the survival of Antarctic penguins, overheating can be a concern, and therefore, global warming is a threat to them. Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day. African penguins have bald patches on their legs and face where excess heat can be released. The blood vessels in the penguin's skin dilate when the body begins to overheat, and the heat rises to the surface of the body. Penguins who are built for cold winters of the Antarctic have other survival techniques for a warm day, such as moving to shaded areas, or holding their fins out away from their bodies.

Questions 1-5: Classifying Information

Classify the following facts as applying to

A Antarctic penguins

B Temperature-area penguins

Write the appropriate letter, **A** or **B**, in boxes 1-5 on your answer sheet.

- 1) stand in large groups to keep warm
- 2) spend about three quarters of its time in the water
- 3) have feathers that keep cold water away from its skin
- 4) have areas of skin without feathers
- 5) have less blubber

Questions 6-9: Completing Sentences

Complete each of the following sentences with information from the reading passage. Write your answers in boxes 6-9 on your Answer Sheet. Write **NO MORE THAN THREE** words for each answer.

- 6) Most penguins use to build their nests.
- 7) While the male emperor penguin takes care of the egg, the female goes away to
- 8) A is a piece of skin that the male emperor penguin uses to protect the egg.
- 9) Penguins protect their feet from the cold of the ice by standing on their

Questions 10-13: Choosing Answers from a List

The article mentions many facts about penguins.

Which **FOUR** of the following features are things that enable them to survive in very cold water?

- A They move through the water very quickly.
- B They hold their flippers away from their bodies.
- C They choose shady areas.
- D When necessary, their blood moves away from the flippers and toward the heart.
- E They breathe while still moving.
- F The blood vessels in their skin dilate.
- G They waddle and slide.
- H Their feathers hold in a layer of air near the skin.

Reading Tip

Although the topics may seem unfamiliar to you, none of the passages will contain technical information or specialist vocabulary that is not explained or cannot be understood by an educated reader. Sometimes, however, you will need to ignore unknown words or guess their meaning.

Questions 1-5: Classifying Information

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B Temperature-area penguins

Write the appropriate letter, **A** or **B**, in boxes 1-5 on your answer sheet.

1) stand in large groups to keep warm **A**

Paragraph 2 discusses how Antarctic penguins "huddle in communities" to keep warm.

2) spend about three quarters of its time in the water **A**

The first sentence of Paragraph 3 states: "Antarctic penguins spend about 75 percent of their lives in the water."

3) have feathers that keep cold water away from its skin **A**

Paragraph 3 discusses the unique feathers of Antarctic penguins that work similarly to a waterproof diving suit: "Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin."

4) have areas of skin without feathers **B**

Paragraph 4 states: "Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day."

5) have less blubber **B**

Paragraph 4 discusses the bald patches of a temperate species called African penguins.

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IELTS Reading Passage 3

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In the dark days of winter, when the Antarctic sees virtually no sunlight, the penguins that remain on the ice sheet sleep most of the day. To retain heat, penguins huddle in communities of up to 6,000 of their own species. When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs. The Emperor penguin, however, doesn't bother with a nest at all. The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed. The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch. In the huddle, the male penguins rotate regularly so that none of the penguins have to stay on the outside of the

circle exposed to the wind and cold for long periods of time. When it's time to take a turn on the outer edge of the pack, the penguins tuck their feathers in and shiver. The movement provides enough warmth until they can head back into the inner core and rest in the warmth. In order to reduce the cold of the ice, penguins often put their weight on their heels and tails. Antarctic penguins also have complex nasal passages that prevent 80 percent of their heat from leaving the body. When the sun is out, the black dorsal plumage attracts its rays and penguins can stay warm enough to waddle or slide about alone.

Antarctic penguins spend about 75 percent of their lives in the water. A number of survival adaptations allow them to swim through water as cold as -2 degrees Celsius. In order to stay warm in these temperatures, penguins have to keep moving. Though penguins don't fly in the air, they are often said to fly through water. Instead of stopping each time they come up for air, they use a technique called "porpoising," in which they leap up for a quick breath while swiftly moving forward: Unlike most birds that have hollow bones for flight, penguins have evolved hard solid bones that keep them low in the water. Antarctic penguins also have unique feathers that work similarly to a waterproof diving suit. Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin. The pressure of a deep dive releases this air, and a penguin has to rearrange the feathers through a process called "preening." Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart.

