

Unit 1

IELTS Reading Tips 1

One of the main difficulties experienced by candidates doing the IELTS Reading test is they do not have enough time to complete the test. It is, therefore, essential to read both efficiently and effectively.

There are a few main skills that you will need in order to do well in the IELTS Reading test. It is useful to apply the following hints for each passage that is given.

1. Previewing

(a) Study the passage by noting: *titles, subheadings, illustrations, diagrams, any print in boldface or italics.*

(b) Study key parts of the passage by skimming. Skimming is reading fast to get the gist or the general idea of the text. There are different techniques of doing skimming. You can run your eyes over the passage getting the general meaning, not stopping at words that you do not understand as this will slow you down. The important thing with skimming is speed. You could just read the title/heading, subheadings and illustrations if there are any. Another way to skim is to just read the first paragraph which often focuses on the main idea. The first sentence of each paragraph is usually the topic sentence which expresses the key points of the paragraph. Generally, the concluding paragraph provides a summary of the given passage.

Now practise skimming through the passage below to find out roughly what it is about.

Example

Polluting the Air

Every moment, all of us are affecting the atmosphere. Plants take the gas carbon dioxide (CO₂) from the air and return oxygen (O₂). Animals breathe in O₂ and breathe out CO₂. The air protects us. It blocks dangerous X-rays, gamma rays, and ultraviolet rays from the sun. Now we have upset the balance. By burning coal and oil, we release carbon that was locked up underground millions of years ago. The amount of CO₂ in the air is growing. Carbon dioxide holds the sun's heat in the atmosphere just as the glass roof of a greenhouse holds heat in the greenhouse. Many scientists believe that more CO₂ will create a greenhouse effect. The earth will get warmer, causing harmful changes in our climate.

A group of gases called chlorofluorocarbons are contributing to the greenhouse effect. They are also destroying the ozone layer, a part of the atmosphere that protects us from the sun's ultraviolet radiation. These gases, often called CFCs, are used in refrigerators, air conditioners, and some aerosol spray cans. When they escape they rise high into the air.

There they meet ozone, a kind of oxygen that stops ultraviolet rays. They break up the ozone and let ultraviolet rays through to the earth.

By quickly reading the title and the first sentence of each paragraph, you can grasp the general idea of the passage: *We, human beings, are affecting the atmosphere; we have now upset the balance; and a group of gases are also contributing to the greenhouse effect.*

2. Skimming through the title/heading, subheadings and illustrations

An important part of "comprehending" a given passage or part of a passage (a paragraph) is to understand its theme. A theme is, in fact, the main idea or concept.

If a reader can locate and/ or understand the theme or main idea, then comprehending the rest of the passage becomes a lot easier.

How to locate and comprehend the theme

The theme of a passage can usually be found in the title/ heading and subheadings. Most candidates of the IELTS test feel more comfortable in attempting the questions in the test if they have an idea of what a passage is about. The easiest way to do so is to read the title / heading and subheadings. Most headings clearly define the theme of a passage.

Example**A Democratic Meeting**

There are three principles that are all-important to democracy, and they are all-important to the running of any kind of group. If you join a club or a group, they are a guarantee of liberty to you and every other member.

Here they are:

Respect all members. When you protect the rights of others you protect your own rights. If you listen quietly to other members, they will listen to you. In a meeting, every member has rights equal to those of every other member.

When you join a group or a club, you accept this contract. Membership means you are willing to join a group of equal partners and acknowledge that everyone has the same rights.

Respect the wishes of the majority. At the next group outing, the rest of the group may want to go cross-country skiing and you may want to go to a movie about cross-country skiing. Obviously, you can't do both at the same time. As a member of a group, you have to go along with the majority (more than half of the members voting). You have to give a little to get a little.

Protect the right of the minority. Sometimes you will disagree with some members of the group and feel certain you are right. If fewer than half the voting members agree with you, you are part of the minority. Parliamentary procedure in a group meeting insures that you will have a chance to be heard. Further, it guarantees your right to disagree.

It is no disgrace to be in the minority. It is often the brave position, and many minority ideas have won out in the end.

From the title *A Democratic Meeting* and the three subheadings *Respect all members*, *Respect the wishes of the majority*, and *Protect the right of the minority*, you can easily find out the theme of this passage: three factors of a democratic meeting. In addition, you can easily locate the answers to some specific questions which are related to a particular paragraph. For example, to answer a certain question related to the first factor, you just read the paragraph under the first subheading: *Respect all members*.

3. Reading charts and tables

It is important for candidates to learn how to read information in formats other than narrative texts. Learning to read charts and tables is another way for candidates to understand how information is collected and organised. It also helps candidates to become skilled in gathering information quickly as well as categorising information to develop their own charts and tables in a variety of subject areas.

Example

Some industries in the United States use huge amounts of water while others use very little. Paper companies are always located along rivers that provide the large amounts of water required for the production of paper products. Producing one ton of paper for books may require as much as 184,000 gallons of water. Steel mills and oil refineries also require large volumes of water, and many are located along the coast. Some 60,000 gallons of water is needed to refine a barrel of crude oil. This includes 10 gallons of water for each gallon of gasoline produced. Water use in the eastern part of the States differs from its use in the western part. The chart below shows how the water is used in each region of the country.

East versus West- Water Usage Ranked in Descending Order

The West	The East
Irrigated agriculture	Energy
Domestic and Commercial	Manufacturing
Energy	Irrigated agriculture
Minerals	Minerals

The passage mentions *water use in the two parts of the United States*. Before reading the whole passage, you should skim through the table to grasp the key points: The heading *East versus West - Water Usage Ranked in Descending Order* can tell you the global idea, and the categories classified in the two columns can quickly show you some related details.

4. Reading the first paragraph and the concluding paragraph

The first paragraph often focuses on the main idea. Generally, the last paragraph provides a summary of a given passage.

Example

Social workers are often the first people met by a person in need of human services. Social workers spend part of their day in an office setting or group residence and the rest of it going to people's homes.

Children welfare workers help children and teens in abusive situations. They investigate and report instances of neglect or abuse and take action if necessary to place children in foster homes.

Medical social workers help patients and their families when diseases such as AIDS or Alzheimer's cause suffering. They help a patient and his family adjust to the new situation.

School social workers work within school systems to help children who have emotional problems. These students are often put into special education classrooms simply because they can't control their behaviours. A school social worker works with the family of such a student to try to integrate him or her back into the general school population.

Industrial or occupational social workers work within a personnel department of a business to help employees cope with job pressures or personal problems that affect the quality of their work.

Gerontology social workers run support groups for the elderly. They also advise the elderly and their family members on the subjects of long-term housing and health care.

A bachelor's degree, and often a master's degree, is the minimum requirement for a professional position in social work. However, small agencies may accept some community college courses in psychological or sociology. In such places, you may find a position available as a record keeper or an aide to one of the social workers on the staff. Salaries usually start at \$18,000.

It is no disgrace to be in the minority. It is often the brave position, and many minority ideas have won out in the end.

The first paragraph presents *a brief definition and responsibilities of social workers*. The last paragraph mentions *the minimum requirement for a professional position in social work*. By quickly reading the first and the last paragraphs, you can understand the main idea of the whole passage.

5. Reading the topic sentence of each paragraph

A paragraph is a series of sentences that are organised and coherent, and are all related to a single topic. A well-organised paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. Recognising the topic sentence can help you to quickly understand the general idea of the whole passage.

A. The topic sentence is the first sentence in a paragraph.

A topic sentence summarises the main idea of a paragraph and also indicates to the reader what the paragraph will be about. That is why topic sentences usually appear at the very beginning of paragraphs.

Example

Farmers are looking for better ways to solve the problem. Some are trying organic farming. They are farming without chemicals. They use animal manure or dead plants for fertilisers. They use natural methods to control pests. Farmers who irrigate their crops are finding ways to grow food with much less water. Irrigation water sometimes puts salt into the soil. Crops cannot grow in salty soils. Less water means less salt.

Farmers are looking for better ways to solve the problem is the topic sentence which states the main point of the paragraph. The following sentences develop the main idea with specific ideas.

B. The topic sentence is not always at the beginning of a paragraph.

A topic sentence does not always have to be at the beginning of a paragraph though this is usually the most logical place for it. Sometimes a transitional sentence or two will come before a topic sentence.

Example

Compared to some other professions, human services work does not pay very well. *However, on a personal level, it can be very rewarding.* Human services work brings you into contact with people every day. To be good at this kind of work, you need to like people. The challenge of the work is to help people become independent, and not to rely on the services that you provide. A person under the guidance of a good human services worker learns how to help himself.

The first sentence of this paragraph is transitional: it prepares the way for the topic sentence which is the second one. The rest of the paragraph contains supporting sentences that explain or develop the main idea of the topic sentence with arguments.

C. The topic sentence may be placed at the end of a paragraph.

Sometimes in more creative writings, writers save a topic sentence for the end of a paragraph.

Example

What are the prospects for acquiring Government land? Is there a lot of free land around? How difficult is it to buy public land? How much land is available for sale each year? These are only a few of the questions Government agencies receive every day. Many people apparently have read advertisements giving the impression that Uncle Sam is still distributing "free" public land for homesteading or selling it for next to nothing the way the Federal Government did in the days of the Old West. Unfortunately, there is no truth to such claims. There is no free public land available to private individuals, and such parcels as the Government occasionally does sell cost as much as, if not more than, any privately-owned land. *Homesteading on public lands is a thing of the past.*

This paragraph starts with some specific questions and ideas given to the *Government*, and then gradually comes to the conclusion that *Homesteading on public lands is a thing of the past*. This sentence is actually the topic sentence which aims at summarising the ideas of the whole paragraph.

D. There is no topic sentence in the paragraph.

Sometimes a paragraph helps to develop the same point as in the previous paragraph, so a new topic sentence would be redundant. Sometimes the evidence in a paragraph makes the writer's point so effective that a topic sentence can remain implicit.

Example

One of the most common butterflies of the ten thousand species in North America is the monarch butterfly. It is also one of the most beautiful. The adult lays tiny green eggs on the leaves of the milkweed plant, which the young will eat when the eggs hatch. The baby butterfly does not have wings. It is a caterpillar. It will shed its skin four times as it matures. Monarchs leave their northern homes when summer is over and travel in large groups to find a warm winter home in the south. In the spring, they return north again.

There are a lot of details in this paragraph. It describes *the life circle of monarch butterflies*, which is implied in the paragraph.

6. Looking for the details based on key words

This is an important technique in IELTS reading as you are often searching for some specific information. When you are looking at test questions, you need to recognise what form the answer should take (Is it a number, date, reason, etc.?). You should read the question first, and then you search for key words or ideas associated with the question. Scanning is a bit more difficult to practise than skimming.

Key words usually involve lexical items of time, locations, people's names, figures, events and proper nouns.

Example

Population Growth

In the next decade, population growth will probably add to world hunger problems. As the population grows, according to the World Hunger Programme, so will the number of malnourished people. The world's population, estimated at 5.6 billion in 1994, may reach 11.5 billion by the year 2150, and most of that growth is occurring in the world's poorest countries. At least 95 percent of the global population growth over the next thirty-five years will take place in the hunger-belt regions of Africa, Asia, and Latin America. For countries that already have a hard time feeding their populations, growth on a scale of even 3 percent a year could add significantly to their food problems. This level of growth is already occurring in Namibia and in South Africa, and many other countries are not far behind.

In 1981, the United States recorded a population on the African continent of 481 million people. This number topped 800 million by the year 2000. Africa would have to increase its food production by 4 percent a year to meet the food needs of its increased population. But Africa's food production is growing by only 1 percent a year, which means that nations already struggling to meet their people's food needs will have an even greater struggle as populations grow. "When food supply grows slower than population," says Professor DeGregori, "a country is in trouble."

