

Reading Skills

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Contents

Introduction

page 4

	Topic	Reading skills	Exam practice
Unit 1 page 6	Change and consequences	Scanning Sentence completion (gapped) True/False/Not Given	True/False/Not Given Sentence completion Multiple-choice
Unit 2 page 14	The importance of the past	Skimming True/False/Not Given Sentence completion (matching endings)	Sentence completion (matching endings) Matching names Multiple-choice
Unit 3 page 22	Machines, cycles, and processes	Labelling a diagram (1) Completing tables Completing flowcharts	Labelling a diagram Multiple-choice Sentence completion (matching endings)
Unit 4 page 30	Education	Predicting Yes/No/Not Given (writer's claims) Matching headings (1)	Matching headings Yes/No/Not Given (writer's claims) Multiple-choice
Unit 5 page 38	Youth	Identifying relevant sections Summaries with wordlists Selecting statements Global multiple-choice	Summary with wordlist Multiple-choice
Unit 6 page 46	Culture	Using organizing words Matching headings (2) Matching phrases (1) Matching names	Matching headings Matching names Multiple-choice Global multiple-choice
Unit 7 page 54	Arts and sciences	Summaries without wordlists Multiple-choice Analysing questions	Summary without wordlist Classifying information Multiple-choice
Unit 8 page 62	Nature	Labelling a map Short answer questions Labelling a diagram (2) Classifying information	Completing a table Short answer questions Multiple-choice
Unit 9 page 70	Health	Scanning for meaning Identifying sentence function Matching phrases (2)	Matching phrases Yes/No/Not Given Multiple-choice
Unit 10 page 78	Individuals and society	Dealing with opinion Yes/No/Not Given (writer's opinion)	Yes/No/Not Given Short answer questions Multiple-choice
Key page 86			

Change and consequences

Unit aims

Scanning

Sentence completion (gapped)

True/False/Not Given

Scanning

- 1 Look at the photo and answer the questions below.



- a What are the main causes of the expanding desert in the picture?
- b Do you think the situation can be reversed? If so, what can be done?
- c Is the responsibility for trying to stop this problem local or global?
- d What are the consequences to mankind in general? Are they social, economic, or environmental?

- 2 Look quickly at the block of text. Find the words *Sahel* and *desertification* and underline them. Then answer the questions below.

dkdnnvtruennncmcompletinomnSahelvocmdessertnfindf
ksssjoedesertificationdeesosjdvfnvffkmvmdmvfalsekdw
rfvdcnvtextadnvmllfl

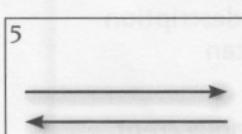
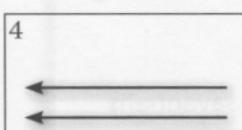
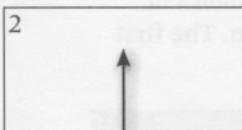
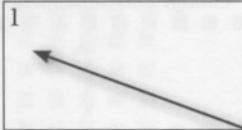
- a Why can you see the word *Sahel* easily? Choose a reason.
because it is a large word
because it is in the middle of the text
because it has a capital letter
because you don't have to look for the meaning.
 - b Can you see the word *desertification* as easily? Why/Why not?
- 3 When you scan a piece of text, you look over it to find one word or phrase, not to understand the whole text. Which of the suggestions a–g do you think are most helpful for scanning?
- a Look only for specific words or phrases.
 - b Look for each word or phrase in turn.
 - c Look at every word in the text.
 - d Try not to think of the meaning as you scan.
 - e Use a pencil to guide you.
 - f Underline the word when you find it.
 - g Think of the meaning of the word you are looking for.

- 4 The box below contains words and phrases from the text *Deforestation and desertification*. Scan the text to find the words, then underline them. The first word has been underlined for you.

zone marginal steadily crept Botswana increasing population
overcultivation plant species management

DEFORESTATION AND DESERTIFICATION

- A** The Sahel zone lies between the Sahara desert and the fertile savannahs of northern Nigeria and southern Sudan. The word *sahel* comes from Arabic and means marginal or transitional, and this is a good description of these semi-arid lands, which occupy much of the West African countries of Mali, Mauritania, Niger, and Chad.
- B** Unfortunately, over the last century the Sahara desert has steadily crept southwards eating into once productive Sahel lands. United Nations surveys show that over 70 per cent of the dry land in agricultural use in Africa has deteriorated over the last 30 years. Droughts have become more prolonged and more severe, the most recent lasting over twenty years in parts of the Sahel region. The same process of desertification is taking place across southern Africa as the Kalahari desert advances into Botswana and parts of South Africa.
- C** One of the major causes of this desert advance is poor agricultural land use, driven by the pressures of increasing population. Overgrazing – keeping too many farm animals on the land – means that grasses and other plants cannot recover, and scarce water supplies are exhausted. Overcultivation – trying to grow too many crops on poor land – results in the soil becoming even less fertile and drier, and beginning to break up. Soil erosion follows, and the land turns into desert.
- D** Another cause of desertification is loss of tree cover. Trees are cut down for use as fuel and to clear land for agricultural use. Tree roots help to bind the soil together, to conserve moisture, and to provide a habitat for other plants and animals. When trees are cut down, the soil begins to dry and loosen, wind and rain erosion increase, other plant species die, and eventually the fertile topsoil may be almost entirely lost, leaving only bare rock and dust.
- E** The effects of loss of topsoil and increased drought are irreversible. They are, however, preventable. Careful conservation of tree cover and sustainable agricultural land use have been shown to halt deterioration of soils and lessen the effects of shortage of rainfall. One project in Kita in south-west Mali funded by the UNDP has involved local communities in sustainable management of forest, while at the same time providing a viable agricultural economy based on the production of soaps, bee-keeping, and marketing shea nuts. This may be a model for similar projects in other West African countries.



- 5 When you **scan** for a word or phrase, avoid looking at other words. The diagrams 1–5 show five techniques for doing this. Match each diagram with the correct description a–e.

- a Scan the text in a zigzag from right to left.
- b Scan from the bottom right to left, then left to right.
- c Scan from the bottom. Move right to left, right to left.
- d Scan vertically from the bottom to the top.
- e Scan from the bottom right of a paragraph to the top left. Look at either side of the diagonal line.

- 6 Use scanning technique 4 to find the following words in the passage, then underline them.

transitional unfortunately surveys severe
exhausted bind eventually shea

- 7 Use scanning technique 2 to find words and phrases with these meanings. Use the paragraph reference and the first letter to help you.

- a It begins with *o* and means *cover*. (Paragraph A)
- b It begins with *t* and means *happening*. (Paragraph B)
- c It begins with *s* and means *limited*. (Paragraph C)
- d It begins with *e* and means *completely*. (Paragraph D)
- e It begins with *h* and means *stop*. (Paragraph E)

- 8 Choose a scanning technique in 5. Scan the whole text for words or phrases with these meanings.

- a It begins with *p* and means *long*.
- b It begins with *p* and means *fertile*.
- c It begins with *e* and means *wearing away*.

Sentence completion (gapped)

- 9 Read sentences 1–6 taken from a Sentence completion task. Decide whether the missing words are adjectives or nouns.

- 1 The climate of the Sahel is described as
- 2 In some areas of the Sahel, there has been no rainfall for more than
- 3 Desertification is caused by overgrazing, but this in turn is due to the pressure from
- 4 When trees are cut down, the soil is affected, which leads to the death of the surrounding
- 5 The consequences of the loss of topsoil cannot be reversed, but they are
- 6 Looking after trees reduces the consequences of a lack of

- 10 Scan the reading passage using one of the techniques in 5 and complete the sentences in 9. Choose NO MORE THAN TWO WORDS from the passage for each answer.

True/False/Not Given

- 11** Statements 1–7 are taken from a True/False/Not Given task. Underline words which could be used to scan the passage. Explain your choices.

Example

The semi-arid land of the Sahel is found only in Mali.

Scan for Mali because it is easy to see (capital letter) and cannot be expressed in another way.

- 1 The Sahara has spread slowly northwards into the Sahel region.
- 2 Just over 70 per cent of the dry land in agricultural use in Africa has deteriorated over the last 30 years.
- 3 Desertification is taking place faster in southern Africa than in the Sahel.
- 4 The advance of the desert is not the result of poor agricultural land use.
- 5 The loss of tree cover is a minor cause of desertification.
- 6 If there is a loss of tree cover, the deterioration in the soil is halted.
- 7 Tree conservation is more effective than sustainable agricultural land use in reducing the consequences of lack of rain.

