

Machines, processes, and cycles

Unit aims

Labelling a diagram (1)

Completing tables

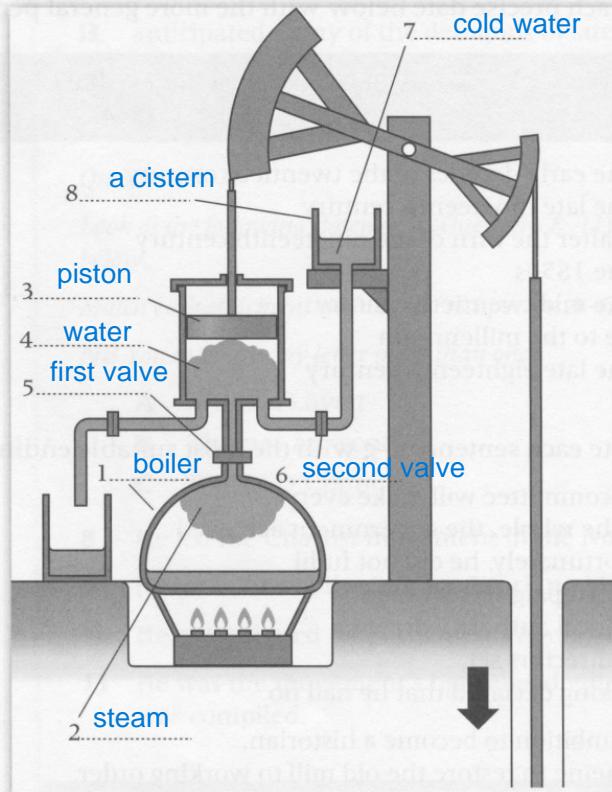
Completing flowcharts

Labelling a diagram (1)

- 1 Look at the list of energy sources and answer the questions below.

wood	wind	water	nuclear	coal
human power	animals	gas	oil	

- a How has each one had an impact on human history?
- b Which sources do you think have a future?
- c What other sources are there?



- 2 Look at the diagram and answer questions a and b.

- a What does the diagram show? **steam engine**
- b What types of words are needed to label the diagram? Make some predictions.

- 3 Label the diagram using no more than TWO words from the passage below for each blank space.

Thomas Newcomen's steam engine was one of the first devices to use the power of steam for mechanical work. It was originally used to pump water from mines. A boiler, encased in brick and sitting over a coal fire, generated steam, which drove the

piston in the open top cylinder above the boiler. When the steam built up, the pressure opened a valve allowing the steam to fill the cylinder and push the piston up. When the piston reached the top of the cylinder, the first valve was closed and the second valve opened. This second valve sprayed cold water into the cylinder from a cistern, condensing the steam and creating a vacuum. The air pressure from the open-top cylinder pushed the piston down again, thus pulling the rod down with it. The cycle then repeated itself all over again.

4 Decide if the following sentences about machines are true or false. Use a dictionary to help you.

- a A washing machine contains a pump and a motor.
- b An air conditioning unit contains a coil and a fan.
- c A photocopier has various components, including rollers and a piston.
- d A filter and a tube can be found in a television.
- e A lever and a spring are component parts of a toaster.
- f A valve and a switch can be found in an aerosol spray.
- g Inside a hoover, there is a filter and rotating brushes.

5 Name one object for each of the following components.

battery axle blade handle lens turbine switch

6 Before you look at the passage below, decide which of the following words are associated with advantage and which with disadvantage?

downside benefit drawback stumbling block
problem upside plus handicap

The future of energy sources

- A** The future for petroleum use at the moment looks rather uncertain, despite enjoying the major benefit of a very advanced infrastructure already in place. The downsides from the environmental point of view are patently obvious: harm to public health through carbon dioxide emissions in exhaust fumes, which are linked to respiratory problems, and to precious ecosystems from oil spills and seepage. But the most significant weakness is that oil is a finite resource.
- B** The picture for natural gas is similarly mixed. While its main strength lies in its being a relatively clean fuel involving little processing and being easily transportable via pipelines, natural gas requires compression or low temperatures if it is to be used for cars or other vehicles. Thus, it has not previously been a serious contender to provide private transportation. There are now signs, however, that this obstacle may have been overcome.
- C** Yet there is another problem with natural gas. It may produce less carbon dioxide than other fossil fuels, but the major stumbling block to its use is that the methane released lives for a long time in the atmosphere. In addition, as it is a non-renewable energy source like petroleum, in coming years natural gas will not be in use. But in the short term at least, the situation looks rosy.
- D** Ethanol, despite the drawback of a dearth of commercial outlets, heralds a new dawn for the energy market. But, before we consider ethanol in depth, let us look at hydrogen. It is perhaps the most attractive of all renewable fuels. Its greatest appeal is that it is readily available everywhere in the form of water (H_2O). Solar energy is used to split the water into hydrogen and oxygen and then recombine it, with water being the waste by-product in the form of steam in vehicles. Perhaps its main drawback is making the hydrogen production units small enough to fit cars. But once this happens, the future of hydrogen is bright indeed.