Question 1

What will be increased, according to the World Hunger Programme, together with the rapid growth of population?

The key words in this question are *the World Hunger Programme*. Basing on these key words, you can easily find out the ideas associated with the question *As the population grows, according to the World Hunger Programme, so will the number of malnourished people*. Therefore, the answer to this question is *the number of malnourished people*.

Question 2

For some countries, a population growth of even 3 percent a year can worsen their_____.

The key words in this question are both a figure *3 percent a year* and a phrase *a population growth*. You can scan through the passage and find out the sentence *For countries that already have a hard time feeding their populations, growth on a scale of even 3 percent a year could add significantly to their food problems*. So, the answer to this question is *food problems*.

Question 3

In Africa, according to the passage, food production _____.

- A. has been greatly increased in recent years
- B. is growing more slowly than the population
- C. can eventually meet the needs of population

The key words in this question are both a location *Africa* and a noun phrase *food production*. The two sentences including these key words are *Africa would have to increase its food production by 4 percent a year to meet the food needs of its increased population. But Africa's food production is growing by only 1 percent a year, which means that nations already struggling to meet their people's food needs will have an even greater struggle as populations grow*.

Carefully reading the three options and comparing them with the question, you can identify option B that represents the correct answer to this question.

Homework

Practice 1

The Growing Popularity of Organic Food

At the supermarket these days, there is often a section or aisle that sells just organic products. There are also many new stores opening up that specialize just in organic fruits and vegetables. Organic food is becoming more and more popular these days due to concerns about the safety of conventionally grown food. Organically grown produce, though, is often more expensive to buy. Consumers need to understand why something is labeled 'organic' in order to make the best choices when purchasing food for themselves and their families.

Several factors contribute to this higher price. Though there are some small differences, government agencies across the world agree on what qualifies a product as organic: such products must be grown without chemical fertilizers or pesticides. Also, livestock, such as cows, pigs, and chickens, must not be injected with artificial growth hormones or antibiotics. These standards result in food that is generally healthier and tastier. Without harsh pesticides and chemical fertilizers, crop plants produce more antioxidants and other beneficial nutrients. The farmer, their families, and their communities also benefit from a cleaner and safer environment. Fertilizer runoff is a major environmental problem and affects places far away from farms. Their mass production also contributes to global warming. Organic production techniques encourage environmental stewardship for the Earth and long-term agricultural sustainability.

Those standards ensure a safe and nutritious supply of food from organic farms. However, organic farming reduces crop yields per farm while increasing the labor required. As a result, organic food is generally more expensive. The price difference may be offset slightly in the future, as consumers ask for more organically grown produce and more suppliers jump into the market to fill that demand. Many people, though, are willing to pay that extra cost for organic food, given the health and environmental benefits. (300 words)

Questions 1- 5

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

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

1 What is one disadvantage of organic food?

- A No one knows their effect on people's health and the environment.
- B They often cost more than conventionally grown foods.
- C Organic foods aren't readily available.
- D They don't taste as good as other types of food.

2 Which of the following is a criterion for certification of organic food?

- A It must have a minimum standard for taste and appearance.
- B No artificial substances can be used in growing the food.
- C Organic food must be grown in special areas.
- D They must be sold at a special price in supermarkets.

3 Who would most likely determine if something is considered organic?

- A An individual farmer raising corn
- B A consumer advocacy group
- C Scientists doing agricultural research
- D The Ministry of Agriculture

4 What is one problem with conventional farming?

- A Manufacturing fertilizer increases greenhouse gases in the atmosphere.
- B The surplus of food grown is too large.
- C The market for crops becomes imbalanced.
- D Farmers can't get enough supplies.

5 What is one benefit of growing organic food?

- A There is more stability in food prices.
- B People are able to eat more.
- C Those who grow the food are healthier.
- D The food supply is predictable.

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Unit 2

IELTS Reading Tips 2

Working out unfamiliar vocabulary

When reading a passage in the IELTS test, it is most likely that you will come across words with which you are unfamiliar. Be prepared for this. You may not need to understand the exact meaning of an unknown word unless there is a question directly related to it.

If you do need to know the meaning of an unfamiliar word, do not panic. There are various strategies that you can use to work out the meaning of unknown words.

1. Using common roots, affixes to guess the meaning of unknown words

Sometimes knowledge of common roots, affixes can help you to identify the meaning of unknown words.

A. Using prefixes

A prefix is a word or letter(s) placed at the beginning of another word (a base word) to adjust or qualify its usage or meaning. Prefixes can express the ideas of negation, direction, quantity, etc.

Example 1

If you have ever touched something very hot, you will know the importance of your sense of touch. When the nerve endings in your hand detect heat, they flash a warning message through your nervous system. You do not even have to think what to do next, because an *automatic* reaction takes emergency action. Almost before you know it, muscles in your arm contract, and your hand is pulled away from danger.

What does the word "automatic" mean in the paragraph?

automatic _____

automatic means *able to work or move by itself; done without thought*. Prefix auto- means *self; on one's own; from oneself*

Example 2

Plants and animals live in communities. Communities need space. They need enough room to provide a habitat or home to population of all species. Many of the rare and *endangered* species in the world are in danger simply because they have no place to live. Their habitats have been turned into cities and farms.

What does the word "endanger" mean in the paragraph?

Endanger _____

endanger means *to cause danger to*. Prefix en- (also em- before b, m, p) means *to put into or on* (e.g. engulf, encase); *to bring into the condition of* (e.g. enlighten, embitter); *to intensify* (e.g. enrich, enrage).

Example 3

All the world must work together to protect these persecuted animals. African nations may want help in stopping *illegal* hunting. All nations need to stop the buying and selling of horns, ivory, and skins taken from these animals. And all nations must stop the pollution that kills both animals and humans.

What does the word "illegal" mean in the paragraph?

Illegal _____

illegal means *against the law*. Prefix *il-* means *not; negative; against*. The root *legal* means *connected with the law; allowed by the law*.

Example 4

Family abuse occurs when a person commits abusive or violent acts against a family member. Family members include any *biological*, step-, or foster family members. Sometimes the term family violence is used *interchangeably* with family abuse. The term domestic violence is also sometimes used to mean any violence occurring in the home. However, in this book, domestic violence will refer specifically to partner abuse. The word *maltreatment* is also frequently used to refer to acts that are either violent or abusive.

What do the following words mean in the paragraph?

Biological _____

interchangeably _____

maltreatment _____

biological means *of biology*. Prefix *bio-* means *of life and living things*.

interchangeably means *which can be used in place of each other /something*. Prefix *inter* means *between, among*.

maltreatment means *the action of treating roughly or cruelly*. Prefix *mal-* means *bad or badly*.

B. Using suffixes

Suffixes are groups of letters attached to the ends of roots, words, and word groups. Suffixes serve a grammatical function. A suffix can indicate what part of speech (noun, verb, adjective, or adverb) to which a word belongs. Suffixes can also modify and extend meaning. Learning something about how suffixes function in the English language can help you to improve general reading comprehension. Suffixes help you to use context and etymological clues to make educated guesses about the meaning of unfamiliar words.

Example 1

Kennedy's father planned what each of his sons should do in life. He decided that his oldest son, Joseph, should become a *politician*. John was going to become a writer and teacher. However, Joseph was killed during World War II. The family wanted John Kennedy to be a politician instead.

What does the word "politician" mean in the paragraph?

Politician _____

Suffix *-ian* expresses a noun which means *a person with a certain career or status or characteristics*. It is added to the noun *politics* to form the noun *politician* which means *a person or member of a government or law-making organisation*.

Example 2

First, the danger of leaving explains why many women stay in *abusive* situations. Many women fear that leaving will not stop and may *intensify* the abuse. Victims may also develop survival skills that focus on minimising the risk of danger and just making it through the day, rather than planning escape. Emotional bonds with the abusive partner, the victim's physical and mental *exhaustion*, or a belief that she deserves the abuse or is *helpless* to change the situation are also factors that keep women from leaving.

What do the following words mean in the paragraph?

abusive _____
 intensify _____
 exhaustion _____
 helpless _____

Suffix -ive expresses an adjective which means *having a tendency to do or cause an action*. It is added to the verb abuse (*to use or treat someone or something wrongly or badly*) to form the adjective abusive which means *using or containing unkind, cruel, or rude language*.

Suffix -ify expresses a verb which means *to make or become*. It is added to the adjective intense (*extreme and strong*) to form the verb intensify which means *to (cause to) become more intense*.

Suffix -ion expresses a noun which means *the action, state or process of* It is added to the verb exhaust (*to make someone extremely tired*) to form the noun exhaustion which means *the state of being tired out*.

Suffix -less expresses an adjective which means *lacking, without*. It is added to the noun help (*the process of helping someone or what you do to help someone*) to form the adjective helpless which means *unable to look after oneself or to act without help*.

Using roots

Many words are made up of a root (or base word) and an affix. Sometimes knowledge of common roots, affixes and possible similarity of words in another language can help you to identify their meaning.

The root is the main part of a word to which affixes are added. Knowing the "building blocks" of the English language - prefixes, suffixes and root words - helps you to understand the meaning of new words and their spelling convention.

Root words are very useful in a moment of doubt.

Example 1

Touch works mostly through the skin, your largest sense organ. It has millions of nerve endings, which are *sensitive* to light and heavy pressure, heat, cold, and pain. Some parts of the body, such as the hand, are crammed with nerve endings, making them more sensitive than other parts.

What does the word "sensitive" mean in the paragraph?

Sensitive _____

The root sens- means *one of the natural abilities that most people have to see, hear, smell, taste, and touch things, known as the five senses*. The suffix -tive is added to it to form the adjective sensitive which means *quick to be aware of the presence of something*.

Example 2

Sound is created when something vibrates. When you switch on a radio, for example, it converts radio signals into movement. Although you cannot see it, the radio's speaker vibrates rapidly, and this sends pulses of energy into the air around it. Your ears detect these pulses, and the result is what you experience as sound.

Your ears work very much like a radio set in *reverse*. Each of them channels the vibrating air into an opening in your skull.

What does the word "reverse" mean in the paragraph?

Reverse _____

The root -verse meaning *turn* combines with the prefix re- (*back*) to form the noun reverse which means *the opposite; the other way round*.

2. Examining the context to guess the meaning of unknown words

When reading a passage, you should ask yourself this question: *Are there any clues in the surrounding words or phrases?* Look particularly at the words just before and just after certain unfamiliar words (such as definitions, explanations, synonyms, antonyms, and examples), or use your personal experience or background knowledge to guess their meaning. Observe the relationship of the unknown word - 'X' - to other words and concepts with which you are more familiar. Often this is enough to answer questions that include 'X'.

A. Definitions, explanations

Sometimes writers realise that a certain word is an uncommon one, so they define, restate, explain or give an example. Words that signal meaning often include *is, means, refers to, that is, consists of*

Example 1

The hardest parts of your body are not your bones, as you might expect, but your teeth.

Bone is very hard, but it cannot cope with years of cutting and chewing. To eat your food, you rely on *enamel* - the mineral coating of your teeth that is so hard that it can last a lifetime.

What does "enamel" mean in the paragraph?

Enamel _____

enamel seems to be a new word to you, but reading on, you can easily understand its meaning thanks to the definition given right after it: *the mineral coating of your teeth that is so hard that it can last a lifetime*.

Example 2

Unlike us, many mammals are *nocturnal*, which means that they are active by night and sleep through the day. Long ago, the first mammals moved about under the cover of darkness to escape predatory dinosaurs. Many of the smaller mammals have remained nocturnal, and mammalian predators, such as foxes, are active at night in order to catch them.

What does "nocturnal" mean in the paragraph?