- 12** Look again at the statements in 11. Underline words that qualify or limit each statement, especially adverbs and adjectives.

Example

The semi-arid land of the Sahel is found only in Mali.

- 13** Decide whether the statements in 11 are False or Not Given according to the passage.

- 14** Explain why each statement 1–4 below is Not Given in the text. Use the example to help you.

Example

The Sahel covers more of the land in Mali than it does in Chad.

Not Given because there is no comparison in the text. We know that it covers much of Mali and Chad, but we do not know which country has more.

- 1 Agricultural land in Africa could deteriorate further in the coming years.
- 2 There could be another severe drought in the Sahel over the next three decades.
- 3 In some areas, the UNDP may provide financial support for forestry management to local communities in the future.
- 4 A second project has been planned in Mali to develop sustainable forestry management.

Technique

- Read the title and skim the questions first. Use the information from these to predict the content of the reading passage.

Reading Passage 1

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

Swallows in migration

Every April, along with many other species of birds, the swallow arrives to spend the summer months in northern Europe, in Russia, Iran, and parts of Siberia. Here it will breed and raise its young.

The swallow is well known throughout its range for several reasons.

5 Firstly, it is very distinctive, with its forked tail and characteristic acrobatic swooping flight. Secondly, it is very common, and, like its near relative the house martin, lives in close proximity to human habitation, at least in rural areas. It is, however, rarely to be encountered in towns or cities.

10 For centuries, people have observed swallows, noted their arrival and their patterns of feeding. In several countries, these observations have passed into the language as proverbs or sayings. In England, people comment on unpredictable late spring weather by saying, ‘one swallow does not a summer make’. Similarly, if ‘the swallows are flying low’, this was held to predict rainy, even stormy weather. There may be some truth in this 15 observation, though it is the insects the swallows feed on that seem to be more susceptible to the fall in barometric pressure that heralds a storm. Insects keep low in these conditions, and so do the swallows that hunt them. At the end of the summer season, when the swallows are about to leave, they frequently flock together in large numbers on convenient high 20 open perches, like roof ridges and telegraph wires. When people remark that ‘the swallows are gathering’, they mean that autumn has arrived.

25 At some point in mid-September the swallows leave together, usually all on the same day. One day there are thousands, the next there are none, and none will be seen again until the following spring. For centuries, this was a complete mystery to people. The Hampshire naturalist Gilbert White, writing in the late eighteenth century, believed that the swallows dived into ponds and rivers in autumn and remained in the bottom mud the whole winter, re-emerging the following spring. This idea seems extraordinary 30 to us, but White was not a stupid man: many of his other observations of natural life were informed and accurate. In this case, however, he simply had no means of determining the truth and was forced to make a random guess. The idea that swallows migrate to central or southern Africa would have seemed as fanciful to him as his theory seems to us.

Improve your IELTS word skills

Although we now know that swallows migrate, there are still unanswered questions. Why do they go so far? Why not stay on the shores of the Mediterranean? The majority continue to equatorial Africa, and some even further south. Also it appears that populations of swallows that have bred in different countries also spend the winter in different areas. Those from France, Germany, and much of western Europe have mostly been traced to East Africa, Kenya, or Tanzania for example. Above all, how does a bird weighing approximately twenty grammes find its way across mountain ranges, ocean, and desert to winter in the south, and then return the following year to the very location it was born, in some cases to the very same nest?

Birds can navigate by the sun, and are also able to detect the magnetic field of the earth. Species that migrate at night are also able to navigate by the stars. By these means, they travel long distances. The close navigation that brings them back to the same field or nest appears to be related to memory of local landmarks imprinted on the minds of young birds as they criss-cross the area in the weeks before departure.

Nevertheless, the journey is very dangerous. Long sea crossings, where there is little available food or water, are generally avoided. In western Europe, most swallows cross to Africa via the Straits of Gibraltar, or fly the length of Italy before tackling the relatively short crossing to Tunisia in North Africa. However, in storms they may be blown hundreds of kilometres off course. Exhausted swallows sometimes come to rest on ships way out in the Atlantic Ocean. They have to cross mountain ranges too, where again the weather may be unpredictable and food scarce.

Along the coast of North Africa, many young swallows become the prey of Eleonora's falcons, which time their breeding to coincide with the migration of young birds southwards. But the most dangerous part of the journey is the crossing of the Sahara desert. Here, there is little food or water, sandstorms may delay and exhaust the already weakened birds, and many die. It is estimated that around 50 per cent of adult birds die, and up to 80 per cent of young birds, but enough survive to ensure the continuation of the species.

Technique: True/False/Not Given

- 1 Look for words in each statement to help you scan.
- 2 Identify comparisons or qualifying expressions in the statements.
- 3 Try to predict some answers.
- 4 Find your scan words in the text. Then read around them to locate the answers.

Questions 1–6

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

Write

- TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 1 The swallow is the only species of bird that migrates to spend the summer in northern Europe.
- 2 The swallow is easily noticeable because of its tail and the way it flies.
- 3 The swallow is frequently seen in cities.
- 4 The insects not the swallows themselves appear to predict stormy weather.
- 5 Swallows form larger flocks than other birds when they depart in the autumn.
- 6 White's theory seems strange to people now.

Technique: Sentence completion

- 1 Remember that the answers are in order.
- 2 Note the word limit for each gap.
- 3 Look for words in each sentence to help you scan.
- 4 Find your scan words in the text. Then read around them to locate the answers.

Questions 7–12

Complete the sentences.

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

- 7 In the past, the destination of the swallows in the autumn was a
- 8 As White could not verify what happened to the swallows, he made a
- 9 Despite knowing that swallows migrate, we are still left with
- 10 Sometimes, swallows have been known to return not just to the same area, but even to the
- 11 Birds that travel by night can find their way using the
- 12 Bird navigation appears to be connected with the memory of

Questions 13 and 14

Choose **TWO** letters, **A–F**.

Which **TWO** of the following dangers faced by swallows during migration are mentioned in the text?

- A** The Sahara desert
- B** Long sea crossings
- C** Lack of nesting places
- D** Hungry sailors
- E** Eleanora's falcons
- F** The crossing to Tunisia

Improve your IELTS word skills

1 Complete the sentences with a word from the box.

consequence factor change result
impact effect cause role

- a Technology has had a huge on our lives.
- b The area has undergone many in recent years.
- c Planting trees can have a knock-on on the economy of arid areas.
- d Deforestation can have unforeseen for the ecology of a region.
- e It is sometimes difficult to discover the exact of a problem.
- f To achieve the best, it is important to initiate change at a local level.
- g The main contributing to success in any organization is a happy workforce.
- h The climate has played a major in this region's economic history.

2 Complete the sentences with a phrase from the box.

gradual development limited impact
far-reaching consequences dramatic changes
favourable outcome underlying cause profound effect

- a Government intervention has had for regional growth.
- b Shock tactics can bring about in people's behaviour.
- c is much more acceptable than rapid change.
- d The introduction of new farming practices has had a on people's lives.
- e To achieve the most, the countries involved need to negotiate.
- f The in this particular case is not easy to find.
- g The huge sums invested had only a on the neighborhood.

3 Decide whether the words in brackets have the same or opposite meaning to the words in italicic.

Example

Tourists have changed the coastline *dramatically*. (slightly) *Opposite meaning*

- a The wasteland was *completely* transformed. (totally)
- b The government *fully* accept the consequences of their actions. (partially)
- c The marine life in the coral reef is *highly* sensitive to temperature fluctuations. (exceedingly)
- d Alternative sources of energy like solar power can *vastly* improve life in remote communities. (marginally)
- e The rising sea level will *greatly* affect the livelihoods of people on some Pacific islands. (considerably)

The importance of the past

Unit aims

Skimming

True/False/Not Given

Sentence completion (matching endings)

Skimming



- 1 Look at the photo and answer questions a–d below.

- a Where is the place shown in the photo? Can you think of other famous historical monuments around the world?
- b Are places like these relevant in any way to the modern world? How?
- c Do you think knowing the past helps us to define the future? Or is history more or less bunk as Henry Ford said?
- d Is there any historical place in your home country which is special to you?

- 2 As the reading texts in IELTS are not meant to be studied, you need to skim the text fast. Which alternative (a–d) below best explains how to skim?

- a You extract the meaning or topic of a text without looking at all of the words.
- b You read every word as fast as you can.
- c You look for one word or phrase only.
- d You look at a text in detail.

- 3 Read the lists of words 1–5 and answer questions a–d.

