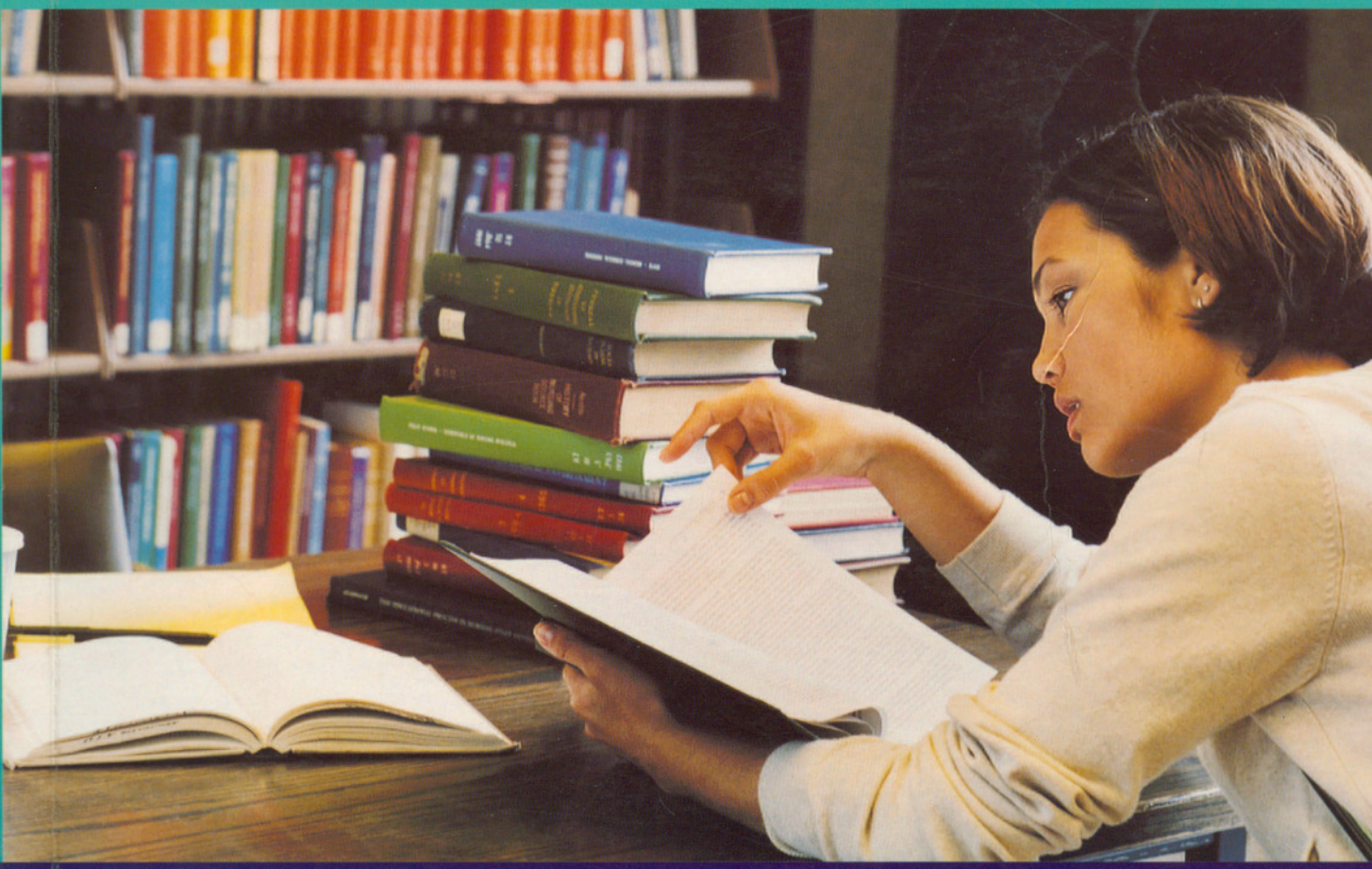
IMPROVE YOUR IELTS

Reading Skills



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IMPROVE YOUR IELTS

Reading Skills

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MACMILLAN

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UNIT 1

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.**

dkdnnvtruenncmcompletinomnSahelvocmdessertnfindf
ksssjoodesertificationdeesosjdvfnvffkmvmdmvfalsekdw
rfvdcnvtextadnvmlffl

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

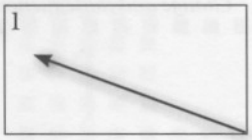
A The Sahel zone lies between the Sahara desert and the fertile savannahs of northern Nigeria and southern Sudan. The word *sahel* comes from Arabic and means marginal or transitional, and this is a good description of these semi-arid lands, which occupy much of the West African countries of Mali, Mauritania, Niger, and Chad.

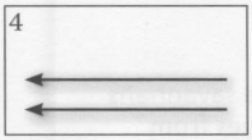
B Unfortunately, over the last century the Sahara desert has steadily crept southwards eating into once productive Sahel lands. United Nations surveys show that over 70 per cent of the dry land in agricultural use in Africa has deteriorated over the last 30 years. Droughts have become more prolonged 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.

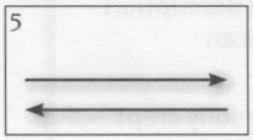
C One of the major causes of this desert advance is poor agricultural land use, driven by the pressures of increasing population. Overgrazing – keeping too many farm animals on the land – means that grasses and other plants cannot recover, and scarce water supplies are exhausted. Overcultivation – trying 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. 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.

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 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 open perches, like roof ridges and telegraph wires. When people remark that 'the swallows are gathering', they mean that autumn has arrived.

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 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.

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 italic.**

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)

UNIT 2

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

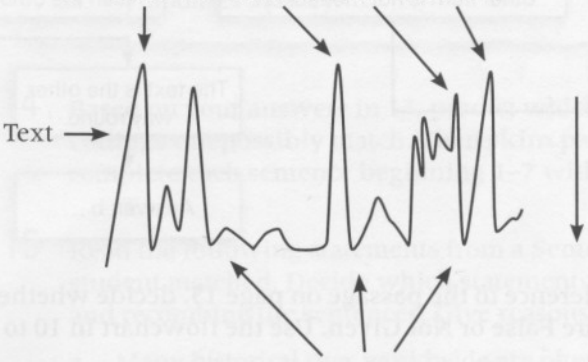
A In the hundred years up to 1860, the work of a small group of construction engineers carried forward the enormous social and economic change that we associate with the Industrial Revolution in Britain. The most important of these engineers was Isambard Kingdom Brunel, whose work in shipping, bridge-building, 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.

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.

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.