7 Scan the passage for the words in 6, or other words with similar meanings, and underline them.

Completing tables

- 8 The table below is taken from a Table completion task. Look at the headings at the top and side of the table. Which headings give you the topic of the passage? Which help you with the organization?

Types of fuel	Main advantage	Main disadvantage	Future
Petroleum	Very advanced infrastructure	1 finite resource	Uncertain
Natural Gas	Relatively clean	Produces 2 methane	3 rosy
Ethanol	None given	Lack of 4 commercial outlets	Signals a 5 new dawn
Hydrogen	6 readily available	Hydrogen production units for cars not small enough	7 bright

- 9 Complete the table. Use no more than TWO words from the text above.

- 10 In Table completion tasks, it is important to understand the relationship between the headings and the details. Look at the extract from a table below and insert four headings from the list in spaces 1–4.

Method	Type of power	Type of organization
	Types of environmental risks	Location
	Homes supplied	Environmental impact

1 Location	2 Types of power	3 Environmental impact	4 Homes supplied
South Coast	wave	high	sufficient for 26,000
Mouth of river	tidal	low	sufficient for 15,000
At sea	wind	low	sufficient for 31,000

- types: kinds, categories, forms
impact: influence, effect, result, consequence, outcome

Completing flowcharts

- 11 What other words do you know for the nouns *method*, *types*, and *impact*?
method:process,procedure,way,solution,mean,approach

Flowchart tasks

- 12 Flowchart tasks normally relate to processes or sequences. Match each linking phrase below with a stage from the flowchart in 13? Which can relate to any stage? Which cannot relate to any stage? The first one is done for you.