While the harsh climate of the Antarctic doesn't threaten the survival of Antarctic penguins, overheating can be a concern, and therefore, global warming is a threat to them. Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day. African penguins have bald patches on their legs and face where excess heat can be released. The blood vessels in the penguin's skin dilate when the body begins to overheat, and the heat rises to the surface of the body. Penguins who are built for cold winters of the Antarctic have other survival techniques for a warm day, such as moving to shaded areas, or holding their fins out away from their bodies.

Questions 1-5: Classifying Information

Classify the following facts as applying to

A Antarctic penguins

B Temperature-area penguins

Write the appropriate letter, **A** or **B**, in boxes 1-5 on your answer sheet.

1) stand in large groups to keep warm **A**

Paragraph 2 discusses how Antarctic penguins "huddle in communities" to keep warm.

2) spend about three quarters of its time in the water A

The first sentence of Paragraph 3 states: "Antarctic penguins spend about 75 percent of their lives in the water."

3) have feathers that keep cold water away from its skin A

Paragraph 3 discusses the unique feathers of Antarctic penguins that work similarly to a waterproof diving suit: "Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin."

4) have areas of skin without feathers B

Paragraph 4 states: "Temperate species have certain physical features such as fewer feathers and less blubber to keep them cool on a hot day."

5) have less blubber B

Paragraph 4 discusses the bald patches of a temperate species called African penguins.

[Show Answers](#) - [Hide Answers](#)

Questions 6-9: Completing Sentences

Complete each of the following sentences with information from the reading passage. Write your answers in boxes 6-9 on your Answer Sheet. Write No MORE THAN THREE words for each answer.

6) Most penguins use **rocks to build their nests.**

Paragraph 2 states: "When it's time to create a nest, most penguins build up a pile of rocks on top of the ice to place their eggs."

7) While the male emperor penguin takes care of the egg, the female goes away to **feed/eat.**

Paragraph 2 discusses the Emperor penguin's gender roles: "The female Emperor lays just one egg and gives it to the male to protect while she goes off for weeks to feed."

8) A **brood patch is a piece of skin that the male emperor penguin uses to protect the egg.**

Paragraph-2 explains how the male Emperor penguin takes care of the egg: "The male balances the egg on top of his feet, covering it with a small fold of skin called a brood patch."

9) Penguins protect their feet from the cold of the ice by standing on their **heels and tails**.

Toward the end of paragraph 2 the text states: "In order to reduce the cold of the ice, penguins often put their weight on their heels and tails."

Questions 10-13: Choosing Answers from a List

The article mentions many facts about penguins.

Which **FOUR** of the following features are things that enable them to survive in very cold water?

- ✓ **A** They move through the water very quickly.
- B** They hold their flippers away from their bodies.
- C** They choose shady areas.
- ✓ **D** When necessary, their blood moves away from the flippers and toward the heart.
- ✓ **E** They breathe while still moving.
- F** The blood vessels in their skin dilate.
- G** They waddle and slide.
- ✓ **H** Their feathers hold in a layer of air near the skin.

10) (A) Paragraph 3 states that penguins have to keep moving to stay warm. Their swimming is compared to flight.

11) (D) The last sentence in Paragraph 3 describes the penguin's circulatory system: "Penguins also have an amazing circulatory system, which in extremely cold waters diverts blood from the flippers and legs to the heart."

12) (E) Paragraph 3 describes "porpoising" which penguins do in order to be able to breathe without having to stop swimming.

13) (H) Paragraph 3 describes how feathers keep Antarctic penguins dry: "Tufts of down trap a layer of air within the feathers, preventing the water from penetrating the penguin's skin." Choice (B), (C), and (F) are incorrect because these are all of examples of how penguins stay cool.