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



2 Do not go deep into the text

3 Ignore words like *a, the, in, of,* etc.

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

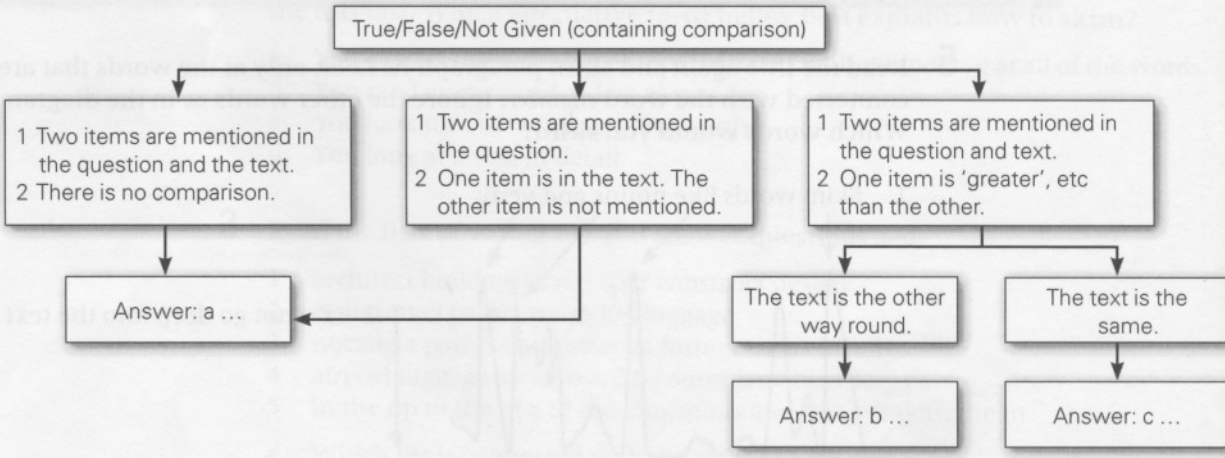
7 Statements 1–7 are taken from a True/False/Not Given task. These often contain comparison structures. Read the statements and underline phrases which contain a comparison.

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 recommenced 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

itself. The government meanwhile had taken action and additional troops had been sent to those areas where Chartism 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.

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 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.

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 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.

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 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.'

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?**

UNIT 3

Machines, processes, and cycles

Unit aims

Labelling a diagram (1)

Completing tables

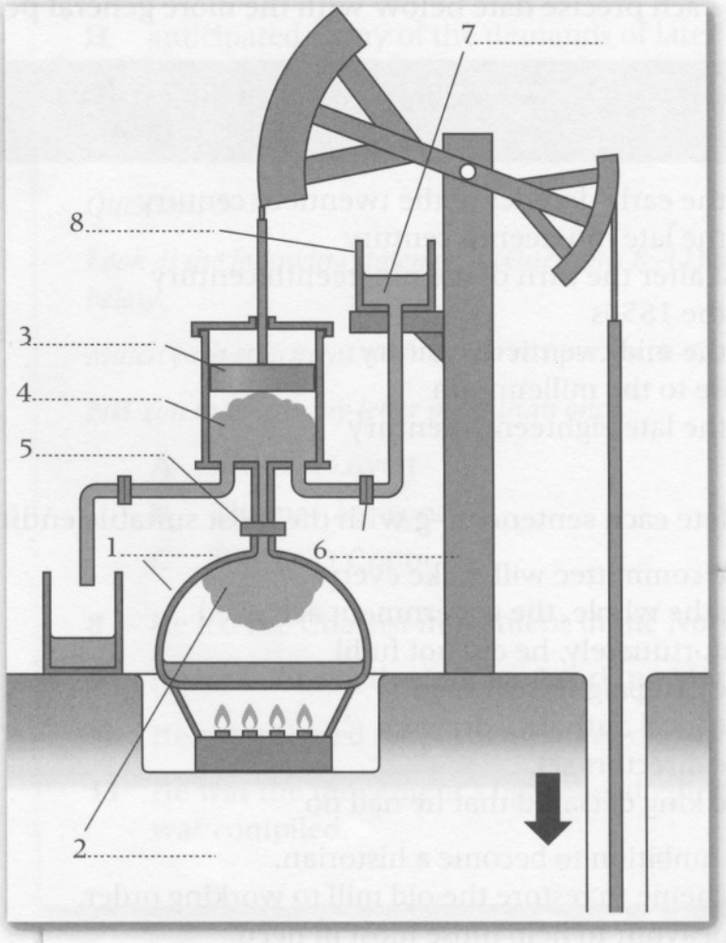
Completing flowcharts

Labelling a diagram (1)

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

wood wind water nuclear coal
human power animals gas oil

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



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

a What does the diagram show?
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 fo each blank space.

Thomas Newcomen's steam engine was one of the first devices to use the power of steam for mechanical work. It was originally used to pump water from mines. A boiler, encased in brick and sitting over a coal fire, generated steam, which drove the piston in the open top cylinder above the boiler. When the steam built up, the pressure opened a valve allowing the steam to fill the cylinder and push the piston up. When the piston reached the top of the cylinder, the first valve was closed and the second valve opened. This second valve sprayed cold water into the cylinder from a cistern, condensing the steam and creating a vacuum. The air pressure from the open-top cylinder pushed the piston down again, thus pulling the rod down with it. The cycle then repeated itself all over again.

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

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

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

battery axle blade handle lens turbine switch

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

downside benefit drawback stumbling block
problem upside plus handicap

The future of energy sources

A The future for petroleum use at the moment looks rather uncertain, despite enjoying the major benefit of a very advanced infrastructure already in place. The downsides from the environmental point of view are patently obvious: harm to public health through carbon dioxide emissions in exhaust fumes, which are linked to respiratory problems, and to precious ecosystems from oil spills and seepage. But the most significant weakness is that oil is a finite resource.

B The picture for natural gas is similarly mixed. While its main strength lies in its being a relatively clean fuel involving little processing and being easily transportable via pipelines, natural gas requires compression or low temperatures if it is to be used for cars or other vehicles. Thus, it has not previously been a serious contender to provide private transportation. There are now signs, however, that this obstacle may have been overcome.

C Yet there is another problem with natural gas. It may produce less carbon dioxide than other fossil fuels, but the major stumbling block to its use is that the methane released lives for a long time in the atmosphere. In addition, as it is a non-renewable energy source like petroleum, in coming years natural gas will not be in use. But in the short term at least, the situation looks rosy.

D Ethanol, despite the drawback of a dearth of commercial outlets, heralds a new dawn for the energy market. But, before we consider ethanol in depth, let us look at hydrogen. It is perhaps the most attractive of all renewable fuels. Its greatest appeal is that it is readily available everywhere in the form of water (H_2O). Solar energy is used to split the water into hydrogen and oxygen and then recombine it, with water being the waste by-product in the form of steam in vehicles. Perhaps its main drawback is making the hydrogen production units small enough to fit cars. But once this happens, the future of hydrogen is bright indeed.

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

Completing tables

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

Types of fuel	Main advantage	Main disadvantage	Future
Petroleum	Very advanced infrastructure	1	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 relat to any stage? Which cannot relate to any stage? The first one is done for you.

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

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

The production of ethanol for fuel

↓

field planted with **1** .....
grain transported to **2** .....