firstly stage one

finally stage four

thirdly stage three

stage one

after that any stage

any stage

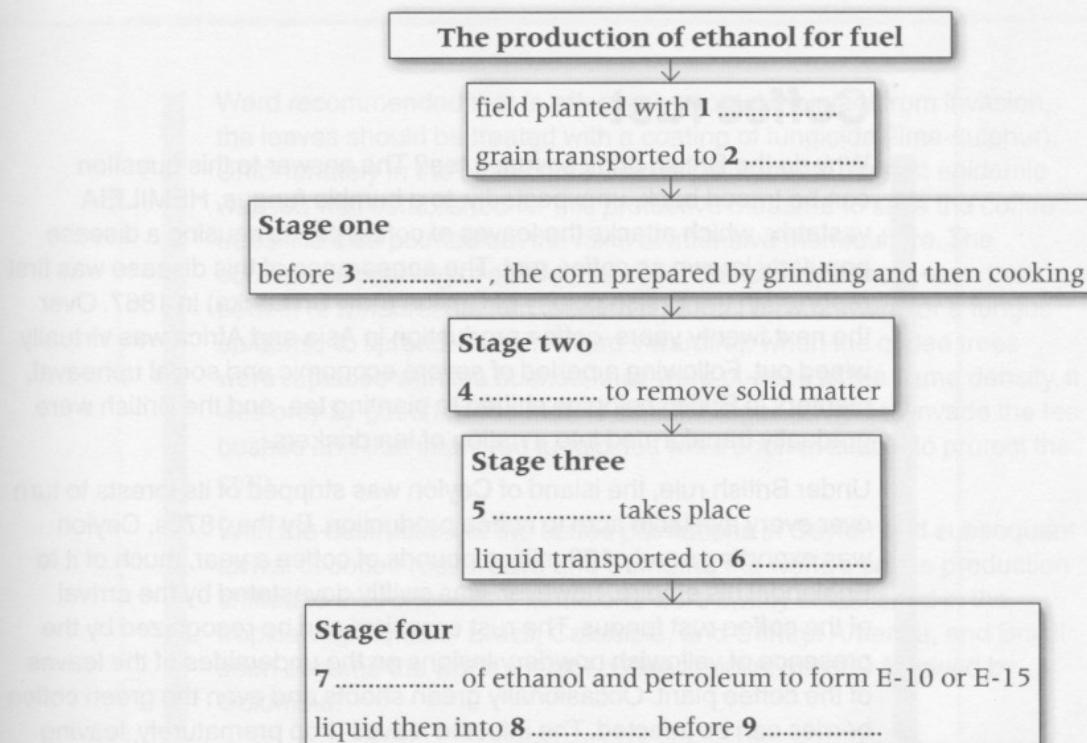
subsequently any stage

following that stage three

simultaneously

no stage

- 13 The flowchart below is taken from a Flowchart completion task. Skim the flowchart, and where possible predict the words to complete the chart.



- 14 Now complete the chart using no more than TWO WORDS from the passage below.

The production of fuel-ethanol or ‘grain spirit’ from grain is relatively straightforward. It is made from harvested crops. As the demand for alternative ‘clean’ fuels increases, farmers are switching from planting crops for consumption to fuel crops like corn, barley, wheat, or others that produce oil like palm oil and rape seed. The growing process is no different from that of any crop. A farmer simply plants a field of corn, which is then harvested. Instead of being taken to a mill to produce flour, the corn is delivered by lorry to a distillery where it goes through four

main stages before it can be used as fuel. First, during a preparation phase, the grain is ground and then cooked prior to the fermentation process commencing. Then, before the distillation of the liquid to produce the ethanol takes place, solid matter has to be removed by filtration. At a fuel-ethanol plant, the blending of ethanol and petroleum is carried out to produce E-10, a mix of 10 per cent ethanol and 90 per cent petroleum, or E-15, which is 15 per cent ethanol and 85 per cent petroleum. The liquid is then put into storage and the distribution process is ready to begin.

- 15 Stages in a flowchart are often expressed in note form. Turn sentences a–e into notes as in the flowchart above.

Example

Ethanol is produced once the filtering is completed.

Ethanol produced once filtering completed.

- Diamonds are formed deep below the surface of the earth.
- Filtration is followed by fermentation.
- Heat is generated by the waste buried in the ground.
- Electricity is generated by the rotating blades.
- The recording is published, sold, and played on the radio.

Technique

- Read the title and the questions first.
- Use the information from these to predict the content.

Reading Passage 3

You should spend 20 minutes on questions 1–14 which are based on Reading Passage 3.

Coffee rust

Why do the British drink so much tea? The answer to this question can be traced back, unexpectedly, to a humble fungus, *HEMILEIA vastatrix*, which attacks the leaves of coffee plants causing a disease popularly known as coffee rust. The appearance of this disease was first reported in the British colony of Ceylon (now Sri Lanka) in 1867. Over the next twenty years, coffee production in Asia and Africa was virtually wiped out. Following a period of severe economic and social upheaval, planters in British colonies shifted to planting tea, and the British were gradually transformed into a nation of tea drinkers.

Under British rule, the island of Ceylon was stripped of its forests to turn over every available acre to coffee production. By the 1870s, Ceylon was exporting nearly 100 million pounds of coffee a year, much of it to England. This empire, however, was swiftly devastated by the arrival of the coffee rust fungus. The rust organism can be recognized by the presence of yellowish powdery lesions on the undersides of the leaves of the coffee plant. Occasionally green shoots and even the green coffee berries can be infected. The infected leaves drop prematurely, leaving long expanses of bare twigs. This defoliation causes shoots and roots to starve and consequently to die back, reducing the number of nodes on which coffee can be produced the following season.

The rust fungus is dispersed by both wind and rain. By observing the patterns of infection on individual leaves, it can be deduced that splashing rain is the most important means of local, or short-range dispersal. Dispersal over wider areas is primarily by wind, although insects such as flies and wasps may also play a small part. How the fungus first made its way from its native Ethiopia to Ceylon is unknown, but human intervention seems to be the only plausible explanation. Insects as carriers can be ruled out, and it is doubtful whether the fungus could have been blown so far.

The coffee growers probably hoped at first that the disease would disappear as quickly and unaccountably as it had begun. By 1879, however, it was clear that it was not going away, and the Ceylon government made an appeal for someone to be sent to help. The British Government responded by sending Harry Marshall Ward, whose brief was to investigate the coffee rust phenomenon and hopefully come up with a cure.