Nocturnal _____

The new word **nocturnal** is modified by the adjective clause *which means that they are active by night and sleep through the day*, which can help you to know its meaning.

B. Synonyms

Most of the questions in the IELTS Reading test require candidates to find out the same information in a reading passage. Yet, the particular information that is asked to be looked for is disguised with only two different masks, namely, synonyms or antonyms and paraphrases. A synonym is the exact equivalent of any particular word or expression.

Example

Erosion from overfarming the land caused millions of acres to be withdrawn from production. Further, the use of chemical fertilisers, which was increased greatly between 1950 and 1984, had an *adverse*, or *harmful*, effect on water supplies.

What does "adverse" mean in the paragraph?

Adverse _____

harmful is the synonym of **adverse**. If you know the meaning of **harmful**, then **adverse** will likely become a familiar word.

C. Antonyms

Another useful clue for better reading comprehension is antonyms. An antonym is a word that has the opposite meaning of a given word.

Example 1

Tunisia is the smallest country in the North Africa. It lies between Algeria and Libya. On the north is the Mediterranean Sea. The northern part of the country contains very *fertile* soil while the southern area is very *dry*. The two areas are separated by the Atlas Mountains.

What does "fertile" mean in the paragraph?

Fertile _____

The conjunction **while** joins the two parts of a complex sentence to show contrast. Thus, **fertile** and **dry** mentioned in this sentence can be inferred as opposites of each other. If you are familiar with **dry**, you can guess the meaning of **fertile**.

Example 2

Positive events can produce stress, but *negative* ones are generally more stressful. In part, negative events are more likely to cause stress because they place more demands on us. We actively try to avoid negative events. When they occur, we have to find a way to solve the problem. This takes time, effort, and energy. In sum, it is stressful.

What does "positive" mean in the paragraph?

Positive _____

The conjunction **but** in a compound sentence also shows contrast. So, **negative** and **positive** in this sentence can easily be understood. If you have known the meaning of **negative** which means *giving more attention or emphasis to bad possibilities than good ones*, you can then easily guess the concept of **positive** (*giving more attention or emphasis to good possibilities than bad ones*).

D. Examples

An example is something that the writer mentions in order to show the type of thing that he is talking about and to help to explain what he means. Examples can help you to guess the meaning of unknown words.

Example

The tasks of an assistant for any of the above counselling careers are many. They may include helping a client get *benefits* such as health or life insurance; examining tax returns to see if the client is eligible for *federal aid* such as welfare or food stamps; or arranging transportation for a patient to get to group meetings, adult day care programmes, or doctor's appointments.

What do "benefit" and "federal aid" mean in the paragraph?

benefit _____

federal aid _____

Health or life insurance is an example given to show the meaning of benefit (*money or help that an insurance company gives to somebody*); *welfare or food stamps* is an example given to make clear the meaning of federal aid (*money, food, or other help that the national government gives to an area where people need it*).

E. Personal experience or background knowledge

From the information in a passage, you can use your own personal experience or background knowledge to guess the meaning of unfamiliar words.

Example

Your teeth, like those of most hunting mammals, do not grow once they have been formed. To make up for this, you change teeth as you get older. Your first set, called "baby teeth," starts to appear when you are about six months old. They are quite small, and are gradually replaced by your adult or *permanent* teeth, which are much bigger. Sometimes your first adult teeth can look much too big for you, but the rest of your body eventually catches up in size.

What does "permanent" mean in the paragraph?

Permanent _____

This paragraph introduces the development of human teeth. The phrases *baby teeth* and *adult or permanent teeth* could help you to guess the meaning of permanent which means *happening or existing for a long time or for all time in the future*.

Homework

Predicting the Future

Every culture in the world has a way of dealing with uncertainty in life. One form of this is fortune-telling. Some people who are curious about their future, or who have an important decision to make, go to a fortune-teller. Using various techniques, these men and women try to help the customer with their request. It is often surprising just how widespread such beliefs are. Many respectable newspapers still print astrological horoscopes. The news sometimes reports how celebrities and even politicians go to clairvoyants.

One of the earliest recorded instances of fortune-telling was the Oracle at Delphi in Greece. There are stories of both kings and ordinary people who went to these seers. Held in a trance, they would often give very cryptic predictions. The techniques of predicting the future vary from place to place. Fortune-tellers can focus on a particular object, like the crystal ball of Rome origins that is gazed into in an attempt to see the future. Tarot cards with their occult imagery are laid out in a special manner and tell a story based on how the person chooses them and lays them out. East Asian cultures have a very long history of fortune-telling. Even in the modern day, many people still consult them regularly. Palm reading, face reading, or rituals where spirits possess a shaman help some people to make sense of the world they live in.

Many modern people are quite skeptical about fortune-telling and even dismiss it out of hand as 'evil' or 'demonic'. There are fraudsters in the fortune-telling business but the concept as a whole offers a unique perspective on what it means to be human, offering a different view of faith and hope for the future. (293 words)

Questions 1-4

Answer the questions below, using **NO MORE THAN TWO WORDS** from the passage for each answer.

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

- 1 What is something that established newspapers unexpectedly still print?
- 2 What is one example of something used to help a fortune-teller?
- 3 What kind of people should someone going to a fortune-teller be worried about?
- 4 From what part of the body can people read the future?

Unit 3

IELTS Reading Question Types: Multiple Choice

Question Types

The IELTS Reading test contains forty questions and you are given exactly one hour to answer all the questions. Remember that in the IELTS Reading test (unlike the IELTS Listening test), no extra time is given to transfer your answers onto your answer sheet. Hence, it is very important that you keep an eye on the time and timely transfer your answers onto your answer sheet as you complete each reading section.

There are many types of questions used in the Reading test. You should be familiar with these types.

The IELTS Reading test is, in fact, not as difficult as it seems to be. If you know the right approach, you can easily obtain a high band score.

1. Multiple Choice

Multiple-choice questions are designed to test a wide range of reading skills. The questions may require you to skim in order to have an overall understanding of the main idea of a passage, or they may ask you to have a detailed understanding of particular points about which you will need to scan for specific details.

There are two types of multiple-choice questions. The first type is standard multiple choice, which is the most typical form with one question and four possible answers. Specifically speaking, you have to choose one correct answer from the four alternatives given in the question.

Another form is known as modified multiple choice, which requires you to choose more than one out of several options given for a question.

Sample instructions

- Choose the correct letter, A, B, C, or D.
- Choose THREE letters, A-F.
- Which three of the following reasons for are mentioned by the writer?

Guided practice

Slogging the World

Just ten years after the coining of the term 'blog', or web log, there are now over one hundred million of them. At current growth rates, the number of new blogs created is doubling about every five months. They are not simply personal diaries or journals. Blogs are meant for a larger audience. Whether that audience consists of just a small circle of friends or millions of people dedicated to a political cause, blogs offer a way to connect with each other and share ideas.

The first blogs required some technical expertise to maintain and publish the site. As the Internet has grown, blogging sites have developed to the point where people need no specialized knowledge. Anyone with access to a computer and the Internet can upload their text entries, which are the core of what a blog is. People write on every sort of subject: daily activities, celebrity gossip, political news, or their travelling experiences. The blogger can also include embedded hypertext links to other relevant websites. Others who see these entries can then post comments on them. On the most popular blog sites, comment threads can run many times longer than the original entry.

Usually, along the side of the blog, there are links to other blogs. This blogroll can consist merely of the writer's friends, or can be other thematically similar blogs. These links not only help to define what kind of blogging is done on the site, but also help to increase visibility and to produce better search results.

There are many variations on the blog, but one distinguishing feature between all of them and other types of traditional publishing is their individual character. There is a certain intimacy in reading a blog that has not been edited by a third party. The immediacy of blogging has also forced the mainstream media and other institutions to rethink their approach to news and branding. (317 words)

Questions 1-5

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

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

1 In recent times, blogs have

- A grown at a very fast pace.
- B transformed completely several times.
- C become unfashionable and unpopular.
- D not broken into the mainstream.

Approach

STEP 1 Find two key words in the question.

STEP 2 Find a word associated with one of the key words in the second sentence of paragraph 1.

STEP 3 Read the second sentence in paragraph 1 again to find relevant information.

STEP 4 Choose the correct option.

2 Over the years, blogs have become

- A quite irrelevant in people's daily life.
- B increasingly complicated to use.
- C unusually wordy and ungrammatical.
- D less difficult to create and to update.

Approach

STEP 1 Find a key phrase in the question.

STEP 2 Find ideas associated with the key phrase in the second sentence of paragraph 2.

STEP 3 Read the second sentence in paragraph 2 again to find relevant information.

STEP 4 Choose the correct option.

3 Blog posts can

- A** only discuss a narrow range of subjects.
- B** include long discussions through readers' comments.
- C** inhibit the flow of ideas.
- D** replace all mainstream media.

Approach

STEP 1 Find a key phrase in the question.

STEP 2 Find two phrases associated with the key phrase in the last sentence of paragraph 2.

STEP 3 Read the last sentence of paragraph 2 again to find relevant information.

STEP 4 Choose the correct option.

4 People do not link their blogs to other sites to

- A** decrease traffic on competing blogs.
- B** shape what their blog is about.
- C** attract readers who have similar interests.
- D** appear more prominently on search engines.

Approach

STEP 1 Find one key word and one key phrase in the question.

STEP 2 Find associated ideas in paragraph 3.

STEP 3 Read all important information in paragraph 3.

STEP 4 Choose the correct option.

5 One unique characteristic of blogs is their

- A** text-based format.
- B** ability to attract people who use the Internet.
- C** ability to let individuals talk to each other directly.
- D** numerous and large sources of money for reporting news.

Approach

STEP 1 Find one key phrase in the question.

STEP 2 In the first sentence of paragraph 4, find a phrase that is similar in meaning to the key phrase in the question.

STEP 3 Read the second sentence of paragraph 4 to find relevant information.

STEP 4 Choose the correct option.

Practice**Western Chess**

The game of chess is thousands of years old. Chess has been played for so long now that its place of origin is unclear. Regardless of where the game was first played, it eventually reached ancient Persia. In the 8th century CE, conquering armies swept out from the Arabian Peninsula creating an empire that stretched from India to Spain.

From Persia, the game of chess traveled throughout the empire to Spain, and from there, to the rest of Europe.

Chess pieces and their functions are a small reflection of medieval European life. The pawns are the most numerous type on the board and are often sacrificed to protect other pieces. They represent serfs in the feudal system who were tied to the land they worked on and had no say in the destiny of their own lives.

The two rooks are set on each side of the back row and are like the castles that protected the nobles and the clergymen. The knights are the only pieces that move in an 'L' shape, much like how the mounted and armored warriors had the ability to outflank opponents. The Church in medieval times was much more relevant in daily life and politics than even now and was represented by the bishops, which sat on both sides of the king and queen.

The queen is the most powerful chess piece on the whole board, though not the most important. It is an interesting commentary on the precarious positions of such people in medieval court life. The mobility of the king in chess is very limited, considering that it is the most important piece in the game. Only the pawn has fewer options when moving. The loss of one's king loses the game and thus speaks to their importance in the Middle Ages as a physical embodiment of the state. (307 words)

Questions 1-4

Choose FOUR letters, **A-J**.

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

NB Your answers may be given in any order.

Which FOUR of the following statements are true of European chess?

- A** In chess, the king cannot be moved.
- B** Capturing the opponent's king wins the game.
- C** Rooks, representing stone castles, are the strongest piece in the game.
- D** Historians have pinpointed the exact time and place where chess was created.
- E** The pawn is the least mobile of all the pieces.
- F** Chess has a short history since people started playing it only recently.
- G** The game of chess embodies European life in the Middle Ages.
- H** European chess started in a different area of the world.
- I** There is a piece in European chess that represents cannons and artillery.
- J** If all of a player's pawns are taken, he or she loses the game.