↓

Stage one
before **3** ....., the corn prepared by grinding and then cooking

↓

Stage two
4 ..... to remove solid matter

↓

Stage three
5 ..... takes place
liquid transported to **6** .....

↓

Stage four
7 ..... of ethanol and petroleum to form E-10 or E-15
liquid then into **8** ..... before **9** .....

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.

a Diamonds are formed deep below the surface of the earth.
b Filtration is followed by fermentation.
c Heat is generated by the waste buried in the ground.
d Electricity is generated by the rotating blades.
e 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.

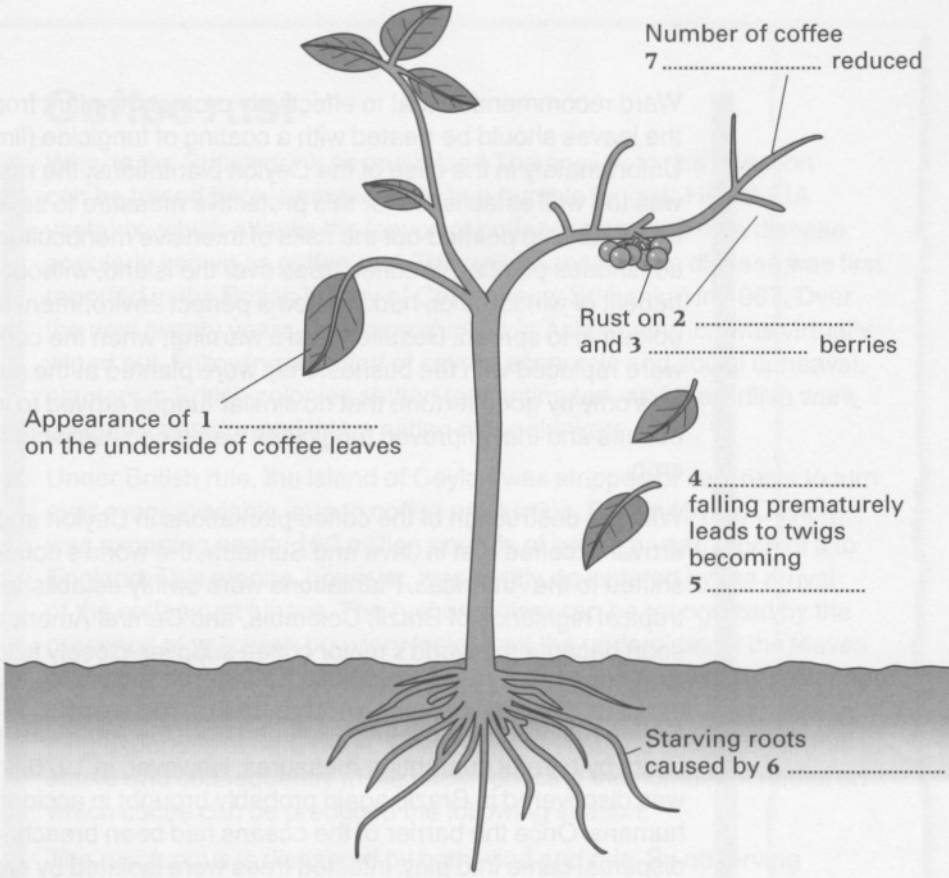
Technique: Labelling a diagram

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.

Chose ***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.**

UNIT 4

Education

Unit aims

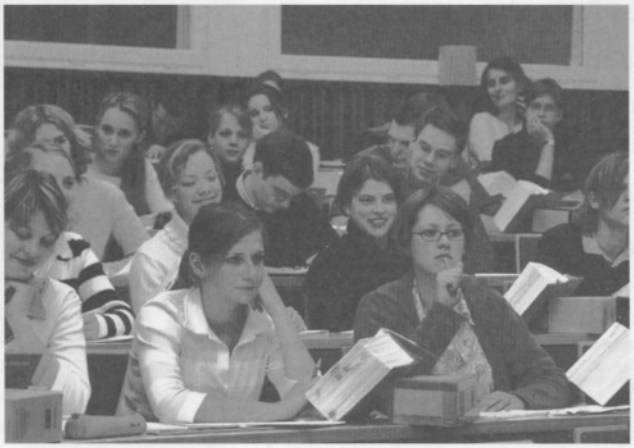
Predicting

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, loca 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 word 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**

A Even the Greeks couldn't agree about it. Was music a source of order and proportion in society, regulating its innate chaos in ways similar to the disciplines of geometry and architecture? Or did its ability to express passionate emotions beyond the reach of words create the potential for disorder and anarchy? Compare the behaviour of an audience listening to classical string quartets with headbangers at a rave, and the age-old conflict between Apollo and Dionysius is made manifest all over again in our own time.

B Shakespeare, though, came clean. For him, 'the man who hath no music in himself, Nor is not mov'd with concord of sweet sounds, Is fit for treasons, strategems and spoils; The motions of his spirit are dull as night …' Throughout his plays, Shakespeare perceives music as a healing force, an art whose practice makes man whole.

C Yet, despite the growth of the science of music therapy within the last two centuries, and despite the huge weight of books published on the miraculous 'Mozart effect', our schools and colleges have fallen strangely silent. The so-called 'Mozart effect' presents anecdotal and statistical evidence for advances in both social and academic skills in those children exposed in their formative years to the music of Mozart. But, in an age obsessed by pragmatism and by short-term vocational learning, music has been marginalized in both primary and secondary education. Compared with the holy trinity of reading, writing, and arithmetic, music is regarded as a luxury pastime. As a result, children are leaving school not only totally ignorant of their own musical heritage, but lacking in social, physical, and mental skills which musical performance can uniquely promote.

D Playing an instrument requires a degree of concentration and coordination which brings into play a plethora of mental and physical skills which are being eroded in our push-button world. Socialization and team-work are also involved. Schools with wind bands, string ensembles, jazz groups, and orchestras are right up there at the top of the league tables. In excelling in musical activity, the students' performance in many other fields of learning is refocused and radically improved.

E There are medical aspects too. Long before British primary schools discovered the recorder – that most basic of all modern woodwind instruments – Australian Aborigines had developed the didgeridoo. Like the clarinet and the flute, this haunting and beautiful instrument helped to overcome both upper and lower respiratory tract problems and encouraged better sleep. In playing a wind instrument, abdominal muscles are used to support the breathing system. And these are the very muscles which come into play when an asthmatic is experiencing an attack.

F But what of those individuals and schools which simply cannot afford a musical instrument? What of those institutions where not a single member of staff can read music? This is where the human being's most primitive form of music-making comes into its own. Singing is free. Everyone possesses a voice. And, with it, the body expresses itself in the most fundamental and organic way.

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?

Questions 8–10

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

Write

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

8 In Shakespeare's dramas, music is seen in a positive light.

9 Schools lack the funds to buy luxury items like musical instruments.

10 Musical activity can only lead to a slight improvement in children's social, physical, and mental skills.

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.