Ward recommended that to effectively protect the plant from invasion, the leaves should be treated with a coating of fungicide (lime-sulphur). Unfortunately in the case of the Ceylon plantations, the rust epidemic was too well established for this protective measure to save the coffee trees. He also pointed out the risks of intensive monoculture. The continuous planting of coffee trees over the island, without even the benefit of windbreaks, had created a perfect environment for a fungus epidemic to spread. Despite Ward's warning, when the coffee trees were replaced with tea bushes, they were planted at the same density. It was only by good fortune that no similar fungus arrived to invade the tea bushes and that improved fungicides were soon available to protect the crop.

With the destruction of the coffee plantations in Ceylon and subsequent arrival of coffee rust in Java and Sumatra, the world's coffee production shifted to the Americas. Plantations were swiftly established in the tropical highlands of Brazil, Colombia, and Central America, and Brazil soon became the world's major coffee supplier, closely followed by Colombia.

Coffee rust was successfully excluded from the Americas for over 100 years by careful quarantine measures. However, in 1970, the fungus was discovered in Brazil, again probably brought in accidentally by humans. Once the barrier of the oceans had been breached, wind dispersal came into play. Infected trees were isolated by creating an 80 km coffeeless 'safety zone' around the infected area, but within eighteen months the rust had jumped the gap in the direction of the prevailing winds. Today, the fungus has spread throughout all the coffee-growing areas, including Colombia and the countries of Central America.

Fungicide applications are now part of the routine production practices on coffee plantations, despite the expense for small growers. Good cultural management, taking into account the density of planting and the climate, is also paramount. Rust-resistant strains of coffee have also been developed but the crop is of poorer quality. Unless a truly rust-resistant variety with more desirable genetic traits can be produced, coffee rust will have to be managed as a continuous epidemic on a perennial crop.

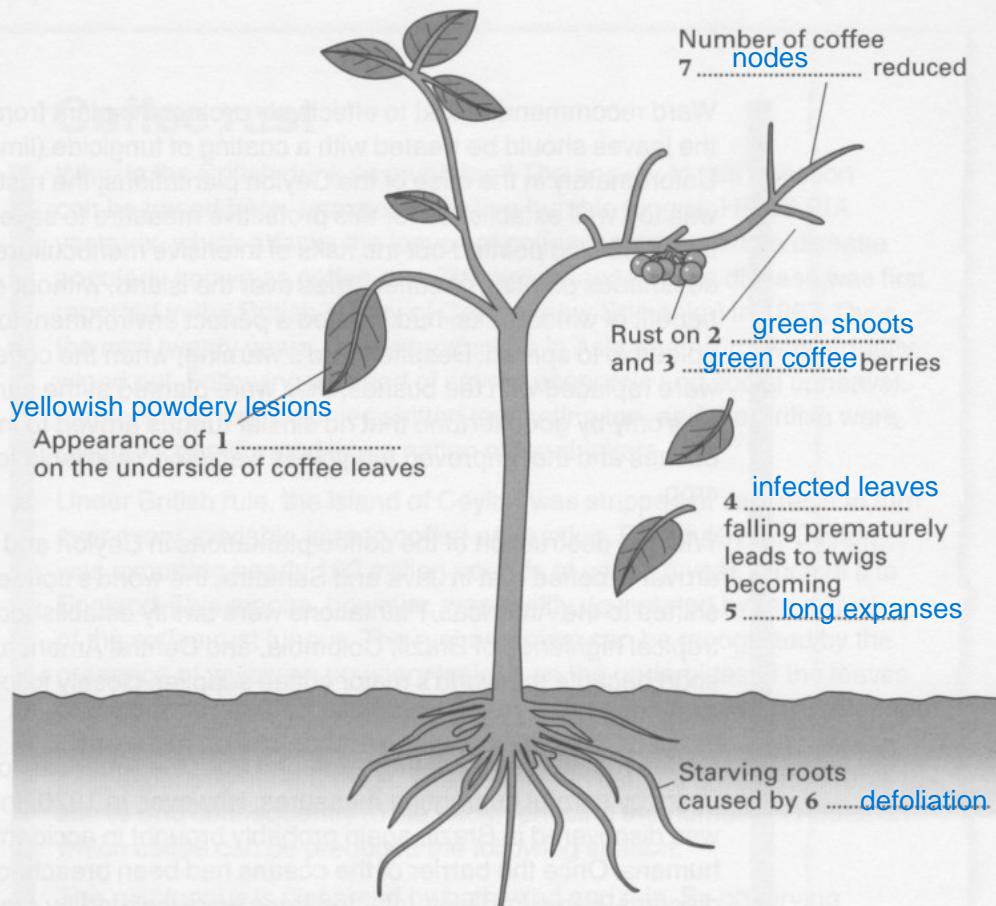
**Technique:
Labelling a
diagram**

- 1 Study the diagram and identify the type of word for each gap.
- 2 Underline scan words. Try to predict some of the answers.
- 3 Scan the text to identify which section describes the information in the diagram.
- 4 Read the section carefully and complete the gaps, using the scan words to guide you to the answers.
- 5 Remember the sequence will probably follow the same order as the numbers on the diagram.