- 1 architect building skyscraper construct design
- 2 train travel passenger ticket luggage
- 3 nostalgia past memories read former times history
- 4 airport luggage air steward fly aeroplane boarding pass
- 5 in the up to the of a of the enormous and that we with the in

- a Which list is connected with the topic of air travel?
- b Which list refers to no clear topic?
- c What do you think is the topic of each of the other three?
- d What types of words are in lists 1–4? How is 5 different?

- 4 Read the title of the passage on the next page. Underline the words in the box which you would expect to see in the passage. How do the words relate to the title?

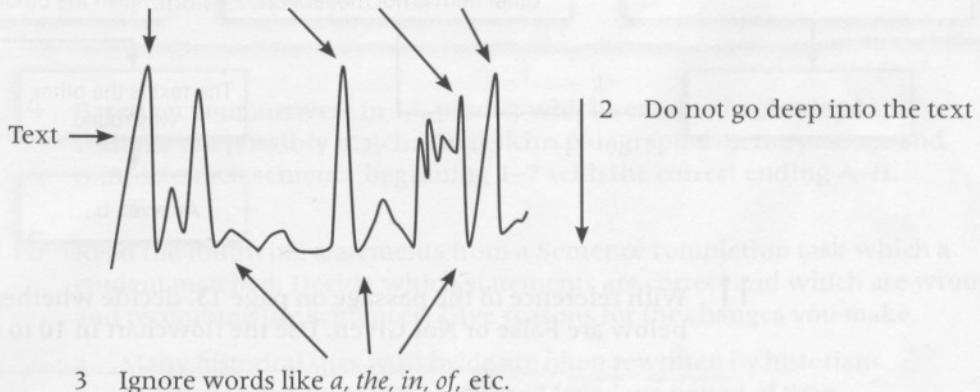
football	construction	bridges	hairdressing	
engineers	dictionary	industrial	projects	railway

The greatest of Victorian engineers

- 5 A In the hundred years up to 1860, the work of a small group of construction engineers carried forward the enormous social and economic change that we associate with the Industrial Revolution in Britain. The most important of these engineers was Isambard Kingdom Brunel, whose work in shipping, bridge-building, and railway construction to name just three fields, both challenged and motivated his colleagues. He was the driving force behind a number of hugely ambitious projects, some of which resulted in works which are still in use today.
- 10 B The son of an engineer, Brunel apprenticed with his father at an early age on the building of the Thames Tunnel. At the age of just twenty, he became engineer in charge of the project. This impressive plan to bore under the Thames twice suffered two major disasters when the river broke through into the tunnel. When the second breach occurred in 1827, Brunel was seriously injured during rescue operations and further work was halted.
- 15 C While recovering from his injuries, Brunel entered a design competition for a new bridge over the Avon Gorge near Clifton. The original judge of the competition was Thomas Telford, a leading civil engineer of his day, who rejected all entries to the competition in favour of his own design. After considerable scandal, a second contest was held and Brunel's design was accepted. For reasons of funding, however, exacerbated by social unrest in Bristol, the project was abandoned in 1843 with only the towers completed. After Brunel's death, it was decided to begin work on it again, partly so that the bridge could form a fitting memorial to the great engineer. The entire structure was finally completed in 1864. Today, the well-known Clifton Suspension Bridge is a symbol of Bristol, just as the Opera House is of Sydney. Originally intended only for horse-drawn traffic, the bridge now bears over four million motor vehicles a year.
- 20
- 25

- 5 Read the title again and skim paragraph A. Look only at the words that are connected with the word *engineer*. Ignore the other words as in the diagram. Which words would you skim?

1 Skim words like nouns and verbs



- 6 Skim the whole text and match each title below with a paragraph. Which words in the text help you match the title?

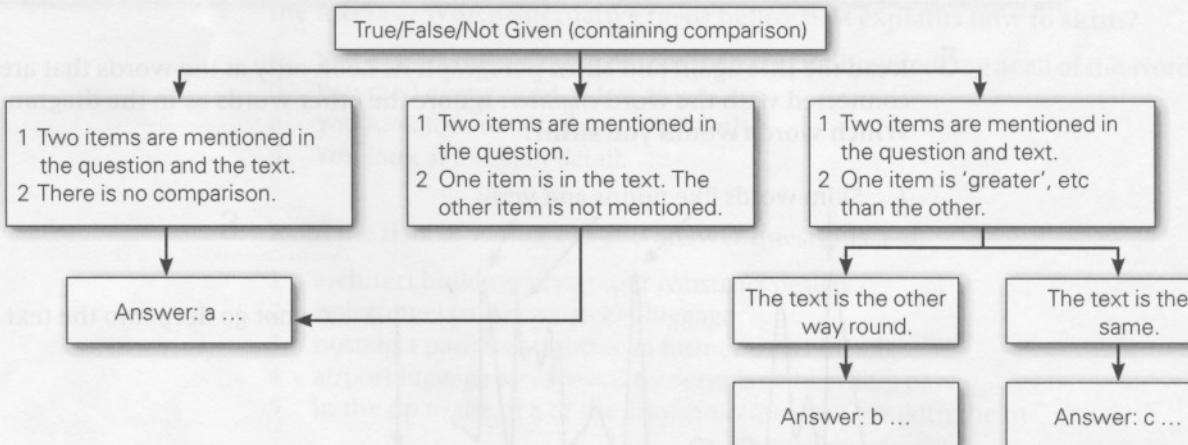
- 1 The contest for and construction of a suspension bridge
- 2 An inspiring engineer
- 3 The construction of a tunnel under a river

True/False/Not Given

- 7 Statements 1–7 are taken from a True/False/Not Given task. These often contain comparison structures. Read the statements and underline phrases which contain a comparison.

- 1 Brunel was less important than the other construction engineers in Britain during the Industrial Revolution.
- 2 Brunel was less involved in railway construction than other engineering fields.
- 3 Brunel worked only on shipping, bridge-building and railway construction.
- 4 Brunel's work was largely ignored by his colleagues.
- 5 All projects Brunel contributed to are still used today.
- 6 Brunel became an apprentice with his father at the same age as other engineers.
- 7 The Thames Tunnel Project was more difficult than any previous construction venture undertaken in Britain.

- 8 Decide whether the statements in 7 are False or Not Given.
- 9 Make simple changes to statements 1–3 in 7 to make them True.
- 10 The flowchart below shows how to decide between True, False and Not Given in comparison statements. Complete the flowchart by inserting *True*, *False* or *Not Given* into the appropriate gaps a–c.



- 11 With reference to the passage on page 15, decide whether the statements below are False or Not Given. Use the flowchart in 10 to decide the answer.

- 1 More change took place during the Industrial Revolution than has happened since.
- 2 Brunel was involved in more engineering fields than his colleagues.
- 3 Brunel was less influential than his colleagues in some of the works that survive today.

Sentence completion (matching endings)

- 12** Read the sentence beginnings 1–7 taken from a Sentence completion task. Which two beginnings are most likely to be followed by an effect?

- 1 Thomas Telford
- 2 Scandal about the result of the first competition
- 3 Brunel's design for the bridge
- 4 Funding problems
- 5 The towers
- 6 Work on the bridge
- 7 The Clifton Suspension Bridge

- 13** Read the sentence endings A–H taken from the same task. Decide which endings indicate an effect. Then make questions by adding a question word to each ending.

Example

- A *Which were the only parts completed during Brunel's lifetime?*

- A were the only parts of the bridge completed during Brunel's lifetime.
- B was an important civil engineer.
- C meant the completion of the bridge was delayed.
- D is a symbol of Bristol.
- E was recommended as a suitable memorial to Brunel.
- F was chosen in the second competition.
- G led to a second contest to design the bridge.
- H symbolizes Sydney.

- 14** Based on your answers in 13, predict which sentence beginnings and endings can possibly match. Then skim paragraph C in the passage and complete each sentence beginning 1–7 with the correct ending A–H.

- 15** Read the following statements from a Sentence completion task which a student matched. Decide which statements are correct and which are wrong and recombine the sentences. Give reasons for the changes you make.

- a Many historical sites worldwide are often rewritten by historians.
- b Many old films are rarely conducted for a long period of time.
- c Archaeological digs were known for their breadth of knowledge.
- d Samuel Johnson and Leonardo da Vinci are being destroyed by visitors.
- e Past events are being restored and digitally mastered.
- f Past events are inaccessible to us, even more so than a distant place.

Technique

- Read the title and then skim the questions.
- Remember that the questions are a summary of the passage.

Reading Passage 2

You should spend 20 minutes on questions 1–14 which are based on Reading Passage 2.