UNIT 5

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.

a Look at the stem of the multiple-choice question. What does it tell you about the location of the answer?

b What does the title of the passage tell you about the writer's opinion?

c 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 knowle 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

UNIT 6

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**.

a What aspects of culture do the pictures reflect?

b Do you associate the word *culture* with the activities shown? Why? Why not?

c 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 hazard
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

a The ..... played by the individual in maintaining traditions

b The ..... of protecting culture from outside influences

c Different ..... to combat vandalism of historical sites

d ..... about the benefits of globalization

e ..... taken to improve historical sites of international importance

f 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

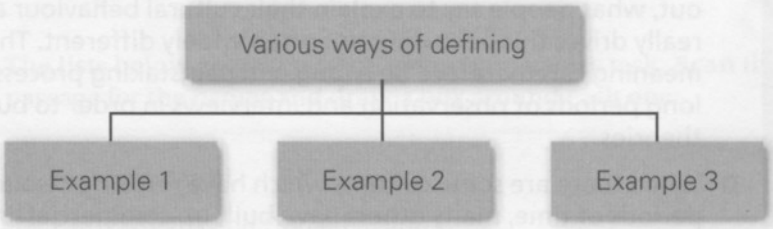
v The main reason for difficulty in investigating culture

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.**



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?**

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.

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.

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.

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.

a What **organizing word** in the first sentence means 'method'?
b What three methods are mentioned in the text?

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

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?

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.

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.

Question 13

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

Which of the following is the main argument of the article?

A Intelligence tests should include tests of social skills and responsibility.

B Test takers from any culture can learn the cognitive style required by Western intelligence tests.

C Intelligence tests cannot be free of cultural bias.

D More research is needed to develop an intelligence test which is valid for all cultures.

Word skills for IELTS

1 **Decide which organizing words in the box below could replace the word in italic in this paragraph heading.**

The *connection* between body language and environment.

link bond relationship correlation
relation strategy association

2 **The heading can also be rewritten in the form below. Which other verbs could be used? Use the list of nouns above to help you.**

How body language and environment are *connected*.

3 **Divide the organizing words below into five groups with similar meanings.**

aim analysis characteristic consequence difficulty
effect explanation feature goal interpretation
objective obstacle outcome problem

4 **Change the following sentences into paragraph headings using an appropriate organizing word. Make the headings as short as you can.**

Example

The paragraph exemplifies various subcultures in Brazilian society.
Various *examples* of Brazilian subcultures.

a The paragraph describes the outcome of the research on stem cells.
b The paragraph details how hydrogen is produced from water for energy.
c The section explains how culture and wealth are linked.
d The paragraph provides a list of the different factors involved in the production of a film.
e The paragraph sets out the part played by the United Nations in protecting cultures under threat.

5 **What synonyms could you use for the general nouns you used in a–e in 4?**

UNIT 7

Arts and sciences

Unit aims

Summaries without wordlists

Multiple-choice questions

Analysing questions

Summaries without wordlists

1 **Look at the comments below and answer the questions.**

I never read books.	I read one book a month.

I read at least one book per week. Normally more.

a Which statement is closer to your own reading habits?
b Which types of books in the box do you like most?

Romance	Crime	War	Historical	Biography
Travel books	Sci-fi	Art books	Science	

c Some people think reading books will soon be a thing of the past? Do you agree?

2 **Decide which are the best techniques from a–g to complete a Summary task.**

a Skim and decide whether the missing words are adverbs, adjectives, nouns, or verbs.
b Avoid thinking of your own words.
c Predict the meaning of the word in the blank space.
d Skim and ignore the blank space.
e Skim and say the word 'blank' for each missing word.
f Don't check your answers in the passage.
g Skim the summary first before you look at the passage.

3 **Read the summary, which is taken from a Summary task without a wordlist. Using ONE word only from the passage on page 55, complete each space in the summary.**

Most people join book clubs for **1** ..... reasons. The official reason is to discuss books, but members principally enjoy interacting with others in a **2** ..... atmosphere. Another reason for the popularity of book clubs is that reading is a **3** ..... pastime compared with cinema or theatre going. Some book clubs may **4** ..... on a particular genre, or they may decide to be **5** ..... in their choice of reading material. It all depends on the interest of the participants. Research suggests that the popularity of reading has remained **6** ..... since 1996, and it seems likely that the number of clubs will **7** ..... in the future.

A The proliferation of book clubs, some 50,000 in the UK alone and who knows how many more worldwide, is quite a remarkable literary phenomenon. Participants of different ages and backgrounds gather on a weekly or monthly basis ostensibly to discuss books chosen by the members, but the primary attraction for most people, and the factor behind the explosion in the number of groups, is not literary, but social. Human interaction with some added mental stimulation in a relaxed environment is integral to their success.

B The social aspect apart, the spread of book clubs can also be attributed to the low cost and the availability of books, and the fact that compared to, say, the cinema or theatre, the clubs provide cheap entertainment. The Internet has played its part as well. Once seen as foreshadowing the end of reading, not only does the Internet allow people even cheaper access to books, but it also acts as a conduit for readers hungry to join a particular reading club. A further draw is the number of people who read for pleasure. With reading being listed as the most popular major leisure activity according to a survey carried out over a four-week period in 2002 in the UK (65% constant since 1996), there is no shortage of willing participants.

C The clubs vary, ranging from cosy get-togethers in friends' houses, with or without set rules and with or without food and drink, to more formal, official set-ups in educational-cum-literary establishments like libraries, sometimes with literary functions with guest speakers. The overwhelming majority are of a more unthreatening easy-going nature. People come and go, but the cohesion of the groups seems to live on with new ones springing up to replace those which have faded away.

D From the literary point of view, the focus of each group is different as it turns solely on the make-up of the members and their predilections. There are reading clubs which specialise in football, romance, horror, science fiction and so on. Groups can focus on one type or they can be eclectic, combining different types of fiction like romance with, for example, cricket. Some may even dress up in the style of the characters or the time that a story took place to bring a mystery or an old classic to life. With such a variety of choice, book clubs are sure to survive and expand.

4 Completing summaries involves using context and your own knowledge as well as the reading passage. Complete the summary below using the comments made by a student to help you with each space.

[1]..... for most people is a very relaxing [2]..... , which can, however, mean that a lot of time is spent on one's own. Yet, it does have compensations. Reading allows one to [3]..... from the real world, which is not a bad thing these days. There is nothing like losing yourself in a [4]..... , whether it be a serious work like a scientific treatise, or something like a romantic [5]..... .

1 I think it's an activity related to books.
2 It's a noun to do with something you do or like.
3 I am sure it's a verb here. The real world is like a prison. So?
4 This one is clear! What are we talking about?
5 This must be another word for a book.

Multiple-choice questions

5 Questions 1–5 below are taken from a Multiple-choice task. Answer the questions about the passage using the hints a–c to guide you.

Question 1
a Is the question about reasons or consequences?
b Which word in the question indicates that you should look for the most important option?