Questions 1–7

Complete the chart below.

Choose NO MORE THAN THREE WORDS from Reading Passage 3 for each answer.



Questions 8 and 9

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

8 The most important means of long-range dispersal is

- A rain.
- B** wind.
- C wasps.
- D flies.

9 Coffee rust spread easily in Ceylon

- A** due to the density of the coffee trees.
- B due to the windbreaks.
- C because the fungicide didn't work.
- D because it was well established.

Questions 10–14

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

- 10 The move of coffee production to the Americas was triggered by **C**
- 11 Before 1970, American plantations were protected through **E**
- 12 Attempts in the Americas to isolate the infected trees failed due to **G**
- 13 The coffee trees now have to be protected continuously by **B**
- 14 In the management of the coffee crops, it is also important to consider **A**
- A** the density of planting and the climate.
B the application of fungicide.
C the coffee rust devastation in Ceylon.
D the increased demand for coffee in Europe.
E careful quarantine measures.
F the genetic traits of the coffee tree.
G the prevailing winds.

Improve your IELTS word skills

- 1 Complete the following descriptions by inserting the verbs in the correct tense. Choose from present active, present passive, or infinitive with *to*.

trich xuat

store react filter distribute extract blend tron

Firstly, plant seeds are crushed ¹..... the oil. Then this oil ²..... to take out the impurities. Next, hydrogen is added to it under high pressure. This hydrogen ³..... with the oil and makes it hard. Following this, the oil ⁴..... with other vegetable oils. Finally, the margarine ⁵..... in tubs until it ⁶..... to the shops.

fix carry grow fall spread

A seed ⁷..... from a tree to the forest floor or ⁸..... along by the wind, or by a bird or other animal. Lying dormant until the arrival of spring, the seed then sprouts roots ⁹..... it to the ground. The seed begins ¹⁰..... and in time develops into a fragile sapling. Eventually, the sapling grows into a tree, whose seeds in turn ¹¹..... by the wind.

- 2 Which text describes a life cycle and which describes a production process? Create a suitable title for each text.
- 3 Change the verbs in 1 into nouns. Be careful with the spelling.

Education

Unit aims

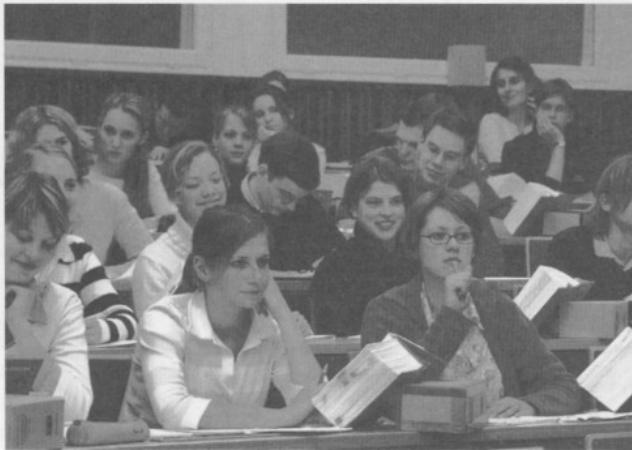
Predicting

Yes/No/Not Given (writer's claims)

Matching headings (1)

Predicting

1 Look at the photos and answer questions a–d.



- a How are the learning environments different in each picture? What other patterns of learning can you think of?
- b Which of these ways of learning do you prefer? Why?
- c Which pattern of learning has been most frequent in your education?
- d Is the way people learn in the modern world changing? How?

2 Written texts in English follow patterns. Consequently, it is often possible to predict the order of headings. Read headings i–iv, taken from a Matching headings task, and answer questions a–c about the words in italic.