Homework

Our Diet Matters

Section I

The average person swallows about half a ton of food a year - not counting drink – and though the body is remarkably efficient at extracting just what it needs from this huge mixture, it can only cope up to a point.

If you go on eating too much of some things and not enough others, you'll eventually get out of condition and your health will suffer.

So think before you start eating. It may look good. It may taste good. Fine! But how much good is it really doing you?

Section II

What you eat and the way it affects your body depend very much on the kind of person you are. For one thing, the genes you inherit from your parents can determine how your body chemistry (metabolism) copes with particular foods. The tendency to put on weight rather easily, for example, often runs in families - which means that they have to take particular care.

And your parents may shape your future in another way. Your upbringing shapes some basic attitudes to food -like whether you have a sweet tooth, nibble between meals, take big mouthfuls or eat chips with everything.

And there is your lifestyle. How much you spend on food (time as well as money), how much exercise you get - these can alter the balance between food and fitness.

And finally, both your age and your sex may affect this balance. For example, you are more likely to put on weight as you get older, especially if you are a woman.

So, everybody's different and the important thing is to know yourself.

Section III

If you are eating a fairly varied diet, it is just about impossible to go short of proteins, vitamins or minerals. It is likely, too, that you have more than enough fats and carbohydrates.

Take proteins for instance. On average, we eat about twice as much protein as we need.

Vitamin pills are not likely to help either. A varied diet with plenty of fresh fruit, vegetables and cereals along with some fish, eggs, meat and dairy products will contain more than enough vitamins. Unless you have some special medical reason, it is a waste of time and money to take vitamin pills.

As for minerals, there is no shortage in the average diet and it is useless to have more than you need.

Section IV

Just about everything you eat contains energy- measured as calories; the higher the number of calories, the more energy. But don't make the mistake of thinking that eating extra energyrich foods will make you more energetic. The amount of energy in your daily diet should exactly balance the energy your body-machine burns up. If you eat more than you use, the extra energy is stored as body fat. And this is the big problem.

Section V

Over hundreds of thousands of years, man's food came mainly from plants.

He ate cereals (like wheat), pulses (like beans and peas), vegetables, fruit and nuts. So our ancestors were used to eating the sort of food that contains a lot of fibre.

In comparison with our ancestors, the sort of food we eat today contains very little fibre. Our main foods are meat, eggs and dairy products, which contain no fibre at all.

Lack of fibre seems to be connected with various disorders of the digestive system. Some experts also believe that lack of fibre may even lead to heart disease.

If you are worried about your weight, eating more fibre may actually help you to slim! Food with plenty of fibre like potatoes or bread can be satisfying without giving you too many calories.

Refer to the reading passage *Our Diet Matters* and choose the correct answer by writing down the corresponding letters.

14. According to the passage, which THREE of the following factors could affect your body system?

- A. Genes
- B. Vitamin pills
- C. Physical exercises
- D. Excessive worries
- E. Attitudes to food

15. Generally speaking, which one of the following four puts on weight comparatively easier?

- A. A male aged 35
- B. A female aged 35
- C. A male aged 45
- D. A female aged 45

16. Which of the following statements is NOT true?

- A. A person is likely to put on weight if his father is overweight.
- B. Eating habits could be shaped by one's parents.
- C. Generally speaking, we eat more proteins than our bodies need.
- D. The amount of energy in your diet should be higher than the energy your body-machine bums up.

17. Compared with that of our ancestors, our diet tends to lack

- A. vitamins.
- B. fibre.
- C. minerals.
- D. calories.

18. If your daily diet is a rather varied one, it is almost impossible that

- A. your body store extra body fat.
- B. your body need vitamin pills as supplement.
- C. your body take in more carbohydrate than it can use.
- D. your body need to take in more fibre.

19. Which word can best describe the main purpose of the passage?

- A. Informative
- B. Argumentative
- C. Descriptive
- D. Persuasive

Unit 4

IELTS Reading Question Types: Completion

2. Completion

Completion questions test your ability to find details in order to complete gapped summaries, notes, sentences, diagrams, tables, or flow charts. For this question type, you are generally required to use three words or fewer to fill in the missing information. Sometimes, you are also asked to match the two halves of sentences with two lists of these halves provided. You have to read the instructions carefully to make sure that you can do the right job - choose the words from the box given or from the reading passage.

In doing this task type, you need to skim for general information, scan for details, and understand paraphrases.

Sample instructions

- Complete the sentences below with words taken from the reading passage. Use **NO MORE THAN THREE WORDS** for each answer.
- Complete each sentence with the correct ending, A to J, from the box.
- Complete the notes below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.
- Complete the summary below using words from the box.

Guided practice

Amphibians in the World

Some very familiar animals, like the toad, frog and salamander, are all amphibians. The word “amphibian” comes from Greek and means 'double life'. This is a simple reminder of the fact that almost all of them spend at least a part of their lives in water. Some species of amphibians spend only a larval stage in water and go on to develop lungs to breathe air. Others spend their whole lives underwater.

This change from a water habitat to a land habitat changes their bodies in very marked ways. Most species grow legs to move about on land. The skin develops special glands to prevent dehydration. The eyes and eyelids also adapt in order to function in the air. Finally, in toads and frogs, the tail they have as tadpoles disappears.

Amphibians are some of the most interesting species in the world because of the range of habitats they inhabit, from tropical rainforests to dry deserts. They highlight the evolutionary process that brought the first animals from the ocean onto the land.

Unfortunately/ a great number of species are facing the threat of extinction. Nearly 2,000 species, one-third of all those known, are at risk of dying of (even ones in pristine wilderness areas. No one knows the exact reason why, but it does not bode well for the rest of the environment. Amphibians are like the 'canary in the coal mine' for the world environment. Their bodies and skin are thought to be quite sensitive to changes in the climate and to chemical pollution. In an increasingly degraded environment, it seems that amphibians are the first victims. (268 words)

Questions 1-5

Complete the sentences below with the correct endings, **A-1**, from the box.
Write your answers in boxes 1-5 on your answer sheet.

- 1 The word 'amphibian' refers to how such animals
- 2 All amphibians start their life with
- 3 Living on land requires changes that include
- 4 Amphibians are found in a wide range of habitats
- 5 The disappearance of amphibian species is alarming because they show

- A live in different ways throughout their lives.
B the ability to give birth to living young.
C including ones that aren't abundant with water.
D gills that allow them to breathe underwater.
E the increase in predation by other animals.
F live with many different types of species.
G how the environment is changing for the worse.
H including very cold places, such as Antarctica.
I measures to prevent the animal from dying out.

Q1**Approach**

- STEP 1** Read the first half.
STEP 2 Find a key word and a key phrase in the first half.
STEP 3 Find associated words in the second sentence of paragraph 1.
STEP 4 Read the second sentence of paragraph 1 to find relevant information to the second half.
STEP 5 Choose the correct option.

Q2**Approach**

- STEP 1** Read the first half.
STEP 2 Find one key word in the first half.
STEP 3 Find an associated phrase in the third sentence of paragraph 1.
STEP 4 Read the third sentence of paragraph 1 to find relevant information to the second half.
STEP 5 Choose the correct option.

Q3**Approach**

- STEP 1** Read the first half.
STEP 2 Find one key word in the first half.
STEP 3 Find that key word in the first sentence of paragraph 2.
STEP 4 Read the first three sentences of paragraph 2 to find relevant information to the second half.
STEP 5 Choose the correct option.

Q4

Approach**STEP 1** Read the first half.**STEP 2** Find a key phrase in the first half.**STEP 3** Find that key phrase in the first sentence of paragraph 3.**STEP 4** Read the first sentence of paragraph 3 to find relevant information to the second half.**STEP 5** Choose the correct option.

Q5

Approach**STEP 1** Read the first half.**STEP 2** Find one key word in the first half.**STEP 3** Find its synonym in the third sentence of paragraph 3.**STEP 4** Read the last sentence of paragraph 3 to find relevant information to the second half.**STEP 5** Choose the correct option.**Practice****Weird States of Matter**

There are three states of matter that people commonly encounter in their everyday lives. The air we breathe is a gas, where the particles are spaced relatively far apart. In liquids like water, particles are much more tightly packed, but are still able to move and flow past one another. Thus, liquids assume the shape of their container. Wood, metal and brick are all solids where the atoms are very close together such that they retain their own shape and volume.

As nature reveals more of itself to people, more states of matter are observed. Many of these states exist in such extreme conditions that they can be seen only in the laboratory or from vast cosmic distances. Plasma is a readily visible state of matter. In the first three states of matter, electrons, or negatively charged particles, are bound up with the positively charged nucleus. In plasmas, these electrons are stripped away and mingle about freely with other particles. All visible stars are made of plasma, which is continuously excreted out into space. One can also see plasmas in lit neon signs and fluorescent light bulbs.

Another example of an extreme state of matter is a superfluid. One such superfluid is helium, which is normally a gas. At temperatures close to absolute zero, the lowest temperature possible, helium turns into a superfluid and exhibits very unusual properties. In such a state, it has zero viscosity [no fluid friction]. Which means that up to a certain point, the superfluid will remain absolutely still within a rotating container. Superfluids also exhibit infinite thermal conductivity, meaning that any change in temperature in one part of the superfluid will instantly spread out to the whole volume. (283 words)

Questions 1-6

Complete the summary below. Choose your answers from the box at the bottom of the page and write them in boxes 1-6 on your answer sheet.

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

You may use any of the words more than once.

EXTREME MATTER

We encounter (Example) states of matter every day. *Answer: different*

Those states of matter we (1) _____ with include: oxygen molecules, which are part of the air we breathe; (2) _____ that we drink in liquid form; and solids like the food we eat and like other objects we use in life. Other extreme forms of matter also (3) _____. Plasmas are a kind of gaseous soup where the (4) _____ and nuclei move about individually. (5) _____ are a very strange kind of liquid. Their (6) _____ are still being studied.

Word List

carbon dioxide	unusual	exist	absolute zero
water	dust	electrons	container
orbit	properties	different	visuals
interact	superfluids	stars	Infinite

Homework

All about Renting

To make your move into an apartment as smooth as possible, we would like to make you aware of what will take place before you are settled. Being prepared and avoiding problems can make it an easier and happier experience.

The first thing you must decide is how much of your income can be spent for your monthly rental. Besides the rent, the coverage of the monthly electric bill and your phone charges should also be considered. Heat and water costs are almost always included in your rent. Some rental units contain an individual heating system, in which case you will have heating costs.

APPLICATION-When you make application to rent an apartment, it has always been common practice to check your credit and references. You may now be required to pay a fee to have your application professionally checked.

If you do not want to hold up the process of confirming your rental, you should be prepared for the costs of application, security and pet deposits.

DEPOSITS -You must expect to pay a deposit which can come under the name of security, damage or cleaning deposit. They can range from a fee of \$50 and up, or equal to a full month's rent. This is insurance for the building owner against damage or unusual cleaning after you have left, which means part or all of the deposit could be retained; otherwise, it is refunded to you. The exact requirements for the deposit should be in writing so that you know what the money is for and under what circumstances it can be retained or returned to you. You must also expect to pay an additional deposit if you have a pet.

Many buildings may have a form available to check off items in the apartment and indicate their condition. If there is a tear in the carpet or a scratch on an appliance, it will be a matter of record and you cannot be charged for that later. If such a form is not available, you can walk through the apartment with the manager making your own list, having it signed by the manager and yourself. All of this is a protection for you as well as the building owner and note that under a law enacted in 1973, your deposit will earn interest at an annual rate of 3%. The deposit must also be returned to you within 3 weeks after you have vacated, or the owner must provide you a written notice about the specific reason for withholding the deposit. You are required to provide your building owner with a mailing address in order to receive your deposit within 3 weeks.