1 The increase in book clubs has occurred mainly because they

A perform a social function.
B fulfil an intellectual need.
C cater for people from a variety of backgrounds.
D solve the social problems of the participants.

Question 2
a Are you looking for the cause or the effect of the number of people reading?
b In the passage, what reason is given for the spread of book clubs?
c Which option refers to something not mentioned in the text?

2 The number of people who read for pleasure in the UK

A shows that the Internet has some benefits.
B means that the cost of books will be kept down.
C ensures there will always be a pool of readers to supply book clubs.
D means that cinemas and theatres are losing money.

Question 3
a What kind of words are options A–D?
b Which similar words in paragraph C describe the different types of groups?
c Which phrase in paragraph C indicates *most of the clubs?*

3 Which of the following best describes most book groups mentioned by the writer?

A restrictive
B formal
C small
D informal

Question 4
a Which options describe who chooses the books?
b Which options describe the limitations on book choice?
c Which option here is definitely false and which two are not given?

4 Books for discussion in groups are

A restricted to one type.

B dependent on member preference.

C limited to several different authors.

D dependent on the chairperson's reading list.

Question 5
a Is the question asking about the writer's opinion or the writer's purpose?
b Which option accurately paraphrases this opinion?
c Which wrong option is the opposite of the writer's opinion, and which two are not given?

5 The writer of the article thinks that

A book clubs have a certain future.

B book clubs will expand slowly but surely.

C book clubs may not survive.

D the variety of book clubs will increase.

Analysing questions

6 **To some extent, the language in multiple-choice questions is predictable. Match the lists of language 1–7 which may be found in multiple-choice stems with the correct category from a–g.**

a Choose the correct effect/outcome/consequence.
b Choose the cause or reason for something.
c Identify questions relating to qualifying words.
d Identify the purpose of an event or item.
e Identify the best action/tool for a particular purpose.
f Explain what general point a specific example relates to.
g Give the writer's main conclusion/purpose/opinion for the whole text.

1 mainly
usually
the majority
the most

2 … leads to …
… ensures that …
… means that …
… causes …

3 … is used for …
The main use/purpose of … is to …

4 The writer refers to … to show/illustrate …
… is an example of …

5 In order to achieve/do something, …

6 … because …
… as a result of …
… is caused by …

7 The writer's conclusion/opinion/purpose is best summarized as…
The writer concludes that …
The writer believes that …
The writer's main point is that …

Technique

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

Reading Passage 7

You should spend 20 minutes on questions 1–13, which are based on Reading Passage 7.

The Two Cultures: a problem for the twenty-first century?

In 1996 Alan Sokal, a physicist at NYU, published an article in *Social Text*, a highly respectable American academic journal for cultural studies, using technical terminology and liberal references to scientists such as Heisenberg and Bohr, and linguistic theorists such as Derrida and Irigaray. He advanced the notion that 'post-modern' science had abolished the concept of physical reality. Once it was published, he announced that it was a hoax. In doing so, and in the later publication, *Intellectual Impostures,* with Jean Bricmont, he showed how many fashionable post-modern theorists of language, literature, sociology, and psychology had adopted technical language from science to explain their theories without understanding this terminology, and thus much of what they had written was, in fact, utterly meaningless. It was the latest controversy in what has become known as the war between 'the two cultures'.

The term 'the two cultures' was first coined by failed scientist and (successful) novelist C.P. Snow in an article in the magazine, *New Statesman,* in 1956, and his discussion of it was extended in his Rede Lecture to Cambridge University in 1959, entitled 'The Two Cultures and the Scientific Revolution'. The two cultures he identifies are those of the literary academic world of the humanities and that of the scientific community. In essence, he argues that there is a gulf in understanding between the two communities, to the detriment of science, which is consequently misunderstood and undervalued. There was considerable backlash, most notably from F.R. Leavis, the giant of literary criticism of the day, yet this divide between the literary world and the scientific remains, and is generally perceived as a serious problem.

This is because there is a perception that the general public is mistrustful of science, with modern developments such as genetic engineering and cloning, not to mention persistent worries about nuclear physics. Much of this fear, it is argued, is generated by ignorance in the general population as to what is involved in the practice of modern science, for if people do not understand what scientists are doing or thinking, they are unable to engage in any reasonable debate on these issues. It is surely indicative of how worried the scientific academic establishment is that in 1995 Oxford University established the Charles Simonyi Chair of the Public Understanding of Science, with Professor Richard Dawkins, an evolutionary biologist, becoming the first holder of the post.

The problem of the division between the two cultures is not restricted to anxiety among scientific academics, however, but is increasingly being taken seriously by economists, educationalists and politicians. Their concern is that there is an imbalance in the number of pupils and students opting to take qualifications in the arts and humanities, and those choosing the sciences. Among school children, sciences are regarded as 'hard', whilst subjects such as English, history and foreign languages are 'soft' options where it is easier to pass exams. The upshot of this is a consistent and significant decline in the number of students applying for science-based courses.

Furthermore, there is a gender bias involved, which must be addressed if women are to achieve parity of pay in the future. In February 2006, the UK Women at Work Commission reported on the pay gap between men and women, and noted that one cause was career choices made by schoolgirls into low pay areas such as caring, rather than more lucrative sectors such as engineering or science. Thus not only is there a problem in enrolment onto science courses in general, but more specifically there is a significant disparity between the sexes in the pursuit of science-based careers.

At bottom, however, although efforts can be made to address the question of equality, it is hard to see what can be done to bridge the divide between the two cultures. The root of the problem lies in the considerable degree of specialization required in the study of any subject, art or science. In the past, it was possible to be a polymath with a foot in both camps: Leonardo da Vinci could paint the Mona Lisa and design flying machines, and Descartes could write on a wide range of subjects from metaphysics to geometry. Nowadays, this is simply not possible, as it is unfeasible even to consider complete mastery of an entire subject, and academics increasingly specialize in one or two areas. It is only necessary to consider that ancient Sumerian military tactics and nineteenth-century sexual politics, or nanotechnology and dam construction fall respectively into the categories of history and engineering, to recognize the truth of this. We must resign ourselves, therefore, to the fact that the two communities will continue to fail completely to understand each other, and, as progress continues, the gulf between the two cultures can only increase.

Questions 1–5

Complete the summary of paragraph A.

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

Alan Sokal wrote an article for an American journal employing **1** ..... and making **2** ..... to certain scientists and linguistic theorists. He stated that 'post-modern' science had done away with the **3** ..... of physical reality. After publication, he revealed that what he wrote was a **4** ..... . He showed how post-modern theorists of language, etc. had adopted technical language from science to put forward their **5** ..... . But they did not understand the terminology, and so a lot of their writing was completely meaningless.

Technique: Multiple-choice questions

1 Predict the likely location of the answer in the passage.
2 Predict answers by using what you know from previous questions.
3 Identify the relationship between the options and the stem (e.g. cause and effect).
4 Identify scan words in the stem and use them to locate the correct section.
5 Read around this section and match the meaning in the text with the correct paraphrase from the options.