- i *Types* of jobs where literacy needed
- ii *Prediction* about developments
- iii *The reasons* behind illiteracy
- iv *Problem* of illiteracy facing many advanced economies

- a Which word relates to a general issue? iv i
- b Which word relates to causes? iii
- c Which word relates to a future situation? ii

3 Read this explanation from a student predicting the order of the headings. Decide the correct sequence for i–iv.

If you are writing about illiteracy in advanced economies, it is logical to state the general issue or problem first. Then, you say where it is found. After that, you can talk about the causes, and then what is going to happen next.

4 Read headings i–iv taken from a Matching headings task and answer questions a–c.

- i A problem faced by education systems in advanced nations
- ii The importance of the state in providing education
- iii The influence of private enterprise
- iv The impact of recent change

- a Which heading relates to an effect or consequence? **iv, iii**
- b Which headings relate to causes? **ii**
- c Which heading contains an indefinite article? Why? **i**

5 Based on the headings in 4, which of these descriptions best fits the likely pattern of the article?

- a The writer begins by stating the effects of a problem. Then the writer gives a description of the problem. Finally, the writer details its causes.
- b The writer begins by stating the problem. Then the writer gives details of the factors which contribute to this problem. Finally, the writer describes the consequences. **v**

Yes/No/Not Given (writer's claims)

6 Statements 1–7 below are taken from a Yes/No/Not Given task. These are similar to True/False/Not Given, but they are used in passages where the writer is presenting an opinion. Read the statements, then answer questions a–d.

- 1 Some journalists take the view that more British schoolchildren should study languages.
- 2 The number of English speakers worldwide makes it unnecessary for British tourists to learn languages.
- 3 Only British teenagers find languages boring.
- 4 British teenagers' reluctance to learn languages is linked to the availability of films and music in English.
- 5 In the past, studying French made it easier for British people to learn further languages.
- 6 The lack of linguistic skills within British companies has resulted in business being lost.
- 7 American business people are less interested in learning languages than British business people.

- a Which statements contain a comparison? **7 5**
- b Which contain a cause and effect? **4 6**
- c Which contain words with negative connotations? Underline them.
- d Using the title of the passage and the information from all the questions together, can you predict any of the answers? Make a note.

- 7 For each of the statements 1–7 in 6, decide if they agree with (Yes) or contradict (No) the writer's opinion. Write Not Given if it is impossible to say what the writer thinks in the passage below.

An answer to the belief that British people cannot learn languages

- A Every so often, the educational supplements of our broadsheets devote an entire issue to the danger the British face of falling behind in Europe because so few of our schoolkids take up the study of foreign languages. Most recently, the German ambassador lambasted us for only ever speaking English, a rebuke echoed by his French and Spanish counterparts.
- B The truth is that foreign languages are phenomenally unpopular in secondary schools. Poor teaching and the late introduction of the subject are often cited as the main reasons youngsters are so loath to study them. Another factor for our notorious laziness vis-à-vis other tongues has to be that we are brought up to believe that the whole world speaks English, so why bother? Why indeed? Struggling to communicate in another language is, for all but the committed and enthusiastic linguist, a frustrating experience, which, if not necessary, is best avoided. And yes, when millions of Brits take their annual holidays abroad, local tourism, travel, catering, and retail staff are all trained in at least rudimentary English. So, again, there is little motivation to learn more than a couple of words for a few days' stay.
- All this is true, and yet illuminates only part of the picture. British teenagers are generally bored by French or German verbs, but the underlying reasons are more complex than a vague assumption that they only need to speak English because everyone else does. Their leisure activities revolve around pop music, sport, computers, television, and films. These things are already in English; translations and subtitles are the exception. Furthermore, the most powerful country in the world happens to speak our language, and we absorb its cultural exports easily and readily. So, for us, language is not a major issue.
- C Of course, should the world situation change, and the United States become a Hispanic country, as some boffins have predicted, the British would see the benefit of learning Spanish and do so. Not so long ago, knowledge of French was more widespread here, and eagerly acquired, when that language was of paramount international importance.
- D The belief that we will lag behind our European business partners also needs to be dissected. The canard here is that we lose out because our businessmen and women can't keep up with the local lingo. But surely, it's competitiveness and the attraction of lucrative offers that count. After all, American executives don't wring their hands at their lack of linguistic skills.

Matching headings (1)

- 8 Match the organizing words in 1–4 with the sections A–D above.

- 1 The belief d
- 2 The consequence c
- 3 Reasons b
- 4 A criticism a

9 Complete the headings in 8 above by choosing an appropriate ending from a-f below.

- a that business lost due to lack of linguistic ability disproved **D**
- b why young British people learn languages
- c why young people don't learn languages
- d of English not being a major language **C**
- e why foreign language learning disliked
- f of British attitudes to learning languages **A**

10 Sentences a-f give techniques for doing Matching headings tasks. These were listed by a student revising for the IELTS reading. Do you agree with her choice? Which do you think is the most important? Why?