Chartism: a people's petition to Parliament

The early decades of the 1800s are well known as a period of discontent and social unrest. The Industrial Revolution meant the decline of traditional rural communities and the growth of a working class urban population, particularly in the new industrial towns of the North such as Manchester. Living and working conditions for the urban factory worker were frequently appalling and gave rise to a number of movements aimed at bettering working class conditions. One such movement was Chartism, which aimed to present a people's charter, or petition for reform, to parliament. It had a number of aims, but first and foremost among them was the granting of universal suffrage, or the vote for all men over the age of 21.

There had been several previous attempts in the early 1800s to build a solid working-class movement, most notably the attempt to establish a universal trade union known as the Grand National Consolidated Trade Union or GNCTU. In 1834, however, this trade union collapsed. The subsequent disillusionment led to a growth of interest in other possible ways of giving voice to the desires and grievances of the workers. In 1836, the London Working Men's Association was founded, led by William Lovett. Its aim was to reform parliament, and in 1838 it issued a charter demanding six political reforms, including universal suffrage. Most of these demands were to be taken up by the Chartist petitioners.

So began the Chartist movement. Other centres of this movement were located in Birmingham, and in the north of England. In Birmingham, the movement was championed by Thomas Attwood, a banker who was interested in leading the movement for parliamentary reform in the Midlands, and Joseph Sturge, a wealthy corn merchant. The key figure in the north of England was Fergus O'Connor, at that time the editor of the newspaper *The Northern Star*.

In 1839, a Chartist National Convention assembled in London. The delegates talked of proclaiming a 'sacred month' or general strike, and collected signatures for a great petition. This petition was presented to parliament but it was rejected in the Commons by 235 votes to 46. Thereupon the National Convention proclaimed a general strike, but a week later cancelled the proclamation and ignominiously dismissed

35 itself. The government meanwhile had taken action and additional troops had been sent to those areas where Chartist was strongest. Disturbances in Birmingham were crushed, and William Lovett was arrested. The only other Chartist rising occurred in Monmouthshire where a group of miners marched in Newport. Again, this Newport Rising was quickly crushed and its leaders transported for life.

40 In 1842, a second petition was presented to parliament but was again rejected by 287 votes to 49. A series of riots and strikes followed, most notably the Lancashire Plug Plot, where strikers went round the mills removing the plugs from boilers. Again, government troops moved in to 45 crush all such disturbances and many chartists were arrested. William Lovett subsequently abandoned the cause, and Fergus O'Connor rose to prominence as the main Chartist leader.

50 In 1848, under the leadership of O'Connor, a third Chartist petition was drawn up, known as the 'Monster Petition'. It was intended to be taken to parliament in a large procession, but the government took elaborate military precautions, and the procession was forbidden to cross the Thames. It was therefore taken to parliament in three cabs instead. O'Connor had claimed that the petition contained five 55 million signatures, but in the event it was found to contain less than two million, and a great many of these were false. Parliament refused to discuss it, and the Chartist movement was discredited.

60 Despite the fiasco of the third petition, the Chartist movement gave expression to a number of proposals which were later adopted to produce a reformed parliamentary system. Universal manhood suffrage, the abolition of the property qualification, and a secret ballot all featured among the Chartists' demands and all of them were eventually granted. In essence, the demands of the Chartists were too far ahead of the times, and consequently the government took very resolute action to control and suppress their actions. Doubtless the 65 contemporary essayist Thomas Carlyle expressed the fear of many MPs when he wrote, 'These chartisms are our French Revolution. God grant that we, with our better methods may be able to transact it by argument alone.'

Q To which sentence is it possible to say whether the innovations, schemes, etc. were successful or not?

Technique: Sentence completion (matching endings)

- 1 Look at the beginnings. Put a box around any scanning words such as names or places.
- 2 Skim the endings. Look for relationships like examples, or cause and effect.
- 3 Predict the answers by deciding what is likely to go together.
- 4 Eliminate endings which cannot match. Think about collocations and meaning.
- 5 Use the scan words to find the right part of the text and check your answers.

Questions 1–7

Complete each sentence with the correct ending A–H.

- 1 The GNCTU
 - 2 The London Working Men's Association
 - 3 The Chartist National Convention
 - 4 The first Chartist petition
 - 5 The Newport Rising
 - 6 The Lancashire Plug Plot
 - 7 The third Chartist petition
- A** was not debated in parliament.
B was a response to the government's rejection of the 1842 Chartist petition.
C was a failed attempt to establish a universal workers' movement.
D was an example of the unrest following the rejection of the 1839 petition.
E was a response to the transportation of a number of Chartist leaders.
F made an empty threat of industrial action.
G was rejected in parliament by a large majority.
H anticipated many of the demands of later Chartist petitions.

Questions 8–11

Look at the following statements (Questions 8–11) and the list of people in the box below.

Match each statement with the correct person A–C.

NB You may use any letter more than once.

- A** William Lovett
B Thomas Attwood
C Fergus O'Connor
- 8 He led the Chartist movement in the North of England.
 - 9 He was head of the London Working Men's Association.
 - 10 He campaigned for parliamentary reform in the Midlands.
 - 11 He was the movement's figurehead when the third 'Monster' petition was compiled.

*Questions 12–14**Choose THREE letters, A–F.**NB Your answer may be in any order.*

Which **THREE** of the following are mentioned as reasons for the failure of the Chartist movement?

- A** the government's response to Chartist uprisings
- B** warnings about the movement from contemporary writers
- C** improved conditions in factories in the North
- D** false claims made about the third petition
- E** excessively radical demands
- F** communication problems between London and the North

Improve your IELTS word skills

1 Match each precise date below with the more general period.

1952	1798	1891	1803
2001	1921	1854	

- a in the early decades of the twentieth century
- b in the late nineteenth century
- c just after the turn of the nineteenth century
- d in the 1850s
- e in the mid twentieth century
- f close to the millennium
- g in the late eighteenth century

2 Complete each sentence a–g with the most suitable ending 1–7.

- a The committee will make every
- b On the whole, the government achieved
- c Unfortunately, he did not fulfil
- d The campaigners worked
- e The local authority drew up
- f The directors set
- g The king declared that he had no

- 1 his ambition to become a historian.
- 2 a scheme to restore the old mill to working order.
- 3 endeavour to help those most in need.
- 4 very high sales targets for the final quarter.
- 5 its main aim of redistributing wealth.
- 6 towards their goal for many years.
- 7 intention of giving up his authority.

3 In which sentences is it possible to say whether the intentions, schemes, etc. were successful or not?

Machines, processes, and cycles

Unit aims

Labelling a diagram (1)

Completing tables

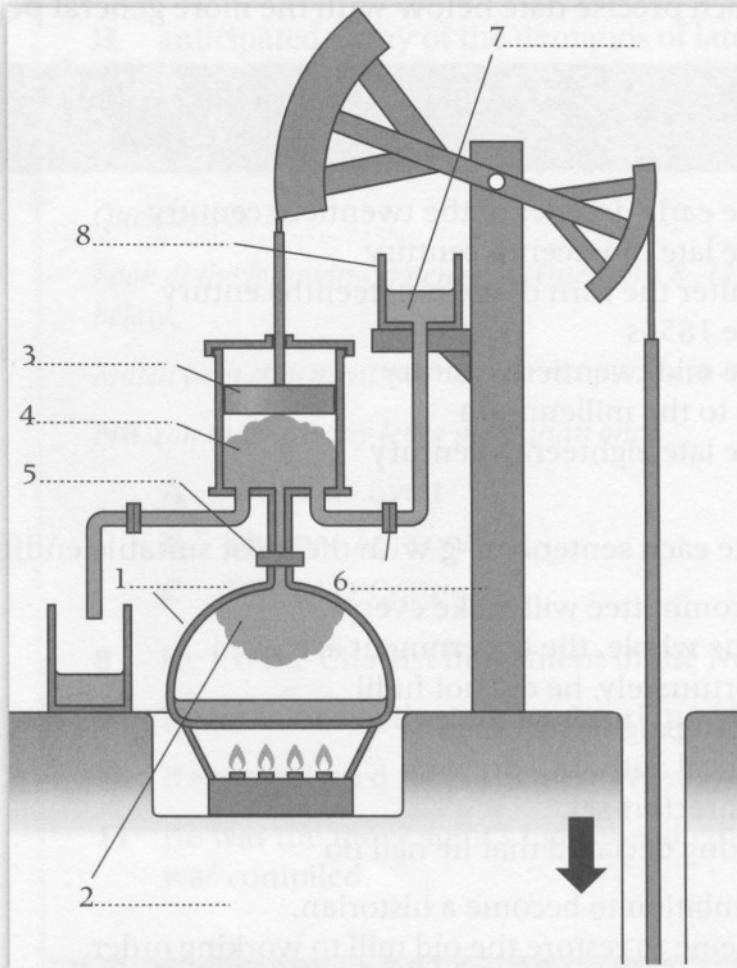
Completing flowcharts

Labelling a diagram (1)

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

wood	wind	water	nuclear	coal
human power	animals	gas	oil	

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



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

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

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

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

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

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

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

- 5** Name one object for each of the following components.

battery axle blade handle lens turbine switch

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

downside benefit drawback stumbling block
problem upside plus handicap

The future of energy sources

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

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

Completing tables

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

Types of fuel	Main advantage	Main disadvantage	Future
Petroleum	Very advanced infrastructure	1	Uncertain
Natural Gas	Relatively clean	Produces 2	3
Ethanol	None given	Lack of 4	Signals a 5
Hydrogen	6	Hydrogen production units for cars not small enough	7

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

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

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

1	2	3	4
South Coast	wave	high	sufficient for 26,000
Mouth of river	tidal	low	sufficient for 15,000
At sea	wind	low	sufficient for 31,000

- 11 What other words do you know for the nouns *method*, *types*, and *impact*?