Questions 6–10

Classify the following as occurring

A between 1950 and 1990

B between 1990 and 2005

C after 2005

6 a report on the male-female pay differentials

7 an extension of the debate on the 'two cultures' concept

8 the creation of the first chair in understanding science

9 the first use of the term 'the two cultures'

10 the publication of an article on the abolition of the idea of physical reality

Questions 11–13

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

11 Jobs in the engineering or science sectors are

A more glamorous than other professions.

B more demanding than other professions.

C less financially rewarding than those in caring.

D more financially rewarding compared to those in caring.

12 The study of either art or science now

A requires harder work than in the past.

B requires a broader knowledge than the past.

C demands specialization.

D demands collaboration between different academics.

13 Unlike in the past, complete mastery of a subject is now

A impossible.

B feasible.

C often possible.

D improbable.

Improve your IELTS word skills

1 **Divide the following verbs into three groups with similar meanings.**

assess condemn disapprove appraise censure
endorse condone criticize appreciate

2 **Write the corresponding nouns for the verbs in 1.**

3 **Choose the most suitable noun from 2 to complete the sentences below.**

a The team carried out a detailed ..... of the risks involved.

b The professor has published several works of literary ..... .

c The results of the election are a clear ..... of the government's policies.

d At the end of the opera, the audience showed their ..... by clapping enthusiastically.

e In his very critical article, the author expresses his strong ..... of reality TV.

4 **Make a noun from each of the following verbs to complete the sentences below.**

judge perceive believe think
analyse condemn conceive discriminate

a Public ..... of the use of money for arts promotion was very harsh.

b He carried out an in-depth ..... of the extent of progress in this area.

c There was obvious ..... in favour of funding for science.

d We need to reserve ..... until we are in possession of all the facts.

e The general ..... appears to be that artists are somehow superior to scientists.

f News about current issues barely affects the public's ..... generally.

g Some artists seem to have no ..... of the way science is changing our view of the world.

5 **Contradict the verbs in italic in each sentence below.**

Example

The government *defended* the main arguments advanced. (opposed)

a The government *undervalued* the contribution made by various people.
b The effects of lack of light on humans are *understood* by most people.
c The local residents strongly *approved* of the building of the arts complex.
d The various publications *praised* fully the contents of the book.
e The company *judged* the timing of the film's release for maximum coverage.
f It is clear that the scientific community *believed* the results of the research.

UNIT 8

Nature

Unit aims

Labelling a map

Short answer questions

Labelling a diagram (2)

Classifying information

Labelling a map

1 **Complete each paragraph with the name of the correct civilization and answer the questions below.**

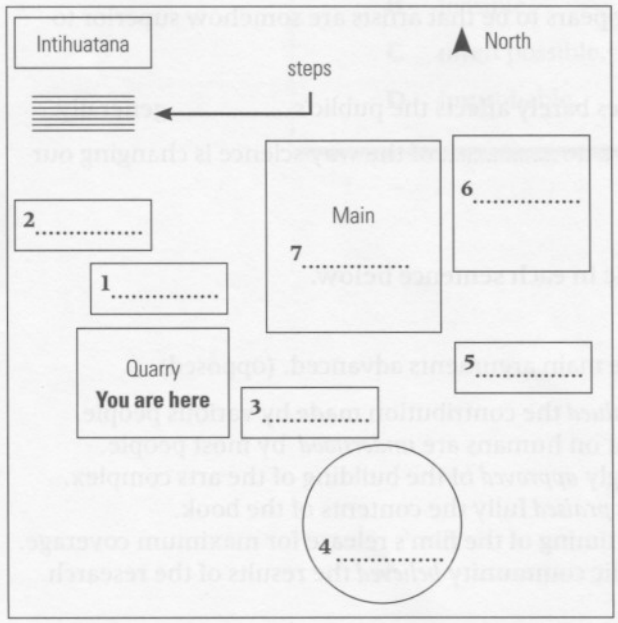
Inca Norse

1 ..... mythology provides a typical example of how natural processes are dramatized in early cultures. People believed that Thor, son of the god Odin, rode across the sky in a chariot. When he swung his hammer, it made thunder and lightning, and of course also rain which was necessary for growing crops.

2 The ..... mythology personified a number of natural forces, the most important of which was Inti, the sun god. The ..... emperors were believed to be descended from him.

a People today often prefer to find scientific rather than divine explanations for natural processes. What have we gained or lost by this?

b What lessons could modern society learn from our ancestors in order to improve our relationship with the environment?



2 **Look at the map of Machu Picchu, which is taken from a Labelling task, and answer the questions.**

a Where is the main reference point for the map?

b What lies north of the Quarry?

c What types of words are missing in each blank space?

d What type of place do you think 7 is?

e How would you describe the location of each place 1–6 in relation to 7?

3 Skim the extract below from an article on the nature reserve around Machu Picchu and label the map in 2.

Nature, gods, and man in harmony

Discovered in 1914 by Hiram Bingham with partial backing from The US Geographic Society, Machu Picchu is situated in a natural reserve famed as much for its spectacular flora and fauna as the majesty of its buildings in perfect harmony with its natural surroundings.

The complex stands more than two thousand metres above sea level, 120 kilometres from Cuzco, in Peru. On the terraces above and to the west of the Main Lawn stand three temples. On the left, just north of the Quarry stands the Temple of the Three Windows. This three-walled structure commands a spectacular view down across the Main Lawn to the mountain peaks in the east. Just north-west of this building is situated the Principal Temple with Intihuatana (the sun's hitching stone) at the top of a flight of steps beyond the Temple. The purpose of this stone was principally astronomical. East of the Lawn and on the same level are the ruins of the Common District where the workers who looked after the complex for the Emperor lived. Other notable locations at Machu Picchu are the Royal Sector, which is situated on the same level as the Main Lawn to the south and just east of the Quarry. Just south of this sector stands the Temple of the Sun, Machu Picchu's only circular building. Inside there is an altar and a trapezoidal window known as the Serpent Window. At the south-east corner of the Main Lawn, just south of the Common District, is the Temple of the Condor, with a prison complex directly behind it.

4 Which of the following techniques do you think are useful to help you label the map?

a Reading the whole passage first and underlining all the names and directions and then looking at the map.
b Numbering the names in the text according to the map.
c Underlining the directions: north, etc.
d Putting boxes around the names.
e Trying to complete several items in the map at the same time.

Short answer questions

5 **Questions 1–6 are taken from a Short answer question task. Answer them using no more than THREE WORDS from the passage for each answer. Use the place names to scan.**

1 What kind of purpose did the Intihuatana serve? .....

2 Which area is found on the east side of the Main Lawn? .....

3 What shape is the Temple of the Sun? .....

4 How many walls does the Temple of the Three Windows have? .....

5 What lies behind the Temple of the Condor? .....

6 What is the name of the window in the Temple of the Sun? .....

6 **Complete questions 1–5 using no more than TWO WORDS. Then find the correct answers in the passage.**

1 ..... shape is the window in the Temple of the Sun?