COMPLAINTS- It is not unusual that something may not function properly in your apartment.

It certainly has happened wherever you have lived before. If an appliance is not working, a faucet is leaking, and so on, put the problem in writing and give it to your manager or caretaker.

If you have any serious complaints, you should call the building manager. If some action is not following, you can call the Minnesota Multi-Housing Association "Hot Line" at 858-8222 between 2:00 and 5:00 p.m. during weekdays for help or service.

Sentence Completion

Refer to the passage headed *All about Renting I* and choose from the passage **NO MORE THAN THREE WORDS** to complete the following sentences.

4. You will have to be responsible for the heating costs if you rent a unit with an _____.
5. The minimum amount of the deposit that you are expected to pay can be _____.
6. If you break anything in the apartment, part or all of the deposit could be _____.
7. Small problems of the items in the apartment would be recorded and you cannot be _____ that later.
8. After you move out of the apartment, the building owner is required to return your deposit Within _____.
9. If the owner wants to keep your deposit for an extra month, he must let you know the reason with _____.

Unit 5

IELTS Reading Question Types: Heading Matching

3. Heading Matching

This type of question tests your ability to identify the main idea of a paragraph. For this task, a list of headings is given and generally, there will be more headings than paragraphs. Your job is to find the most suitable heading for each of the paragraphs of a reading passage, and you should not use any heading more than once unless the instruction tells you that you can. To complete this task, you should improve your ability of skimming to quickly identify the focus of each paragraph and choose its corresponding correct heading.

Sample instructions

- The reading passage has eight paragraphs, A-H. Choose the correct heading for each paragraph from the list of headings below.

Guided practice

Financier of the United States

A. Though he never had an opportunity to become president, Alexander Hamilton was one of the most influential statesmen in early American history. His initiatives as the first Secretary of the Treasury laid the foundations for the United States' financial might. He also set a certain precedent for the relationship between the federal government and the states.

B. As Secretary, Hamilton pushed for the creation of a national bank. Rather than have banks for each individual colony, this bank would finance the federal government and its programs. There was a dispute about whether this act was constitutional, but Hamilton won the day, and the government gained more power. Breaking away from Britain left America in a very fragile economic position. He also developed tax policies to help strengthen the power of the state in the young country.

C. Hamilton's vision was focused on increasing the power of industry and government for the sake of prosperity. This put him at odds with the egalitarian Thomas Jefferson who wanted to have a weaker federal system. Jefferson even thought Hamilton was too aristocratic, threatening to pull the country back into a kind of monarchic system that they had both fought against.

D. In the end, threats from abroad swung opinion in Hamilton's favor. Government institutions were strengthened and the people accepted his very flexible views on the Constitution. The federal government has since used this 'elastic' interpretation to widen and deepen the scope of its powers.

E. Hamilton's political activities made him some enemies, one of which was Jefferson's Vice President, Aaron Burr. In one of the most famous episodes in American politics, Burr shot Hamilton in a duel in the state of New York, and he eventually died of his wounds.

Questions 1-5

The passage has five paragraphs, **A-E**.

Choose the correct headings for paragraphs **A-E** from the list of headings below.

Write the correct numbers, **i-ix**, in boxes 1-5 on your answer sheet.

List of Headings

- i. Why guns should be outlawed
- ii. Conflicts with another leader
- iii. How the colonies used their power
- iv. A balance between rural and urban interests
- v. An untimely death
- vi. Foreign influences help Hamilton
- vii. Strengthening the country's finances
- viii. Jefferson's success as a leader
- ix. Relatively unknown, but important

- 1. Paragraph A
- 2. Paragraph B
- 3. Paragraph C
- 4. Paragraph D
- 5. Paragraph E

Q1**Approach**

STEP 1 Find one key word in the topic sentence of paragraph A.

STEP 2 In the list of headings, find a word associated with the key word in the topic sentence.

STEP 3 Read the topic sentence again to understand the main idea of the whole paragraph.

STEP 4 Choose the correct heading in the list.

Q2**Approach**

STEP 1 Find three key words in the first, second, and last sentences of paragraph B.

STEP 2 In the list of headings, find a word associated with one of the key words you have found out in step 1.

STEP 3 Read the last sentence again to confirm the idea that is similar to the one in the list of headings.

STEP 4 Choose the correct heading in the list.

Q3**Approach**

STEP 1 Find one key word in the second sentence of paragraph C.

STEP 2 In the list of headings, find a word associated with the key word you have found out in step 1.

STEP 3 Read the second sentence again to confirm the idea that is similar to the one in the list of headings.

STEP 4 Choose the correct heading in the list.

STEP 5 Choose the correct option.

Q4

Approach

STEP 1 Find three key phrases in the topic sentence of paragraph D.

STEP 2 In the list of headings, find two words associated with the key phrases you have found out in step 1.

STEP 3 Read the topic sentence again to understand the main idea of the whole paragraph.

STEP 4 Choose the correct heading in the list.

Q5

Approach

STEP 1 Find one key word in the last sentence of paragraph E.

STEP 2 In the list of headings, find a word associated with the key word you have found out in step 1.

STEP 3 Read the last sentence again to confirm the idea that is similar to the one in the list of headings.

STEP 4 Choose the correct heading in the list.

Practice

The reading passage *How New York Became America's Largest City* has 8 sections numbered 1-8. Choose the most suitable heading for each section from the list of headings below. Write the appropriate numbers (I-VIII). The heading of section 4 has been given as an example.

List of Headings

- i. Then came the train
- ii. Cheap fares from Europe
- iii. Seaports
- iv. Three factors
- v. Not just because of where it is
- vi. Most popular place to arrive
- vii. Beginning of canal shipping
- viii. Further development of water transport

- 1. Section 1
- 2. Section 2
- 3. Section 3
- 4. Section 4
- 5. Section 5
- 6. Section 6
- 7. Section 7
- 8. Section 8

How New York Became America's Largest City

Section 1

In the 18th century New York was smaller than Philadelphia and Boston. Today it is the largest city in America. How can the change in its size and importance be explained? To answer this question we must consider certain facts about geography, history, and economics. Together these three will explain the huge growth of America's most famous city.

Section 2

The map of the Northeast shows that four of the most heavily populated areas in this region are around seaports. At these points materials from across the sea enter the United States, and the products of the land are sent there for export across the sea.

Section 3

Economists know that places where transportation lines meet are good places for making raw materials into finished goods. That is why seaports often have cities nearby. But cities like New York needed more than their geographical location in order to become great industrial centres. Their development did not happen simply by chance.

Section 4

About 1815, when many Americans from the east coast had already moved toward the west, trade routes from the ports to the central regions of the country began to be a serious problem. The slow wagons of that time, drawn by horses or oxen, were too expensive for moving heavy freight very far. Americans had long admired Europe's canals. In New York State, a canal seemed the best solution to the transportation problem. From the eastern end of Lake Erie all the way across the state to the Hudson River, there is a long strip of low land. Here the Erie Canal was constructed. After several years of work, it was completed in 1825.

Section 5

The canal produced an immediate effect. Freight costs were cut to about one tenth of what they had been. New York City, which had been smaller than Philadelphia and Boston, quickly became the leading city of the coast. In the years that followed, transportation routes on the Great Lakes were joined to routes on the Mississippi River. Then New York City became the end point of a great inland shipping system that extended from the Atlantic Ocean far up the western branches of the Mississippi.

Section 6

The coming of the railroads made canal shipping less important, but it tied New York even more closely to the central regions of the country. It was easier for people in the central states to ship their goods to New York for export overseas.

Section 7

Exports from New York were greater than imports. Consequently, shipping companies were eager to fill their ships with passengers on the return trip from Europe. Passengers could come from Europe very cheaply as a result.

Section 8

Thus New York became the greatest port for receiving people from European countries. Many of these people remained in the city. Others stayed in New York for a few weeks, months, or years, and then moved to other parts of the United States. For these great numbers of new Americans, New York had to provide homes, goods, and services. Their labour helped the city become great.

Homework

Questions 1-5

The passage has five paragraphs, **A-E**.

Choose the correct headings for paragraphs **A-E** from the list of headings below.

Write the correct numbers, **i-ix**, in boxes 1-5 on your answer sheet.

List of Headings

- i. Violations that may lead to an ASBO
- ii. ASBOs definitely reduce antisocial behaviour
- iii. Effectiveness of ASBOs is still debated
- iv. Why ASBOs were considered important
- v. Why ASBOs may be too harsh
- vi. Persuading people to be better citizens
- vii. How ASBOs actually increase crime
- viii. ASBOs and the justice system
- ix. School crime down in England

- 1. Paragraph A
- 2. Paragraph B
- 3. Paragraph C
- 4. Paragraph D
- 5. Paragraph E

Are ASBOs Good for Society?

A. ASBOs, or Anti -Social Behavior Orders, were first implemented in England and Wales. They are civil orders given to individuals by courts for a number of reasons. They were introduced as an effort to improve the general quality of life and targeted behaviors not normally considered criminal offences.

B. Actions such as vandalism, disturbing the peace, racial intimidation or begging make one eligible for an ASBO. If the court approves the order, they can then impose various restrictions on the individual's actions or on their movement in certain places and neighborhoods.

C. While the creation of ASBOs was for the greater goal of social harmony, there has been criticism about their open-ended nature. ASBOs are in effect for at least two years, but can be imposed indefinitely, depending on the magistrate. A violation of any of the restrictions listed in an ASBO can result in years of prison time.

D. In their current form, ASBOs may be too blunt of a tool to be totally effective. ASBOs often target people who would be better served by mental health services or counseling, rather than hard jail time. There have been a few neighborhoods in England where the ASBO system may have helped with quality of life issues.

E. Others wonder whether or not there are other ways to reduce 'antisocial behavior' among youth. If there are incentives to complete education as well as hope for a more prosperous life, the tide of rude and bad behavior will be stemmed. (249 words)

Unit 6

IELTS Reading Question Types: True / False / Not Given (or Yes / No / Not Given)

2. True / False / Not Given (or Yes / No / Not Given)

Yes/ No/ Not Given questions usually refer to the writer's opinion, while True/False/ Not Given questions refer to facts in a passage. For a statement to be true, the passage must clearly support the information stated in that statement. On the contrary, if the meaning of the statement contradicts the information in the passage, the answer is false. In fact, you may find "Not Given" statements in the questions the most challenging because the information in these statements is often very similar or related to certain details in the passage. Therefore, to decide that a statement is "Not Given", you must find no information in the passage relating to the information in that statement.

Sample instructions

Do the following statements agree with the views of the writer? Write	
Yes	if the statements agree with the views of the writer
No	if the statements contradicts the views of the writer
Not given	if it is impossible to say what the writer thinks about this

Do the following statements agree with the views of the writer? Write	
True	if the statements agree with the information
False	if the statements contradicts the information
Not given	if there is no information on this

Guided practice

Hiking for Life

Hiking is one of the best exercises for the body. Few other physical activities can match it. Whether it is a beginner course through low hills, or a multi-day trek in steep mountains, hiking is a great way to burn calories and lift the spirit. The endorphins released during a hike give a natural high that is well worth the preparation and strenuous effort.

People can condition their bodies for a hike by using exercise machines or by running. There is also, of course, the option of going on actual hikes to train one's body and mind. An area with low elevation or with trails that are not too steep are good places to start. To keep up stamina and endurance, bring a pack with high energy foods and water. Sunglasses, sunscreen, a hat, and even measures to prevent blisters on the feet all contribute to an enjoyable experience. Taking along a music player is not recommended since nature provides her own soundtrack and since one of the purposes of hiking is to commune with the natural world.