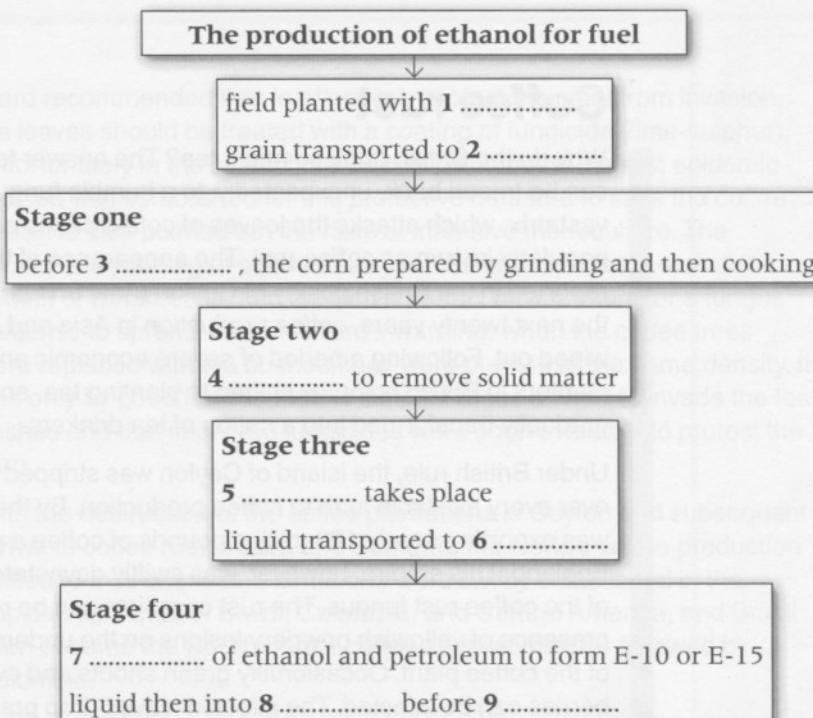
Completing flowcharts

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

firstly stage one	finally
thirdly	at first
after that	in the next phase
subsequently	following that
simultaneously	

ambient air based on density is -1 and there is no minimum OS, because it is not used.

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



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

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

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

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

Example

Ethanol is produced once the filtering is completed.

Ethanol produced once filtering completed.

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

Technique

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

Reading Passage 3

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

Coffee rust

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

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

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

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

- Ward recommended that to effectively protect the plant from invasion, the leaves should be treated with a coating of fungicide (lime-sulphur). Unfortunately in the case of the Ceylon plantations, the rust epidemic was too well established for this protective measure to save the coffee trees. He also pointed out the risks of intensive monoculture. The continuous planting of coffee trees over the island, without even the benefit of windbreaks, had created a perfect environment for a fungus epidemic to spread. Despite Ward's warning, when the coffee trees were replaced with tea bushes, they were planted at the same density. It was only by good fortune that no similar fungus arrived to invade the tea bushes and that improved fungicides were soon available to protect the crop.
- With the destruction of the coffee plantations in Ceylon and subsequent arrival of coffee rust in Java and Sumatra, the world's coffee production shifted to the Americas. Plantations were swiftly established in the tropical highlands of Brazil, Colombia, and Central America, and Brazil soon became the world's major coffee supplier, closely followed by Colombia.
- Coffee rust was successfully excluded from the Americas for over 100 years by careful quarantine measures. However, in 1970, the fungus was discovered in Brazil, again probably brought in accidentally by humans. Once the barrier of the oceans had been breached, wind dispersal came into play. Infected trees were isolated by creating an 80 km coffeeless 'safety zone' around the infected area, but within eighteen months the rust had jumped the gap in the direction of the prevailing winds. Today, the fungus has spread throughout all the coffee-growing areas, including Colombia and the countries of Central America.
- Fungicide applications are now part of the routine production practices on coffee plantations, despite the expense for small growers. Good cultural management, taking into account the density of planting and the climate, is also paramount. Rust-resistant strains of coffee have also been developed but the crop is of poorer quality. Unless a truly rust-resistant variety with more desirable genetic traits can be produced, coffee rust will have to be managed as a continuous epidemic on a perennial crop.

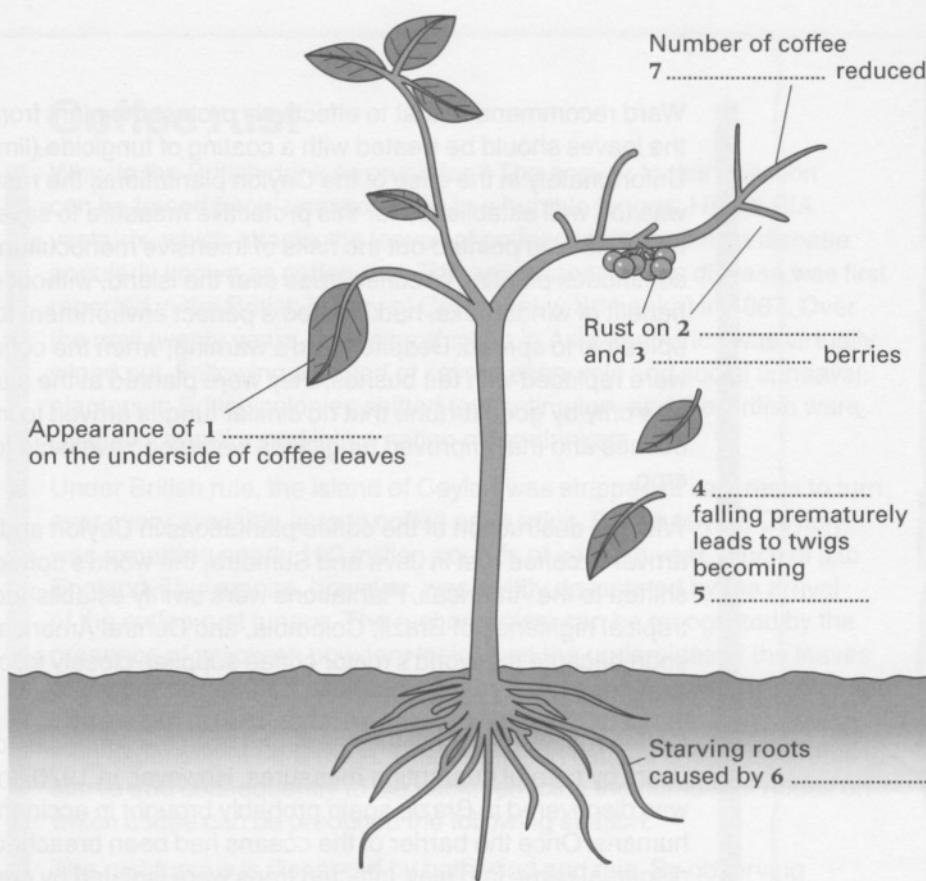
Technique: Labelling a diagram

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

Questions 1–7

Complete the chart below.

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



Questions 8 and 9

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

- 8 The most important means of long-range dispersal is
- A rain.
 - B wind.
 - C wasps.
 - D flies.
- 9 Coffee rust spread easily in Ceylon
- A due to the density of the coffee trees.
 - B due to the windbreaks.
 - C because the fungicide didn't work.
 - D because it was well established.