2 ..... did the complex of Machu Picchu belong to?

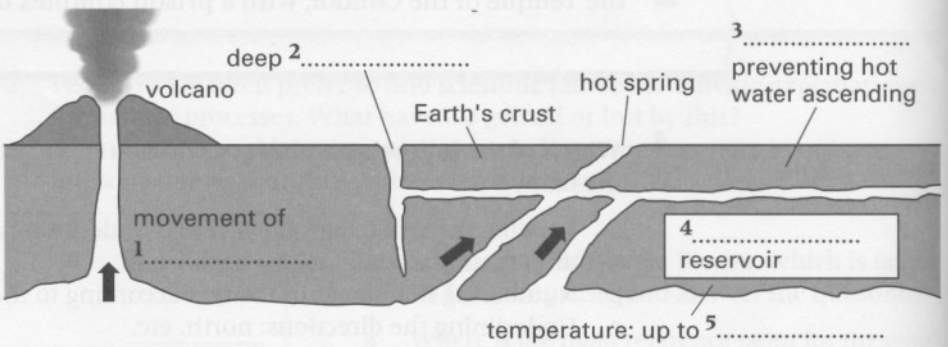
3 ..... is the scene across the lawn described?

4 ..... helped fund Hiram Bingham?

5 ..... is Machu Picchu from Cuzco?

Labelling a diagram (2)

7 **The diagram below is taken from a Labelling task. Look at gaps 1–5 in the diagram and predict the answers. Use the information in the diagram and your general knowledge.**



8 **Scan paragraph one and using no more than TWO words or a number from the passage, label the diagram.**

Geothermal energy

5 Since heat naturally moves from hotter regions to cooler ones, the heat from the earth's centre (over 7000° Fahrenheit) flows outwards towards the surface. In this way, it transfers to the next layer of rock or mantle. If the temperature is high enough, some of this mantle rock melts and forms magma. The magma ascends in its turn towards the earth's crust. At times it forces itself up to the actual surface where it builds volcanoes. More often it remains well below the earth's crust, creating vast subterranean areas of hot rock. In such regions, there are deep cracks, which allow rainwater to percolate underground. This water is heated by the hot rock to a high temperature. Some of this water travels back up to the earth's surface where it will appear as a hot spring or a geyser. However, if this ascending hot water reaches

a layer of impermeable rock, it remains trapped, forming a geothermal reservoir. Much hotter than surface hot springs, such reservoirs can reach temperatures of 700° Fahrenheit and are a rich source of energy. If geothermal reservoirs are close enough to the surface, they can be reached by drilling wells. Hot water and steam shoot up the wells naturally, and can be used to produce electricity in geothermal power plants. Unlike fossil fuels, geothermal energy produces relatively little greenhouse gas.

A few geothermal power plants depend on dry-steam reservoirs which produce steam but little or no water. In these cases, the steam is piped up directly to provide the power to spin a turbine generator. The first geothermal power plant, constructed at Lardarello in Italy, was of this type, and is still producing electricity today.

Most currently operating geothermal power plants are either 'flash' steam plants or binary plants. Flash plants produce mainly hot water ranging in temperature from 300° to 700° Fahrenheit. This water is passed through one or two separators where, released from the pressure of the underground reservoir, it 'flashes' or explosively boils into steam. Again, the force of this steam provides the energy to spin the turbine and produce electricity. The geothermal water and steam are then reinjected directly back down into the earth to maintain the volume and pressure of the reservoir. Gradually they will be reheated and can then be used again.

A reservoir with temperatures below 300° Fahrenheit is not hot enough to flash steam but it can still be used to generate electricity in a binary plant. In these plants, the heat of the geothermal water is transferred to a second or binary fluid, such as isopentane, which boils at a lower temperature than water. The steam from this is used to power the turbines. As in the flash steam plant, the geothermal water is recycled back into the reservoir.

Classifying information

9 **Sentences 1–5 are taken from a Classifying information task. Classify the features described in 1–5 according to which type of geothermal plant they characterize.**

A dry steam plants

B flash steam plants

C binary plants

D all of them

1 There are examples which are in use today.

2 They use geothermal reservoirs with temperatures over 300° F.

3 They use steam from the earth, and not water.

4 The vapour which spins the turbines is not produced from water.

5 They are relatively easy on the environment.

10 **Answer the following questions about the techniques you used in 9.**

a Is it better to scan the passage for the plants or for the features?

b Is it better to put a box around the plant names and label them A, B, etc or to underline the words?

c Is it better to try to answer 1–5 simultaneously or one at a time?

Technique

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

Reading Passage 8

You should spend 20 minutes on questions 1–13, which are based on Reading Passage 8.

The beauty of cats

For most people, a domestic cat is a more or less beautiful, usually affectionate but rarely useful member of the family. However, for the people who breed, show, or simply admire them, the pedigree aristocrats of the cat world can easily become an obsession. As yet, there is a very much smaller range in the sizes and shapes of cats compared with dogs, which is not surprising when we consider that dogs have been selectively bred for hundreds, if not thousands, of years to develop physical and temperamental characteristics that can be put to work for man as well as admired. By contrast, all breeding of pedigree cats is for purely aesthetic reasons.

Only a few pedigree cat breeds date back beyond the late nineteenth century, and most have been developed since the 1950s. To achieve acceptance, any new breed must be officially recognized by the national and international organizations of 'cat fanciers' that regulate the breeding and showing of pedigree cats. To date, official recognition has been given worldwide to more than 100 different breeds. A fairly small number of these are what might be called 'natural' breeds, with distinctive characteristics that appeared spontaneously, and then became established in the cat population of a particular country or region. Examples include what is popularly known as the Persian, with its long-haired coat; the Russian Blue, with its plush grey 'double' coat; the Siamese, with its slender body, long, narrow face and distinctive colouring; and the Manx cat, with either no tail (a 'rumpy') or a small stump of a tail (a 'stumpy').

More usually, new pedigree cat breeds are the result of meticulously planned breeding programmes designed to establish or enhance attractive or unusual features occurring in non-pedigree cats. Without the intervention of the cat breeder, many of these features would occur only rarely or would have simply disappeared through natural selection. Even the so-called natural breeds have been considerably modified over the years by professional cat breeders striving to match or improve on the breed 'standard', a detailed description of the various points (length and colour of coat, body and head shape, etc.) according to which a particular breed is judged in competition.

The majority of cats, both wild and domestic, have fur that is of short or medium length. Long fur in cats can occur either as the result of a 'one-off' genetic mutation, or through the inheritance of the recessive gene for long hair. Long-haired cats were well-established in Persia (now Iran) and Turkey long before the ancestors of most modern long-haired show cats were taken to Europe and America towards the end of the nineteenth century. Today's pedigree longhairs of Persian type have a cobby (sturdy and rounded) body, a very luxuriant long coat, short, thick legs, a round head, round face, very short nose, and large round, orange or blue eyes. There are separate show classes for Persians of different colours. Also shown in their own classes are various non-Persian longhairs,

including Chinchillas, Himalayans (also called Colourpoint Longhairs), and the Turkish Van.