Going on a solo hike provides time to think about oneself. For longer hikes that span several days, it is probably best to go with at least one other person. The necessary gear, like food, water, and sleeping equipment, is not easy to carry alone. Also, just in case the unthinkable happens, there is someone else there to get help. Hiking provides a chance to meet new people and spend time with close friends. There are many hiking groups all over the world that can give advice and also give information on the best places to go. (275 words)

Questions 1-5

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

In boxes 1-5 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information about this

- 1 Hiking has only average health benefits compared to other physical activities.
- 2 People need to see a doctor before starting a hiking regime.
- 3 Bringing provisions is recommended when going on a hike.
- 4 Going on long hikes with other people is inefficient and quite a hassle.
- 5 A device that plays MP3s would be a distraction on a hike.

Q1**Approach**

STEP 1 Find a key phrase in the statement.

STEP 2 Read the whole statement in the question.

STEP 3 Read the first sentence in paragraph 1. Find a word and a phrase associated with the key phrase you have found out in step 1.

STEP 4 Compare the idea in the first sentence with that in the statement.

STEP 5 Choose the correct answer.

Q2**Approach**

STEP 1 Find a key phrase in the statement.

STEP 2 Read the whole statement in the question.

STEP 3 Read the first two sentences in paragraph 2.

STEP 4 Compare the idea in these first two sentences with that in the statement.

STEP 5 Choose the correct answer.

Q3**Approach**

STEP 1 Find a key phrase in the statement.

STEP 2 Read the whole statement in the question.

STEP 3 Read the fourth sentence in paragraph 2.

STEP 4 Compare the idea in this sentence with that in the statement.

STEP 5 Choose the correct answer.

Q4**Approach**

STEP 1 Find a key phrase in the statement.

STEP 2 Read the whole statement in the question.

STEP 3 Read the second sentence in paragraph 3.

STEP 4 Compare the idea in this sentence with that in the statement.

STEP 5 Choose the correct answer.

Q5**Approach**

STEP 1 Find a key word and a key phrase in the statement.

STEP 2 Read the whole statement in the question.

STEP 3 Read the last sentence in paragraph 2.

STEP 4 Compare the idea in this sentence with that in the statement.

STEP 5 Choose the correct answer.

Practice

That Gunk in Your Ears

Everyone in the world has to deal with earwax. As part of a hygiene routine, it is necessary to clean out the matter that accumulates in the ear canal. Excess accumulation of earwax can reduce sensitivity to sounds and impair the functioning of hearing aids.

Earwax has a few special functions and is secreted naturally by special cells. It prevents the ear canal from drying out and also protects it by trapping dust and bacteria, which are all carried out when the ear is cleaned. Without the wax, delicate parts of the body, like the ear drum, would become more vulnerable to infection.

Among humans, there are two different types of earwax. Most people in the world have a 'wet' type of earwax. The color ranges from honey to dark brown and the consistency is moist and somewhat smooth. It is found in Caucasians, Africans, and their descendants. Asians and Native Americans, on the other hand, produce a 'dry' type of earwax. This wax is flaky and gray in color. Anthropologists have used this distinction to track the movements of some indigenous groups.

Cleaning earwax is a relatively simple process, but one that must be done with care. It is possible to safely wipe the opening of the ear. Inserting an instrument deeper into the canal has the potential to push the wax further down, causing blockage. Though, for ears without too much accumulation, this technique might be sufficient. For those with a greater amount of wax in deeper locations, a doctor or a specialist in ear cleaning should remove it. (261 words)

Questions 1-5

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

In boxes 1-5 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information about this

- 1 Earwax is a problem for the throat and nose, as well as the ear.
- 2 There is no known reason for the existence of earwax.
- 3 Among the world's population, there is a dominant type of earwax.
- 4 The earwax found in Asian people contains high levels of moisture.
- 5 Consulting a medical professional is the safest way to deal with earwax.

Homework

Children in Crisis

Growing up in America is different for most young people today than it was for their parents. Fear of violence and crime seems to be everywhere, from the streets of large cities to the halls of suburban and rural schools. Teenage boys, who once fought over their places in the drug markets, now shoot so readily that the reasons may be only sneakers, leather jackets, or insults. Bystanders are caught in the crossfire of drug wars and people can be shot just because a young person feels like killing someone. Some kids have become so desensitised to shooting that they laugh about it. On the streets in many cities, robbing the others is considered a symbol of honour.

There seem to be more senseless crimes done by juveniles that appear to lack a motive. For example, young people tried to set fire to homeless men sleeping in subway stations as many as twenty times in 1992. In these crimes, no one takes anything of value; there is nothing to take. The victims all appeared to be strangers to their torturers. One fire setter explained that he and his friends were playing near a man who was sleeping in the subway and they accidentally spilled some of their beer on him. Then they threw matches at him and when his blanket caught fire, they ran. Two other homeless men, who happened to come along soon after the fire started, threw themselves on the man and put the flames out. They called the police, and ran after the boys. At the police station, the boys were charged with assault and attempted murder. They gave no good reasons for the attempts, although the fun of it was suggested as a motive.

Almost everyone agrees that many young criminals are becoming more violent. The number of murders under the age of eighteen has climbed 93 percent since the 1980s. Murder is more common among today's children, many of whom are in trouble because of the violence around them. The Children's Defense Fund, a non-profit organisation, reports that two children under the age of five are murdered in America each day. In the same short period of time, about 7,000 children are reported abused or neglected. Many more cases are not reported.

Many adults are not, or do not want to be, aware of what is happening to today's children. They move farther from the cities, believing they can escape the problems of children in trouble. But even conservative magazines that usually devote their pages more to business than social problems are printing articles about today's "children in crisis". For example, in one issue of Forbes magazine, boys and girls from different cities talk about violence, hopes, cops, racism, drugs, school, and family. Others talk about suicide and abuse.

The Committee for Economic Development states publicly that it is concerned about whether or not children of today will have sufficient education, motivations, and undamaged brains to provide the needs of tomorrow's labour force.

Exercise 1:

Read the passage Children in Crisis and look at the following statements. Write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information about this

5. Teenage boys are ready to shoot for small reasons like shoes or clothes.
6. In many cities, children regard robbing others as something honourable.
7. Most of the time, young people know personally the homeless people whom they set fire to.
8. Most people argue about whether many young people are getting more violent.
9. According to reports by the Children's Defense Fund, young children are murdered in America each day.
10. Many adults are so afraid that sometimes they do not want to know about the things happening to children today.
11. Conservative magazines are more related in content to social problems than to business.
12. Forbes magazine is considered a conservative magazine.

Exercise 2:**Summary Completion**

Complete the summary below by choosing **NO MORE THAN THREE WORDS** from the passage Children in Crisis for each answer.

It seems that many senseless crimes done by juveniles do not have a 13. _____. For example, victims even include those people who sleep 14. _____. For as many as 15. _____ in 1992, young people tried to 16. _____ to them. As one 17. _____ described, while playing he and his friends 18. _____ spilled some beer on a homeless man in the subway and later they set his 19. _____ on fire by throwing matches at him. The boys caught by the police could not explain why they did that except that 20. _____ of it could be a possible reason.

Unit 7

IELTS Reading Question Types: Short Answers

7. Short Answers

One of the most typical question types in the IELTS Reading test is the short-answer questions.

This kind of question tests your ability to skim for some relevant information in certain sections and then scan those sections in detail to give answers to corresponding questions.

Most likely, you will be instructed to give short answers in **NO MORE THAN THREE WORDS AND/OR A NUMBER**. If you write four words, your answer is marked as wrong. The spelling has to be correct, too.

To succeed in this task type, you need to apply the first two steps in the SSSUPA procedure.

Firstly, read each question carefully to be able to decide what information you will scan for.

Then skim through the passage to quickly locate the relevant information to give the answers.

Note that your answers must be within the word limit and written exactly as they are found in the passage. Generally, the answers may be found in order of the passage, but this is not always true.

You, therefore, need to enhance your ability of skimming and scanning to locate the intended information rapidly.

Sample instructions

- Answer the questions below, using **NO MORE THAN THREE WORDS** from the passage for each answer.
- Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

Guided practice

Mosaic Art

The art of mosaic making goes back about 4,000 years. A mosaic is made up of separate pieces of material, called tesserae, which are arranged together in a special way. The earliest mosaics discovered are located in what was Mesopotamia. Small clay cones of differing colors were embedded point first into columns to create various designs. Later mosaics used pebbles of different shades to create rudimentary images and geometric patterns. In the West, the Greeks and Romans made very sophisticated mosaics using various types of tesserae.

With advancements in glass making, colored and metal tinted glass tiles took mosaic making to a new level. The Byzantine Empire produced many iconic works using those materials. One great artist in the early 20th century, Antoni Gaudi, created many striking mosaics. They often included 'found' objects, like broken pottery and other waste materials, which was an innovation for the time.

These days, making a mosaic is a very accessible hobby. Materials and instructions for making personal works of art are readily available. One needs only patience and a vision of what they want to create.

Broadly, there are two ways of creating mosaic art: the direct method and the indirect method. In the direct method, a person takes each tessera and glues it directly to the object or surface to be covered. With the indirect method, flat tiles are glued to a piece of paper with a water-soluble adhesive. Once the pieces are properly arranged, mortar or glue is placed on the surface where the mosaic will go.

The sheet of paper with the tiles is pressed into the adhesive and when it sets, the paper is moistened with a sponge and taken off the affixed tile. (284 words)

Questions 1-5

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

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

- 1 How long is the history of mosaics?
- 2 Where were the first mosaics made?
- 3 Who is one notable mosaic artist?
- 4 What is one technique for creating a mosaic?
- 5 What are the individual objects that make up a mosaic called?

Q1**Approach**

STEP 1 Find a key word in the question.

STEP 2 Read the whole question.

STEP 3 Read the first sentence in paragraph 1 .

STEP 4 Select the relevant information to the question.

STEP 5 Write the correct answer in no more than three words.

Q2**Approach**

STEP 1 Find a key word and a key phrase in the question.

STEP 2 Read the whole question.

STEP 3 Read the third sentence in paragraph 1.

STEP 4 Select the relevant information to the question.

STEP 5 Write the correct answer in one word.

Q3**Approach**

STEP 1 Find a key word in the question.

STEP 2 Read the whole question.

STEP 3 Read the third sentence in paragraph 2.

STEP 4 Select the relevant information to the question.

STEP 5 Write the correct answer in two words.

Q4**Approach**

STEP 1 Find a key word in the question.

STEP 2 Read the whole question.

STEP 3 Read the first sentence in paragraph 4.

STEP 4 Select the relevant information to the question.

STEPS Write the correct answer in no more than three words.

Q5**Approach**

STEP 1 Find a key phrase and a key word in the question.

STEP 2 Read the whole question.

STEP 3 Read the second sentence in paragraph 1 .

STEP 4 Select the relevant information to the question.

STEP 5 Write the correct answer in one word.

Practice

Frida Kahlo

Looking at one of Frida Kahlo's many selfportraits, one tends to focus on the striking features. Her connected eyebrows and the thin line of hair on the upper lip are somewhat surprising to see. Their prominent display in her paintings is just a small part of how she presented herself and her art to the rest of the world.

It is an understatement to say that Kahlo led a difficult life. She was born in Mexico during its revolutionary period in the first decade of the 20th century. When Kahlo was eighteen, a bus she was riding on collided with a trolley. She was impaled by a handrail through her stomach and uterus, breaking her spine in multiple locations, as well as many other of her bones. Miraculously, she recovered and was even able to walk again. Kahlo would suffer from excruciating pain for the rest of her life, though, and was also unable to have children. This experience and many others would affect the art that she made.

She had a tumultuous marriage with the famous muralist, Diego Rivera. The relationship was fraught with affairs on both sides. Frida Kahlo once even courted Leon Trotsky, who had been exiled from Russia and then traveled to Mexico.