Questions 10–14

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

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

Improve your IELTS word skills

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

store react filter distribute extract blend

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

fix carry grow fall spread

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

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

Education

Unit aims

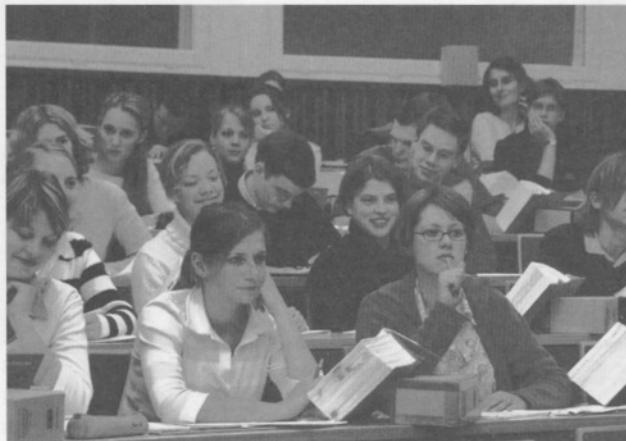
Predicting

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

Matching headings (1)

Predicting

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



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

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

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

- a Which word relates to a general issue?
- b Which word relates to causes?
- c Which word relates to a future situation?

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

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

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

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

- a Which heading relates to an effect or consequence?
- b Which headings relate to causes?
- c Which heading contains an indefinite article? Why?

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

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

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

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

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

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

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

An answer to the belief that British people cannot learn languages

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

Matching headings (1)

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

- 1 The *belief*
- 2 The *consequence*
- 3 Reasons
- 4 A *criticism*

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

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

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

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

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

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

Technique: Matching headings

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

Reading Passage 4

You should spend 20 minutes on questions 1–13 which are based on reading passage 4. Questions 1–7

The reading passage has nine paragraphs, A–I.

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

List of headings

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

Example Paragraph A xi

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

Example Paragraph I iii

Matching headings

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

50

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

55

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Questions 8–10

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

Write

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

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

Questions 11–13

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

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

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

Improve your IELTS word skills

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

ambitious	conscious	accurate	literate
mortal	replaceable	relevant	similar
satisfied	symmetrical	political	

- 2** Complete the following sentences using the negative form of one of the above adjectives.
- a Coral reefs are Once they are destroyed, they are gone for ever.
 - b If the patient remains, he should be put in the recovery position.
 - c Some students do not see the point of studying history as they find it to the modern world.
 - d The two students' background was not as they both came from working-class families.
- 3** Use your knowledge of prefixes to work out the meanings of the words in *italic* in sentences a-f.
- a Awkward is one of the most frequently *misspelt* words in English.
 - b The health service has been drastically *underfunded* for the last ten years.
 - c There are plans for the rail industry to be *denationalized*.
 - d Some environmentalists are concerned about the effect of *overfishing* on our oceans.
 - e Students who fail the exam will have a chance to *resit* the following year.
 - f The growth in obesity among young people means that a significant number of parents will *outlive* their children.

Youth

Unit aims

Identifying relevant sections

Summaries with wordlists

Selecting statements

Global multiple-choice question

Identifying relevant sections

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

- a What aspect of modern life does the photo suggest?
- b To what extent is there a real or an imagined gap between the capabilities of older and younger people?
- c Do young people take on responsibilities at an earlier age than they did in the past? If so, is this a good development?
- d Which age group – young adult, middle aged, elderly – would you associate the adjectives in the box below with?



creative	analytical	responsible
flexible	spontaneous	sensible

2 Skim the title of the reading passage on page 39. What can you predict about the topic of the reading passage from the title?

3 Read the summary, which is taken from a Summary task with a wordlist. Then answer questions a and b below.

- a Which words in the summary will help you scan for the beginning and the end of the relevant section of the text?
- b Skim the reading passage and decide where the summary begins and ends.

According to a recent report, young people aged 8–18 are wasting 1 of time by multitasking. In fact, they are spending as much as 50 per cent longer than if they did the same tasks 2 Some young people are juggling a larger and larger array of 3 as they study, while surfing the net, sending 4 , answering the phone, and listening to music simultaneously. Other studies have shown that this 5 is affecting the way families operate, with young people too self-absorbed to talk to other family members or to eat at the family table. The electronic 6 is also apparently having a 7 on young people's studies and work.

Excessive demands on young people

Being able to multitask is hailed by most people as a welcome skill, but not according to a recent study which claims that young people between the ages of eight and eighteen of the so-called 'Generation M' are spending a considerable amount of their time in fruitless efforts as they multitask. It argues that, in fact, these young people are frittering away as much as half of their time again as they would if they performed the very same tasks one after the other.

Some young people are juggling an ever larger number of electronic devices as they study. At the same time that they are working, young adults are also surfing on the Internet, or sending out emails to their friends, and/or answering the telephone and listening to music on their iPods or on another computer. As some new device comes along it too is added to the list rather than replacing one of the existing devices.

Other research has indicated that this multitasking is even affecting the way families themselves function as young people are too wrapped up in their own isolated worlds to interact with the other people around them. They can no longer greet family members when they enter the house nor can they eat at the family table.

All this electronic wizardry is supposedly also seriously affecting young people's performance at university and in the workplace. When asked about their perception of the impact of modern gadgets on their performance of tasks, the overwhelming majority of young people gave a favourable response.

The response from the academic and business worlds was not quite as positive. The former feel that multitasking with electronic gadgets by children affects later development of study skills, resulting in a decline in the quality of writing, for example, because of the lack of concentration on task completion. They feel that many undergraduates now urgently need remedial help with study skills. Similarly, employers feel that young people entering the workforce need to be taught all over again, as they have become deskilled.

While all this may be true, it must be borne in mind that more and more is expected of young people nowadays; in fact, too much. Praise rather than criticism is due in respect of the way today's youth are able to cope despite what the older generation throw at them.

Summaries with wordlists

- 4 Complete the summary in 3 as far as you can without looking at the passage again. To what extent is it possible to predict the meaning of the missing words in the summary without reading the passage?
- 5 Complete the summary in 3 using items A–M from the wordlist below.

Wordlist

- A in sequence
- B revolution
- C beneficial effect
- D much
- E messages
- F letters
- G electronics
- H negative impact
- I electronic gizmos
- J behaviour
- K development
- L significant amounts
- M all together

- 6 Using the following notes to help you, check the items you have selected from the wordlist for questions 1–7.

- 1 something to do with quantity
- 2 something to do with order
- 3 something to do with electronic things
- 4 something to do with things you send electronically
- 5 something to do with the way of doing things
- 6 something which has happened to do with electronics
- 7 something to do with the effect of 5 and 6

- 7 Underline the words in the reading passage which are paraphrases of the answers 1–7 above.

Selecting statements

- 8 Statements A–G in 9 are taken from a Selecting statements task. Skim the statements and answer questions a–c.
- a Which part of the passage do you think the answers are in?
 - b Which statements can you predict to be true?
 - c Which words can you use to scan? Can you use *electronic gadgets*? Why? Why not?

- 9** Using your predictions in 8 to help you, choose three statements to answer the Selecting statements task below.

The list below gives some opinions about electronic gadgetry.

Which **THREE** opinions are mentioned by the writer of the text?

- A** According to students, electronic gadgets are now an inevitable part of the university landscape.
- B** Academics feel multitasking with electronic gadgets affects children's subsequent acquisition of study skills.
- C** Academics feel students are offered help with their writing and study skills.
- D** Most young people see no problems related to using electronic gadgets.
- E** Computer use at school fails to prepare students for academic life at university, according to academics.
- F** Employers feel that the use of electronic gadgets among children affects capacity to perform in the work environment.
- G** Employers think that overuse of computers, etc. definitely affects job prospects later in life.

Global multiple-choice question

- 10** The question below is a Global multiple-choice question. Read the question and then answer questions a–c.

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

The writer concludes that

- A** the use of electronic gadgets at school is affecting academic study.
- B** more is required of young people today and they cope well in the circumstances.
- C** the use of electronic gadgets at school needs to be controlled.
- D** electronic gadgets should be totally banned as they harm young people's job prospects.

- Look at the stem of the multiple-choice question. What does it tell you about the location of the answer?
- What does the title of the passage tell you about the writer's opinion?
- Which alternatives can you eliminate?

- 11** Using your answers in 10, answer the Global multiple-choice question.

Technique

- Read the title and skim the questions first, especially the summary. Use the information from these to predict the content of the reading passage.

Reading passage 5

You should spend 20 minutes on questions 1–13, which are based on Reading Passage 5.

Young people – coping with an unpredictable future

Young people here in Asia and indeed in every continent are facing new challenges at an unparalleled pace as they enter the global economy seeking work. But are the young in all parts of the globe fully equipped to deal with the unforeseen hazards of the twenty-first century?