- a Skim the headings for a summary of the passage.
- b Scan the text using the organizing words like *effects, problem, etc.*
- c Scan for words in the heading which help locate the information.
- d Predict the likely position in the passage for some of the paragraph headings.
- e Read and match each paragraph in turn, thinking of the writer's overall purpose.
- f Check that the sequence of paragraphs makes sense.

11 A student skimmed three paragraphs 1-3, paying attention only to the words which give meaning. Skim quickly the words he looked at below, and decide which title, a or b, is better in each case.

- 1 Formal education – academic or vocational – obviously of value – however – education outside formal school – greater impact on individual – main criticism of schools/universities: don't prepare students for work – many people successful without formal education – informal education influences countless businessmen/women – Einstein, left school when sixteen – other self-taught people – formal education considered as stifling entrepreneurs – not providing skills in all fields – no problem going straight into work even after basic education – learn on the job.
 - a The importance of academic education
 - b The impact of education outside formal settings
- 2 Education – different forms – formal from primary to university – vocational – students learn work-related skills, e.g. construction/engineering/catering or apprentices – trainees learn while working – e.g. with experienced plumbers, etc. – in UK/many other countries latter generally considered inferior – but now apprenticeships important – lack of skilled workers in construction driving up demand.
 - a Different types of education
 - b A skills-based approach to education
- 3 Education radically different in future: autonomy of the learner will be central – teachers disappear – replaced by robots/machines – transmit knowledge and skills directly to the brain – languages/musical instruments – data transmission via satellite to human brain.
 - a Future developments in education
 - b Learning languages in the future

Technique: Matching headings

- 1 Skim the headings to form a general idea of the topic. Note repeated words.
- 2 Identify and underline the organizing words in the headings. Look for connections and logical orderings between the organizing words.
- 3 Make predictions about which paragraph each heading relates to.
- 4 Skim read the paragraphs to check your predictions and complete the matching.
- 5 Check your answers by reading your headings in order.

Reading Passage 4

You should spend 20 minutes on questions 1–13 which are based on reading passage 4.

Questions 1–7

The reading passage has nine paragraphs, A–I.

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

List of headings

- i The effect of emphasis on short-term educational goals
- ii The limited effects of music
- iii The future of music
- iv Benefits for health
- v The effects of early exposure to music
- vi The skills involved in musical activity
- vii A playwright's perception of music
- viii Early exposure to Music in the USA
- ix Music without instruments
- x The 'Mozart effect'
- xi Order or chaos?
- xii The creation of The Voices Foundation
- xiii A method for training singers
- xiv The use of music in Shakespeare's plays

Example Paragraph A xi

- 1 Paragraph B xiv
- 2 Paragraph C x
- 3 Paragraph D C
- 4 Paragraph E iv
- 5 Paragraph F ix
- 6 Paragraph G xii 13
- 7 Paragraph H viii 5

Example Paragraph I iii

- A Even the Greeks couldn't agree about it. Was music a source of order and proportion in society, regulating its innate chaos in ways similar to the disciplines of geometry and architecture? Or did its ability to express passionate emotions beyond the reach of words create the potential for disorder and anarchy? Compare the behaviour of an audience listening to classical string quartets with headbangers at a rave, and the age-old conflict between Apollo and Dionysius is made manifest all over again in our own time.
- B Shakespeare, though, came clean. For him, 'the man who hath no music in himself, Nor is not mov'd with concord of sweet sounds, Is fit for treasons, strategems and spoils; The motions of his spirit are dull as night ...' Throughout his plays, Shakespeare perceives music as a healing force, an art whose practice makes man whole.
- C Yet, despite the growth of the science of music therapy within the last two centuries, and despite the huge weight of books published on the miraculous 'Mozart effect', our schools and colleges have fallen strangely silent. The so-called 'Mozart effect' presents anecdotal and statistical evidence for advances in both social and academic skills in those children exposed in their formative years to the music of Mozart. But, in an age obsessed by pragmatism and by short-term vocational learning, music has been marginalized in both primary and secondary education. Compared with the holy trinity of reading, writing, and arithmetic, music is regarded as a luxury pastime. As a result, children are leaving school not only totally ignorant of their own musical heritage, but lacking in social, physical, and mental skills which musical performance can uniquely promote.
- D Playing an instrument requires a degree of concentration and coordination which brings into play a plethora of mental and physical skills which are being eroded in our push-button world. Socialization and team-work are also involved. Schools with wind bands, string ensembles, jazz groups, and orchestras are right up there at the top of the league tables. In excelling in musical activity, the students' performance in many other fields of learning is refocused and radically improved.
- E There are medical aspects too. Long before British primary schools discovered the recorder – that most basic of all modern woodwind instruments – Australian Aborigines had developed the didgeridoo. Like the clarinet and the flute, this haunting and beautiful instrument helped to overcome both upper and lower respiratory tract problems and encouraged better sleep. In playing a wind instrument, abdominal muscles are used to support the breathing system. And these are the very muscles which come into play when an asthmatic is experiencing an attack.
- F But what of those individuals and schools which simply cannot afford a musical instrument? What of those institutions where not a single member of staff can read music? This is where the human being's most primitive form of music-making comes into its own. Singing is free. Everyone possesses a voice. And, with it, the body expresses itself in the most fundamental and organic way.