Kahlo was never as famous as her husband or his contemporaries during her lifetime. In recent decades, her work has gained more widespread attention. Her paintings were often autobiographical in nature and included very stark symbols representing physical and mental pain and her inability to have children. (254 words)

Questions 1-5

Answer the questions below, using **NO MORE THAN TWO WORDS** from the passage for each answer.

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

- 1 What kind of paintings did Kahlo create most?
- 2 What did Kahlo have to live with most of her life?
- 3 What phrase would characterize Kahlo's relationship with Diego Rivera?
- 4 What are Kahlo's paintings often described as?
- 5 What can one see throughout many of Kahlo's paintings?

Homework

Which Is Better, Tap Water or Bottled Water?

Water from the tap- is it safe?

Tap water is not always fit to drink. Most problems with water contamination are not with public water supplies, but with private wells and small water companies. Bottled water is only safer than tap water that has not been properly treated to remove contaminants.

If a farm well contains bacteria, drinking bottled water is an alternative to installing expensive filters. Some wells are contaminated with toxic organic chemicals from leaking underground gasoline tanks or landfills. Other wells are contaminated with pesticides. Removal of these chemicals may be too expensive or even impossible. In that case, bottled water may be the only safe supply of water available.

The US Environment Protection Agency (EPA) estimated in 1986 that some 40 million Americans were using drinking water containing a hazardous level of lead. If the level of lead in the drinking water is more than 5 parts per million, steps should be taken to reduce the level. If the lead level cannot be reduced sufficiently, bottled water should be considered.

The only way to determine if bottled water is safer to drink than water from the tap is to compare the laboratory test results. The results of tests for substances regulated by EPA should be available from the water company that supplies the tap water. If the source of tap water is a private well, the owner should have a water sample analysed by an approved laboratory.

Is it healthier?

The Fair Packaging and Labelling Act prohibits bottles from making claims that bottled water is healthier than tap water. The Food and Drug Administration (FDA) requirements prohibit bottled water labels from listing the minerals the water contains because they believe that the amounts are so small that there is little if any added benefit from drinking bottled water.

Some buyers may feel that the minerals in bottled water make it healthier. According to the American Medical Association, there may be a slight chance that bottled water is more healthful, but any benefits would be very small when compared to exercising, eating properly or not smoking.

Some customers have switched from high calories drinks like soda or beer to bottled water. Others drink bottled water because it is a socially acceptable alternative to alcohol.

Unless your tap water is contaminated, bottled water may offer few, if any, health or safety benefits. It may simply be draining money from your wallet. In fact, some brands of bottled water may not be as healthy as your own tap water. A study by Consumer Reports magazines tested more than forty bottled water products as well as tap water from six different cities. They found the levels of some toxic chemicals in a few brands of bottled water exceeded the standards.

Does it taste better?

Some brands of bottled water do taste better than water from some taps. Most public and private water suppliers use chlorine as a disinfectant. Most bottling companies purify the water with ozone. Ozone, like chlorine, kills bacteria. It is more expensive to use, but the water has a better flavour. Some people drink water from a bottle because they prefer the taste.

The taste of water usually depends upon the minerals that have been dissolved from rocks. The only water that is likely to be free of minerals is distilled water. Distilled water is generally not purchased for drinking, but for use in batteries and steam irons. Distilled water is also used in chemical laboratories where minerals might interfere with chemical reactions.

Although bottled water does not taste better than water from most deep wells, some deep wells are drilled into rock with high sulfur content. The taste of sulfur may make water from these wells unacceptable for drinking.

There are several reasons why more and more people are buying bottled water. For some people it is a safety issue, but for most it is a matter of taste.

Exercise 1: Short Answer Questions

Refer to the passage "*Which Is Better, Tap Water or Bottled Water?*" and answer the following questions with NO MORE THAN THREE WORDS taken from the passage.

5. What kind of wells is comparatively easier to be contaminated?
6. What is suggested when it is too expensive to install filters for a farm well?
7. What is given as an example of chemicals which are sometimes impossible to remove?
8. According to an estimate given by EPA in 1986, what should be reduced?
9. What is very important in determining whether bottled water is safer than tap water?
10. Besides making improper claims, what else are the bottled water companies forbidden to do?
11. What may affect chemical reactions if bottled water is used in laboratories?
12. What may cause a problem when people drink water from some deep wells?

Exercise 1: Yes/No/Not Given Questions

Refer to the passage "*Which Is Better, Tap Water or Bottled Water?*" and look at the following statements. Write

True	if the statements agree with the information
False	if the statements contradicts the information
Not given	if there is no information about this in the passage

13. Bottled water is generally considered safer than all tap water.
14. Action should be taken when the level of lead in drinking water is too high.
15. The owner of a private well should present a sample analysis to EPA.
16. The FDA thinks that minerals contained in bottled water are quite beneficial to health.
17. Drinking bottled water is considered as equally beneficial as exercising.
18. According to the passage, drinking bottled water sometimes could be a waste of money.
19. A study by Consumer Reports magazines shows that it is not always safe to drink bottled water.
20. Lots of bottling companies use ozone to bring water a better flavour.

Unit 8

IELTS Reading Question Types: Matching / Classification

8. Matching / Classifications

This question type asks you to match or classify information given in a reading passage. You will be asked to identify a letter which represents one of the classifications for each item in a list of statements. Your job is to find the relevant information in the passage. Therefore, you need the skill of scanning to find out the most suitable category. Also remember that a particular category could be used more than once while some categories might not be used at all.

Sample instructions

- **Match each example with the influence that it illustrates. Write the correct letters, A, B or C, next to questions 1-5.**

NB You may use any letter more than once.

- **Classify the following statements as being:**

A XXXXXXXXXXXXXXXX

B YYYYYYYYYYYYYYYY

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

Guided practice

Mapping Scientific Research

Speculating about any current trend and its future direction is very difficult. Throughout the past, people have thought about the things to come. Many times, such predictions were motivated by a vision of what they wanted to see happen. Others would try to be as objective as possible and not let personal preferences bias their forecasts. Sometimes, though, even the most objective prediction can affect other people's opinions, even to the extent of changing research priorities in the scientific world.

The scope of science over the past few thousand years has expanded in two directions. New technologies in the past, for the most part, could affect only a limited area. The discovery of fire allowed the immediate surroundings to become more comfortable and made it easier to cook hunted meat. Military innovation of premodern ages focused on more and more efficient ways of dispatching the enemy on a nearby battlefield. In the current era, the most advanced weapons reach into outer space and across the world. The mechanisms of these modern nuclear, chemical, and biological weapons affect the body at the most basic level of the cell and molecule.

Future directions in scientific research will continue to expand the scope of understanding.

In physics, there are attempts to understand both the origins of the entire universe and the behavior of ever-smaller subatomic particles. Biology is also quite expansive. This is because it includes the biosphere of the earth as a whole, with all its different ecosystems, and also the manipulation and engineering of DNA, the basis for all life. Chemistry overlaps all these areas, with fields like quantum chemistry and biochemistry filling in important areas of knowledge. (274 words)

Questions 1-5

Classify the following as being part of:

A Physics

B Biology

C Military Science

D Other

Write the appropriate letters, **A-0**, in boxes 1-5 on your answer sheet.

NB You may use any letter more than once.

- 1 Procedures that help to prevent the extinction of endangered animals from a genetic disease
- 2 Development of a new rifle that is more powerful and more reliable
- 3 A new theory about how galaxies form and evolve
- 4 Techniques that result in faster mobile phone production
- 5 A method of cloning human embryos in a laboratory

Q1**Approach**

STEP 1 Find two key words in question 1.

STEP 2 Read the whole question.

STEP 3 Read the third and fourth sentences in paragraph 3.

STEP 4 Identify the word associated with the key words you have found out in step 1 and select a relevant category in the box.

STEP 5 Write the appropriate letter as your answer.

Q2**Approach**

STEP 1 Find a key phrase in question 2.

STEP 2 Read the whole question.

STEP 3 Read the fourth and fifth sentences in paragraph 2.

STEP 4 Identify the word and the phrase associated with the key phrase you have found out in step 1 and select a relevant category in the box.

STEP 5 Write the appropriate letter as your answer.

Q3**Approach**

STEP 1 Find a key word in question 3.

STEP 2 Read the whole question.

STEP 3 Read the second sentence in paragraph 3.

STEP 4 Identify the word associated with the key word you have found out in step 1 and select a relevant category in the box.

STEP 5 Write the appropriate letter as your answer.

Q4**Approach**

STEP 1 Find a key phrase in question 4.

STEP 2 Read the whole question.

STEP 3 Skim through the passage to look for relevant information.

STEP 4 Search for the information associated with the idea in the question and select a relevant category in the box.

STEP 5 Write the appropriate letter as your answer.

Q5

Approach**STEP 1** Find two key words in question 5.**STEP 2** Read the whole question.**STEP 3** Read the third and fourth sentences in paragraph 3.**STEP 4** Identify the words associated with the key words you have found out in step 1 and select a relevant category in the box.**STEP 5** Write the appropriate letter as your answer.**Practice****Wiring the World**

Information has been moving between continents since at least the 1850s, when the first telegraph cables were laid across the Atlantic Ocean. They consisted of wires sheathed in a special material and were spread out over 3,000 kilometers from Ireland to Nova Scotia. Although they had very poor transmission speeds and could transmit only Morse code, they represented quite an advancement in communication.

With the advent of the Internet and closely interconnected economies, different types of information required exponentially greater bandwidth than what old copper wires provided. From critical financial information to inane Web videos, an increasing amount of information is transmitted across the world. One example of a modern submarine communications cable is Fiber-Optic Link Around the Globe (FLAG). Over 28,000 kilometers long, it connects the east coast of America to Europe, the Middle East, India, Southeast Asia, and then goes on to Korea and Japan.

FLAG uses optical fibers where light, rather than electrical signals, carry information. Modern technology allows for the amplification of this signal. Amplifying units are placed at intervals along the cable. These devices boost the strength of light beams as they travel across the globe. Electricity required to power them is provided along the same cable. Submarine branching units are also special devices that allow signals to be split, creating entry points for data into different countries.

The constructions of these lines require cooperation between international corporations, national governments and local entities. Infrastructure like fiber-optic trunks that span the world is necessary for even further economic and political integration. (255 words)

Questions 1-4

Classify the following statements as being:

A communication that goes through traditional copper wires**B** communication that goes through fiber-optic cablesWrite the appropriate letters **A** and **B** in boxes 1-4 on your answer sheet.**NB** You may use any letter more than once.

1 Phone conversations over a traditional landline

2 Talking through Skype to a cell phone on another continent

3 A meeting conducting through webcams and videoconferencing software

4 A message relayed in Morse code in the 19th century

Homework

Food Agency Takes on Industry over Junk Labels

Consumers are to be presented with two rival new year advertising campaigns as the Food Standards Agency (FSA) goes public in its battle with the industry over the labelling of unhealthy foods.

The Guardian has learned that the FSA will launch a series of 10-second television adverts in January telling shoppers how to follow a red, amber and green traffic light labelling system on the front of food packs, which is designed to tackle Britain's obesity epidemic.

The campaign is a direct response to a concerted attempt by leading food manufacturers and retailers, including Kellogg's and Tesco, to derail the system. The industry fears that traffic lights would demonise entire categories of foods and could seriously damage the market for those that are fatty, salty or high in sugar.

The UK market for breakfast cereals is worth £1.27bn a year and the manufacturers fear it will be severely dented if red light labels are put on packaging drawing attention to the fact that the majority are high in salt and/or sugar.

The industry is planning a major marketing campaign for a competing labelling system which avoids colour-coding in favour of information about the percentage of "guideline daily amounts" (GDAs) of fat, salt and sugar contained in their products.