With the globalization not just of commerce, but all knowledge itself, young graduates in India, Pakistan, or China are just as prepared for the future as their counterparts in any other nation. Except for one thing, that is. Young people wherever they are still lack something of paramount importance. There was a time when those companies or nations with the most knowledge had the edge on their competitors. That is now almost gone.

In future, the success of all nations and companies, and indeed the success of young workers, will depend not on analytical thinking as has been the case until now, but on creativity and flexible thinking. This will have huge implications on the way companies and people function.

Knowledge has now become like the light from the light bulb. It is now available to all of us, East and West, North and South. We can now 'switch it on' in India, China, or Korea as easily as in, say, France or Australia. Knowledge is also packaged into systems that allow professionals of any kind and level to move around the world in the employ of multinational companies much more easily than in the past. So it matters less and less where people are from, where they are working, or where they move to. The same rules and systems apply to all.

With this knowledge-based industry now firmly established, mainly as a result of the Internet, economies and people have to move on to another level of competition. What will make or break the economies of the future in Asia and the West is not workforces equipped with narrow life skills, but the more creative thinkers who can deal with the unknown. But the world is still churning out young workers to cater for knowledge rather than creativity-based economies. Edward de Bono has long championed lateral thinking and his work has found its way into many companies and conservative institutions.

More recently, Daniel Pink in *A Whole New Mind* (2005), a book about the mindset needed for the coming century, has predicted that success in the future will depend on creative thinking, not analytical thinking – more use of the right side of the brain as opposed to the left.

Knowledge-based professions which control the world like banking, management, etc. Pink argues, will wane as more and more jobs are replaced by computers, a prospect governments must wake up to or they will have hordes of young people trained for a redundant world system. The analytical brain types that have dominated job interviews in recent years have had their day. Those who see the bigger picture at the same time, i.e. those who use the right side of their brain as well or more than the left or can switch between the two at will, are about to come into their own.

The most prized individuals will be those who think outside the analytical boxes. If governments are sleep-walking into this situation, young people need not do so, but can prepare themselves for this dramatic evolution. Broadly speaking, young people are much more flexible and prepared to adapt to new situations than their older counterparts. Their very familiarity with ever-changing technology and the processes that go with it equips them to be proactive, and to develop their skills beyond the purely analytical. Take the gigantic leaps that have been made in the economies of South-East Asia in recent years. Advanced transport infrastructures and systems for knowledge transfer are more evolved than in many so-called advanced western countries which are lagging behind their eastern counterparts.

Businesses, rather than universities, can provide opportunities that introduce elements of unpredictability and creativity into aspects of training or work experience to teach employees to cope with the shifting sands of the future. The young will be encouraged to do what they do best, breaking out of existing systems and restructuring the way things are done. Older people will need to side with them in their readiness to remould the world if they are to survive in the future workplace. We may be in for a bumpy ride, but whatever else it may be, the future does not look dull.

Technique: Summary with wordlist

- 1 Scan the text for the section which relates to the summary.
- 2 Skim the summary and try to complete the spaces with your own words.
- 3 Look for words/ideas from the list that collocate with words in the text.
- 4 Find words/phrases in the list which are opposites. Find words that you can eliminate from the list.
- 5 Read the relevant section of the text and complete the answers.

Questions 1–7

Complete the summary below using the list of words, (A–K) from the box below.

Young people everywhere are having to overcome new 1 as they look for work. The ubiquity of knowledge means that companies and young workers need something else to stay ahead of their 2 Workers, no matter where they are from, can plug into systems. This has huge 3 With the end of knowledge-based industries, Daniel Pink has forecast that success in the future will depend on 4 , not analytical. The power professions like banking, management, etc. will, it is argued, take on a 5 as more jobs are carried out by computers. Young people who use the right side of their brain as well as their left are about to assume a 6 , so more work-based training involving the 7 of uncertainty is in order.

A	spread	G	goals
B	greater role	H	creative minds
C	obstacles	I	results
D	consequences	J	value
E	lesser role	K	rivals
F	management		

Questions 8–10

Choose three letters, A–F.

Which **THREE** of the following predictions are made by the writer of the text?

- A The role of creative thinkers will become more important.
- B South-East Asia will develop more advanced systems for knowledge transfer.
- C The use of technology will reduce people's creative abilities.
- D Older people will find it hard to adapt to future workplace needs.
- E Businesses will spend increasing amounts of money on training.
- F Fewer people will enter knowledge-based professions.

*Questions 11–13**Choose the correct letter, A, B, C or D.*

- 11** According to the writer, some systems are more advanced in South-East Asia than in the West because
- A** managers are more highly qualified.
 - B** the business environment is more developed.
 - C** the workforce is more prepared to adapt.
 - D** the government has more resources.
- 12** According to the writer, training for the developments that he describes will be provided by
- A** governments.
 - B** universities.
 - C** schools.
 - D** businesses.
- 13** The writer concludes that
- A** older people will have to be more ready to change.
 - B** businesses will have to pay young people more.
 - C** young people will not need work-based training.
 - D** university lecturers will not have to adapt their courses.

Improve your IELTS word skills

- 1** Which of the following suffixes are used to make nouns from verbs and which from adjectives?

-ness -ity -ment -ion -ation -ing

- 2** Add the suffixes in 1 to the following words to form nouns. Then think of one more word for each suffix in 1.

act detect fulfil travel rapid sad similar thoughtless

- 3** Add the suffixes *-hood* and *-ship* to the words below to form nouns.

adult child court friend king neighbour relation

- 4** Add the correct suffix to the words below. Decide if the words become nouns or adjectives.

-ful -less -al -ous

courage deny price use survive wonder worth

Culture

Unit aims

Using organizing words

Matching headings (2)

Matching phrases (1)

Matching names

Using organizing words



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

- What aspects of culture do the pictures reflect?
- Do you associate the word *culture* with the activities shown? Why? Why not?
- Which factors in the box are important in making your culture different from other people's? Give examples for each item you choose.

food sport music family art work

2 IELTS reading questions often contain **organizing words**. These nouns belong to a limited set. By identifying these, it is easier to find the answer. Divide the following **organizing words** into pairs with similar meanings.

advantage	aim	benefit	consequence
difference	difficulty	discrepancy	factor
influence	outcome	problem	purpose
			risk

3 Organizing words are common in matching tasks. Complete each of the paragraph headings below with a suitable **organizing word** from the box.

action reservations role strategies outline problem

- The played by the individual in maintaining traditions
- The of protecting culture from outside influences
- Different to combat vandalism of historical sites
- about the benefits of globalization
- taken to improve historical sites of international importance
- An of various strategies to promote the speaking of Chinese

Matching headings (2)

- 4 Headings i–vi are taken from a Matching headings task. Read the headings and answer questions a–d below without looking at the passage on page 48.

- i Various interpretations of culture based on meaning
- ii The problem of explaining what culture means
- iii A definition of culture based on shared behaviour
- iv Defining a culture is not only a matter of observation
- v The main reason for difficulty in investigating culture
- vi The discrepancy between personal explanations and the real reasons for cultural behaviour

- a What do you think the topic of the text is?
- b Which **organizing words** are used in the headings? Underline them.
- c Based on your answers to a and b, which is the most likely heading for paragraph A?
- d What does the plural in the word *interpretations* indicate?

- 5 Read the passage on page 48 and match each paragraph A–D with a heading from i–vi. Decide why the remaining two headings are not suitable.
- 6 The diagram shows the plan of a paragraph. Decide which paragraph from the passage it relates to. Underline the three examples mentioned.

Various ways of defining

Example 1

Example 2

Example 3

Matching phrases (1)

- 7 The phrases 1–4 are taken from a Matching phrases task. Underline the **organizing words** in each phrase. Then decide which phrase 1–4 is most likely to relate to a whole paragraph and explain why.

- 1 the idea that researching a culture is not just about observation
- 2 the fact that countries close to each other can be dissimilar
- 3 the fact that theories about culture can take a long time to develop
- 4 various anthropologists' ways of looking at the concept of culture

- 8 Which paragraphs in the reading passage contain the information in phrases 1–4?