- 50 **G** The Hungarian composer Zoltan Kodaly knew this, and developed his own system of training ear and voice within a simple yet comprehensive system of body language. Today, an organization called The Voices Foundation adapts and applies Kodaly's methods, aiming to give children back their singing voices, and to make our schools ring with music-making once again. Their advisors and teachers have already achieved extraordinary turn-around effects the length and breadth of Britain and in schools in the troubled areas of South Africa.
- 55 **H** Important work is currently being done in Finland, Israel, and the United States on pre-school, even pre-birth, musical education. Music in the womb is very much part of the life of the unborn future citizens of Finland. And one has only to look at the educational standards, health records, and professional musical activity in this small nation to see what dividends music in education pays from the earliest days of human life.
- 60 **I** Mozart has been celebrated in his anniversary years of 1991 and again in 2006. By the time of the next Mozart-Year, shall we have allowed music to conjure a better society for us all? Or, relegated to the ranks of mere entertainment, will music be eroded of its unique power to heal and to make whole?
- 65

Questions 8–10

Do the following statements agree with the claims of the writer in the reading passage?

Write

- YES** if the statement agrees with the writer's claims
NO if the statement contradicts the writer's claims
NOT GIVEN if it is impossible to say what the writer thinks about this.

- 8 In Shakespeare's dramas, music is seen in a positive light. *>*
 9 Schools lack the funds to buy luxury items like musical instruments.
 10 Musical activity can only lead to a slight improvement in children's social, physical, and mental skills. *N*

NG

Questions 11–13

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

- 11 According to the writer, studying music
- A may not help all students to improve in other areas of their studies.
 B means that students spend less time on reading, writing, and arithmetic.
 C helps students to improve enormously in other areas of their studies.
 D means that students will excel as professional musicians.

- 12** The didgeridoo is an instrument that
- A has a negative effect on those suffering with breathing problems.
 - B** benefits those suffering with breathing problems.
 - C tends to send those who listen to it to sleep.
 - D sounds sad to most people.
- 13** Which of the following is the most suitable heading for Reading Passage 4?
- A The growth of music in the school curriculum
 - B Music throughout the ages
 - C Music for everyone
 - D** The beneficial effects of a musical education

Improve your IELTS word skills

- 1** Make the following adjectives negative by adding the prefixes *un-*, *in-*, *dis-*, *im-*, *il-*, *ir-*, *a-*.

ambitious	conscious	accurate	literate
mortal	replaceable	relevant	similar
satisfied	symmetrical	political	

- 2** Complete the following sentences using the negative form of one of the above adjectives.

irreplaceable

- unconscious**
- Coral reefs are Once they are destroyed, they are gone for ever.
 - If the patient remains, he should be put in the recovery position.
 - Some students do not see the point of studying history as they find it to the modern world.
- irrelevant**
- The two students' background was not as they both came from working-class families.

illiterate

- 3** Use your knowledge of prefixes to work out the meanings of the words in italic in sentences a-f.

- Awkward is one of the most frequently *misspelt* words in English.
- The health service has been drastically *underfunded* for the last ten years.
- There are plans for the rail industry to be *denationalized*.
- Some environmentalists are concerned about the effect of *overfishing* on our oceans.
- Students who fail the exam will have a chance to *resit* the following year.
- The growth in obesity among young people means that a significant number of parents will *outlive* their children.