The battle for the nation's diet comes as new rules on television advertising come into force in January which will bar adverts for unhealthy foods from commercial breaks during programmes aimed at children. Sources at the TV regulators are braced for a legal challenge from the industry and have described the lobbying efforts to block any new ad ban or colour-coded labelling as "the most ferocious we've ever experienced".

Ofcom's chief executive, Ed Richards, said: "We are prepared to face up to any legal action from the industry, but we very much hope it will not be necessary." The FSA said it was expecting an onslaught from the industry in January. Senior FSA officials said the manufacturers' efforts to undermine its proposals on labelling could threaten the agency's credibility.

Terrence Collis, FSA director of communications, dismissed claims that the proposals were not based on science. "We have some of the most respected scientists in Europe, both within the FSA and in our independent advisory committees. It is unjustified and nonsensical to attack the FSA's scientific reputation and to try to undermine its credibility."

The FSA is understood to have briefed its ad agency, United, before Christmas, and will aim to air ads that are "non-confrontational, humorous and factual" as a counterweight to industry's efforts about the same time. The agency, however, will have a tiny fraction of the budget available to the industry.

Gavin Neath, chairman of Unilever UK and president of the Food and Drink Federation, has said that the industry has made enormous progress but could not accept red "stop" signs on its food.

Alastair Sykes, chief executive of Nestle UK, said that under the FSA proposals all his company's confectionery and most of its cereals would score a red. "Are we saying people shouldn't eat confectionery? We're driven by consumers and what they want, and much of what we do has been to make our products healthier," he said.

Chris Wermann, director of communications at Kellogg's, said: "In principle we could never accept traffic light labelling."

The rival labelling scheme introduced by Kellogg's, Danone, Unilever, Nestle, Kraft and Tesco and now favoured by 21 manufacturers uses an industry-devised system based on identifying GDAs of key nutrients. Tesco says it has tested both traffic lights and GDA labels in its stores, and that the latter increased sales of healthier foods.

But the FSA said it could not live with this GDA system alone because it was "not scientific" or easy for shoppers to understand at a glance.

Exercise 1: Short Answer Questions

Answer the questions below using **NO MORE THAN THREE WORDS** from the passage for each answer.

7. When will instructions be given on reading the colour-coded labels?
8. Where can customers find the red light labels?
9. What problem is the FSA trying to handle with the labelling system?
10. Which product mentioned sells well but may not be healthy?
11. What information do the manufacturers prefer to label on products?
12. What can NOT be advertised during children's programmes?

Exercise 2: Matching

Use the information in the text to match the people (A-E) with the opinions (13-19) below. Write the appropriate letters (A-E) for questions 13-19.

NB You may use any letter more than once.

- A. Ed Richards
- B. Terrence Collis
- C. Gavin Neath
- D. Alastair Sykes
- E. Chris Wermann

13. Generally we will not agree to use the new system.
14. It is unreasonable to doubt if the FSA is trustworthy.
15. We are trying to meet our customers' needs.
16. The manufacturers have been improving greatly.
17. The colour-coded labelling system is credible.
18. Our products will be labelled unhealthy by the FSA.
19. We are ready to confront the manufacturers.

Unit 9

Review Unit

Reading Passage 1

Exercise 1: Matching the Headings

The reading passage *Public Libraries* has 7 paragraphs A-G. Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (I-IX). There are more headings than you can use.

List of Headings

- i. Financial support
- ii. Local decisions
- iii. Influence of people's interests
- iv. Materials about Morgan horses
- v. History of public libraries
- vi. Certain books stay in the library
- vii. Free services for everyone
- viii. A wide variety
- ix. Similar ways to arrange books

Public Libraries

Paragraph A

The word public comes from a Latin word, *publicus*, meaning people. A public library is for all the people in a community to use. It charges no fee for its services. The public library will have available, within the limits of its budget, a wide variety of books and other materials. These books or other materials may be borrowed, or taken out for a specific time, by anyone in the community. The library loans its materials.

Paragraph B

Public libraries are usually tax-supported. There are a few that are instead supported from money that has been donated. And there are some that receive part of their money from taxes and part from gifts.

Paragraph C

Few public libraries are exactly alike. Not only are the shapes and sizes of the buildings different, but so are the number of books and other materials in each. Your nearest library may be like the Los Angeles Public Library, which has over 4,538,458 books and bound periodicals (magazines and journals) in its collection. Or it may be like the Cherokee County Public Library, which has only about 3,800 books in its collection.

Paragraph D

Libraries vary in other ways, too, for instance, in the number of hours (or days) they are open or in the number of people who work there. Most public libraries, however, arrange their books and other materials in similar ways. They divide their collections into two basic age groups, children and adult. Adult books are in one place; children's books are in another. Then the books are further separated by the kind of book. Storybooks - works of fiction - are separated from information, or fact books - nonfiction.

Paragraph E

People often want to refer to, that is, look something up in a certain basic information book.

Thus reference books, which are rarely read cover to cover, are put in a special place in the library, a reference section or perhaps a reference room. Reference books are never to be taken out of the library building.

Paragraph F

Each library decides for itself how it should further arrange its books and other materials. In a large city library, certain nonfiction materials may be put into a special area or separate room. For instance, there may be a separate room just for all the materials a library has on music. In another large city, the music materials might not be kept so separate. It would depend on what the people in that city had indicated they found useful.

Paragraph G

A library's holdings are everything the library has in its collection. These holdings almost always reflect the community's special interests. Suppose, for example, there were a town where Morgan horses were widely raised and trained. That town's library would most likely have a great deal of material about Morgan horses. Since the people who were interested in Morgan horses would probably be less interested in other breeds of horses, the library might have only a small amount of material on Mustangs or Appaloosas.

5. Paragraph A**6. Paragraph B****7. Paragraph C****8. Paragraph D****9. Paragraph E****10. Paragraph F****11. Paragraph G****Exercise 2: Sentence Completion**

Refer to the passage *Public Libraries* and choose from the passage NO MORE THAN THREE WORDS to complete the following sentences.

12. A public library provides free services to everyone _____.
13. People who borrow the books can keep them for _____.
14. The money used to support public libraries may come from donations, gifts and _____.
15. The collections in most public libraries are arranged according to two age groups, _____.
16. Books that people can only read in the library are probably _____.
17. In some libraries, people may find certain nonfiction materials kept in _____.
18. From the holdings a library has, we can see if the community has any _____.

Reading Passage 2

Real-Time Electronic Discussion for Teaching Writing

The most obvious use of real-time electronic discussion is for the teaching of writing. Students in general, and particularly second language students, often have a great fear of expressing their ideas in writing. To help overcome this fear and give their students as much writing practice as possible, some composition teachers conduct almost all of their courses through electronic discussion. They find that the more students write, the more comfortable they get with it - especially because their writing occurs in such a powerful communicative context. Every word they put down is not for the purpose of being corrected by their teacher, but rather for the purpose of sharing ideas with their classmates.

Janice Cook teaches several ESL writing courses at Kapiolani Community College in Honolulu. All of Cook's classes are taught 100% online, with students writing back and forth together in pairs, in small groups, and as a class. Students write about the writing process, discuss electronically things they have read, share their own work with the others and compose compositions together. Cook contributes to the process as a guide rather than as an all-knowing expert. She has taught this way for 3 years and says she feared even the thought of going back to non-networked writing instruction.

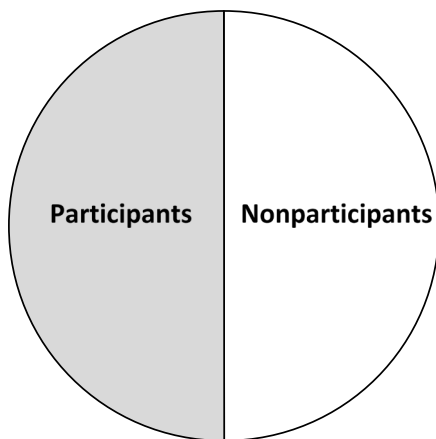
Pratt and Sullivan conducted a semester-long study on the effects of electronic discussion on teaching ESL writing at the University of Puerto Rico. They compared two ESL writing classes taught with the same syllabus but under different conditions. One class met one or two times a week in a computer-networked classroom where virtually all class discussion was carried out electronically. The other class was conducted in a traditional classroom with oral discussion.

An analysis of the transcripts of large group discussions, one from each class, showed strong differences in participation patterns. Whereas only 50% of the students spoke up even once during the oral discussion, 100% of the students participated in the electronic discussion. Furthermore, in the oral discussion the teacher took 85% of the conversational turns, whereas in the electronic discussion the teacher took only 35% of the turns.

Pratt and Sullivan used pre- and post-writing samples to compare the writing improvement of the two groups. They found that students in the computer-networked class showed significantly greater gains in writing than the students did in the traditional class.

Studies of native speaker composition classes have also shown similar advantages for computer-networked writing instruction, particularly for students who come into a course less skilled or confident about their writing. Linguists have found that less confident students not only communicate more during electronic discussions than during face-to-face ones but also make more useful comments in their own writing.

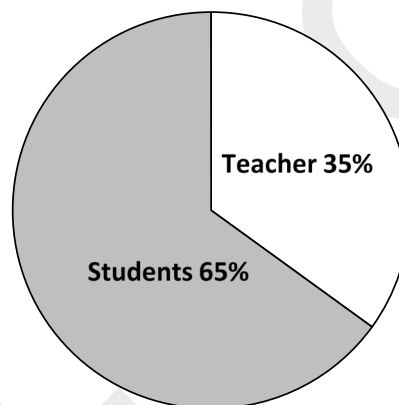
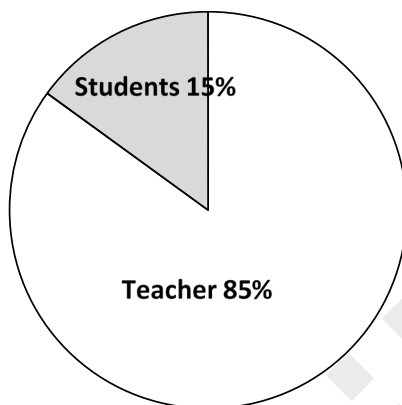
Traditional Class Discussion



Electronic Class Discussion



Turns



Participation Patterns in Traditional and Electronic Class Discussions

Exercise 1: Note Completion

Refer to the passage *Real-Time Electronic Discussion for Teaching Writing* and complete the following notes about the advantages of the use of real-time electronic discussion for teaching writing with ONE WORD taken from the passage.

Advantages of the use of <i>Real-Time Electronic Discussion for Teaching Writing</i>	
Context	6. Students are put in a highly _____ context.
Purpose of writing	7. Students write for _____ ideas with each other.
Teachers	8. He/She works for the process as a _____.
Students' participation in the study conducted	9. The percentage for the students' participation is _____.
Students' turn in the study conducted	10. Students take _____ percent of the conventional turns.
Results of the study	The _____ of the students in writing are significantly greater.

Exercise 2: Yes/No/Not Given Questions

Read the passage *Real-Time Electronic Discussion for Teaching Writing* and look at the following statements. Write

Yes	if the statements agree with the views of the writer
No	if the statements contradicts the views of the writer
Not given	if it is impossible to say what the writer thinks about this

12. The use of electronic discussion helps overcome the students' fear of expressing their ideas in writing.
13. Students hate their compositions to be corrected by the teachers.
14. Janice Cook taught her classes online for years and did not want to go back to the traditional writing instruction.
15. The two classes Pratt and Sullivan compared in their study were both taught online with the same syllabus.
16. In the class conducted in a traditional way in Pratt and Sullivan's study, half of the students remained silent.
17. In composition classes, native speakers feel more confident about their writing than nonnative speakers.
18. Studies show that the use of electronic discussion doesn't work in native speaker composition classes.