- 5 **A** Culture is a term for which it is very difficult to give a precise meaning. The word means so many different things to different people, so devising a single acceptable definition is more problematic than may be first thought. The idea of culture as something shared is inherently complex. Even people neighbouring each other, or sharing a common language, or possessing certain common core values may actually have as many differences as similarities.
- 10 **B** Anthropologists have proposed over one hundred different definitions. A number of these are variations on the idea that culture consists of 'shared patterns of behaviour' as may be observed by the researcher. This is the definition put forward by Margaret Mead, for example, in her study of indigenous ritual in Samoa. This kind of definition, however, does not take account of the fact that studying culture is not just a question of observation. It also involves studying the meaning of this observed behaviour.
- 15 **C** Accordingly, other anthropologists, such as Max Weber, speak of culture as consisting of systems of shared meaning; as he puts it, 'man is an animal suspended in webs of significance he himself has spun.' Similarly, Claude Levi-Strauss also speaks of culture as a product of the implicit beliefs which underlie it. The problem with this approach is that the meaning of cultural behaviour is not always easy to establish. Explanations may be offered up to a point, but the underlying assumptions often remain obscure. Indeed, they are often not understood by insiders. As Chris Argyris and Donald Schon point out, what people say to explain their cultural behaviour and what really drives this behaviour are often widely different. The search for meaning can therefore be a long and painstaking process, involving long periods of observation and interviews in order to build possible theories.
- 20 **D** While there are some cultures which have remained isolated for long periods of time, many others have built up commercial links with other groups. Eventually, this may lead to adopting elements of the other group's rituals and behaviour which then become integrated into those of the original group. Some cultures have clashed with less powerful neighbours only to find that over time their culture became heavily influenced by these subordinates, like the Romans by the Greeks. In this way, the original meaning of an aspect of cultural behaviour may be lost in history and may originally have been part of a belief system very different from that which prevails in the culture today. This dynamism is, perhaps, the major reason why researching the meaning behind cultural behaviour is far from easy.

- 9** Read this additional extract from the reading passage and answer the questions.

The study of a different culture can be carried out in different ways. It can be compared to the study of a new planet or terrain. We can study what is immediately observable: the valleys, mountains, and different geographical features, or, in the case of a culture, the various rituals and patterns of behaviour. Alternatively, we can ask what values and beliefs underlie these behaviours or what past events have shaped them, just as we may ask what geological events have shaped the landscape. This deeper level of enquiry may often lead on to a third stage in which we assess not just the new culture, but we become increasingly aware of the different factors which have created our own culture as well.

- 10** Which of the phrases below relates to a part of the paragraph and which to the whole? Use the **organizing words** to help you decide.
- i various strategies for studying another culture
 - ii a comparison between the study of a planet and a new culture
 - iii a cause of geographical features

Matching names

- 11** The lists below are taken from a Matching names task. Scan the reading passage for the names and draw a box around each one.

- 1 Margaret Mead
 - 2 Chris Argyris and Donald Schon
 - 3 Claude Levi-Strauss
 - 4 Max Weber
- A Finding a definition of culture can take a long time.
 - B Culture is something which is embodied in the way groups behave.
 - C Cultures are often affected by their more powerful neighbours.
 - D The reasons people give for their behaviour are often different from why it originally developed.
 - E Societies create networks of meaning within which their members live.
 - F Culture is practically impossible to define.
 - G Culture is something which arises from a group's beliefs.

- 12** Match each person 1–4 with the correct statement A–G.

Technique

Read the title and skim the questions first. Use the information from these to predict the content of the reading passage.

Reading Passage 6

You should spend 20 minutes on questions 1–13, which are based on Reading Passage 6.

Questions 1–4

Reading Passage 6 has five sections, A–E.

Choose the correct heading for sections B–E from the list of headings below.

List of Headings

- i Research into African community life
- ii Views about intelligence in African societies
- iii The limitations of Western intelligence tests
- iv The Chinese concept of intelligence
- v The importance of cultural context in test design
- vi The disadvantages of non-verbal intelligence tests
- vii A comparison between Eastern and Western understanding of intelligence
- viii Words for “intelligence” in African languages
- ix The impossibility of a universal intelligence test

Example Section A iii

- 1 Section B
- 2 Section C
- 3 Section D
- 4 Section E

Views of intelligence across cultures

- 5
- A In recent years, researchers have found that people in non-Western cultures often have ideas about intelligence that are considerably different from those that have shaped Western intelligence tests. This cultural bias may therefore work against certain groups of people. Researchers in cultural differences in intelligence, however, face a major dilemma, namely: how can the need to compare people according to a standard measure be balanced with the need to assess them in the light of their own values and concepts?
- 10
- B For example, Richard Nesbitt of the University of Michigan concludes that East Asian and Western cultures have developed cognitive styles that differ in fundamental ways, including how intelligence is understood. People in Western cultures tend to view intelligence as a means for individuals to devise categories and engage in rational debate, whereas Eastern cultures see it as a way for members of a community to recognize contradiction and complexity and to play their social roles successfully. This view is backed up by Sternberg and Shih-Ying, from the University of Taiwan, whose research shows that Chinese conceptions of intelligence emphasize understanding and relating to others, and knowing when to show or not show one's intelligence.
- 15

C The distinction between East Asia and the West is just one of many distinctions that separate different ways of thinking about intelligence. Robert Serpell spent a number of years studying concepts of intelligence in rural African communities. He found that people in many African communities, especially in those where Western-style schooling is still uncommon, tend to blur the distinction between intelligence and social competence. In rural Zambia, for instance, the concept of *nzelu* includes both cleverness and responsibility. Likewise, among the Luo people in rural Kenya, it has been found that ideas about intelligence consist of four broad concepts. These are named *paro* or practical thinking, *luoro*, which includes social qualities like respect and responsibility, *winjo* or comprehension, and *rieko*. Only the fourth corresponds more or less to the Western idea of intelligence.

D In another study in the same community, Sternberg and Grogorenko have found that children who score highly on a test of knowledge about medicinal herbs, a test of practical intelligence, often score poorly on tests of academic intelligence. This suggests that practical and academic intelligence can develop independently of each other, and the values of a culture may shape the direction in which a child's intelligence develops.

It also tends to support a number of other studies which suggest that people who are unable to solve complex problems in the abstract can often solve them when they are presented in a familiar context. Ashley Maynard, for instance, now professor of psychology at the University of Hawaii, conducted studies of cognitive development among children in a Mayan village in Mexico using toy looms, spools of thread, and other materials drawn from the local environment. The research suggested that the children's development, could be validly compared to the progression described by Western theories of development, but only by using materials and experimental designs based on their own culture.

E The original hope of many cognitive psychologists was that a test could be developed that was absent of cultural bias. However, there seems to be an increasing weight of evidence to suggest that this is unlikely. Raven's Progressive Matrices, for example, were originally advertised as 'culture free' but are now recognized as culturally loaded. Such non-verbal intelligence tests are based on cultural constructs which may not appear in a particular culture. It is doubtful whether cultural comparisons of concepts of intelligence will ever enable us to move towards creating a test which encompasses all aspects of intelligence as understood by all cultures. It seems even less likely that such a test could be totally free of cultural imbalance somewhere.

The solution to the dilemma seems to lie more in accepting that cultural neutrality is unattainable and that administering any valid intelligence test requires a deep familiarity with the relevant culture's values and practices.

Technique: Matching names

- 1 Scan the passage for each name in the list.
- 2 Draw a box around each name. This limits where you need to look for their findings (opinions, claims, etc).
- 3 Skim to see whether the person's findings occur before or after their name. Then read the findings.
- 4 Read down the list of statements to find the correct match.

Questions 5–9

Look at the researchers in 5–9 and the list of findings below.

Match each researcher with the correct finding.

- 5 Ashley Maynard
- 6 Richard Nesbitt
- 7 Sternberg and Grogorenko
- 8 Sternberg and Shih-Ying
- 9 Robert Serpell

List of findings

- A There is a clear relationship between intelligence and relationships with others in Chinese culture.
- B Children frequently scoring well in academic tests score better in practical tests.
- C The difference between intelligence and social competence is not distinct in many African communities.
- D Children frequently scoring well in practical tests score less well in academic tests.
- E In experiments to measure cognitive development, there is a link between the materials used and the test results.
- F The connection between intelligence and social competence in many African communities is not clear.
- G The way cognition is viewed in East Asian cultures differs fundamentally from those in Western cultures.
- H Chinese culture sees revelations about one's intelligence as part of intelligence.

Question 10–12

Choose three letters, A–F.

The list below gives statements about non-verbal intelligence tests.

Which **THREE** statements are mentioned by the writer of the passage?

- A Raven's Progressive Matrices are widely considered to be culturally free.
- B Cultural comparisons will allow the development of culturally neutral tests.
- C The development of culturally neutral tests is unlikely.
- D Raven's Progressive Matrices are culturally specific.
- E The creation of culturally-free tests is sometimes possible.
- F Many cognitive psychologists originally hoped tests could be developed free of cultural bias.