Short-haired pedigree cats can be divided into three main categories: the British Shorthair, the American Shorthair, and the Foreign or Oriental Shorthair. To the uninitiated, British and American Shorthairs appear to be no more than particularly fine examples of the non-pedigree family cat. The reality is that selective breeding programmes have achieved a consistency of conformation and coat characteristics in the different pedigree lines that could never be achieved by chance. Pedigree British Shorthairs have a cobby body, a dense, plush coat of a specified colour, short legs, round head, a somewhat short nose, and large round eyes of a designated colour. By comparison, pedigree American Shorthairs have larger and less rounded bodies, slightly longer legs, and a less round head with a square muzzle and medium-length nose.

The third main group of pedigree cats are the Foreign or Oriental Shorthairs. Some of these breeds, notably the Siamese, Korat, and Burmese, did indeed originate in the East, but today these terms are used to describe any breed, of whatever origin, that displays a range of certain specified physical characteristics. Foreign and Oriental cats have a slim, supple body, a fine, short coat, long legs, a wedge-shaped head, long nose, large, pointed ears, and slanting eyes. Finally, also included within the pedigree short-hairs, are various miscellaneous breeds which have been developed to satisfy a perhaps misplaced delight in the unusual. Examples include the Scottish Fold, with its forward-folded ears, the Munchkin, with its short, Dachshund-like legs, and the apparently hairless Sphynx.

Questions 1–6

Complete the table below

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

Features	**Coat**	**Body**	**Legs**	**Head**	**Nose**	**Eyes**
Persian longhairs	luxuriant and long	cobby	**1**	round	very short	round
British shorthairs	dense and plush	**2**	short	round	rather short	round
American shorthairs	dense and plush	less rounded	slightly longer	less round	**3**	
Foreign shorthairs	**4**	slim and supple	long	**5**	long	**6** .....

Technique: Short answer questions

1 Look for a scan word in each question.
2 Scan the whole passage for each scan word.
3 In the passage, put a box around all the names from the questions.
4 Number the names in the text according to the question.
5 Read around the names to find the answers. Try to complete several items at the same time.

Questions 7–11

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

7 What name does the writer give to breeds such as Russian blue and Siamese? .....

8 What is the name given to the description of physical features by which a pedigree cat is judged? .....

9 In which century were long-haired cats first exported from Persia? .....

10 What class of cat does the Chinchilla belong to? .....

11 What remarkable characteristic do Scottish Fold cats have? .....

Questions 12 and 13

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

12 The distinctive features of most pedigree cats are the result of

A enhancing characteristics that appear naturally in cats from a particular region.

B using breeding schemes to promote features which are found in non-pedigree cats.

C genetic changes which occurred spontaneously in some cats in the late nineteenth century.

D a misplaced pleasure in producing unusual looking cats.

13 The writer's main purpose in this article is

A to outline the history of breeding pedigree cats.

B to criticize the practice of producing odd characteristics in cats.

C to classify the different breeds of pedigree cats.

D to compare the respective practices of cat and dog breeders.

Improve your IELTS word skills

1 Which words in the box mean the same as *feature*?

article	characteristic	trait	attribute	character	quality

2 What synonyms do you know for *group*?

3 Match each phrase a–h with a suitable noun 1–8.

a	a make of	1	car
b	a species of	2	writing
c	a genre of	3	horse
d	a class of	4	medicine
e	a field of	5	study
f	a branch of	6	virus
g	a breed of	7	mammal
h	a strain of	8	animal

4 Which of these words can be used as synonyms of the nouns in a–h in 3?

brand	variety	sort	type

5 Complete the following table with the correct form of the word.

Noun	Verb	Adjective
character	characterize	……
distinction	distinguish	……
example	……	
feature	……	
illustration	illustrate	illustrative
indication	indicate	……
type	……	……

6 Complete the sentences below using the verbs in the box. You may use each word once only.

classified	differentiated	satisfied	defined	catalogued	related

a The library books are …… meticulously and given a barcode reference.
b Chimpanzees, gorillas, and orangutans are all closely …… species.
c Several specific criteria must be …… before any member is included in the group.
d A marsupial can be …… as any mammal which gives birth to underdeveloped young and rears them in a pouch.
e Fungi may be …… into three broad groups: yeasts, moulds, and others.
f Sometimes members of a subspecies of mammal can only be …… by experts with specialist knowledge.

UNIT 9

Health

Unit aims

Scanning for meaning

Identifying sentence function

Matching phrases (2)

Scanning for meaning

1 **Read the table which gives the average lifespan for humans in different periods of history. Then answer questions a–c.**

Period	Average lifespan
Bronze age	18
Classical Greece	28
Medieval England	33
Late nineteenth century	37
Early twentieth century	50
Early twenty-first century	68

a What reasons can you think of for the increase in lifespan?
b Some people in Classical Greece lived to a ripe old age. For example, Sophocles, the writer, died at the age of 91. Why do you think the average was so low?
c What are the disadvantages of the average person living so much longer than in the past?

2 **Scanning will not always work if your target word is not in the passage. Be prepared to look for synonyms. Look at phrases a–f and think of your own phrases with similar meaning. Then match each one with a phrase 1–6.**

a	negative consequence	1	vital role
b	non-conventional medicine	2	unfortunate outcome
c	indispensable part	3	good mental health
d	psychological well-being	4	pleasant environment
e	congenial surroundings	5	considerable improvement
f	enormous progress	6	alternative therapy

3 **Look at phrases a–e and think of a noun with a similar meaning for each. Then scan paragraph A on page 71 for nouns with a similar meaning and underline them.**

a best period of their life
b period
c highest point
d difficulty
e benefits

Prime time rules

A People were not that long ago considered as entering their prime at 40. This was the age at which the peak of their wisdom and power was likely to be reached. Not any more. For an increasing number of people, it is now much later, between 50 and 65, which is effectively when people are thinking of retiring. And so, far from being the major problem that has been exercising politicians and individuals in recent years, the increasing numbers of active over-fifties with a later and longer prime should be seen as assets to society, economically and socially. Provided, that is, that they are allowed to contribute to the community.

B Anxiety about funding 'older people' in general is based on a view of the over-fifties and sixties living a life of decrepitude with costly nursing home care, and being a drain on the country's wealth. Stereotypical images of senior citizens haunt the general population. Perception tests in studies have shown that people who expect the so-called age-related illnesses like deafness and mental decline to happen in their old age conform to the stereotype and fulfil the prophecy. Thus, it is not surprising that negative images permeate society. More positive images of people in their prime or older in the media, etc. would be a good start. There are encouraging signs that the boundaries of this stereotype are already being challenged. There are already TV programmes, for example, about people in their seventies and eighties involved in sports like sky-diving more often associated with the young. Some adverts are pushing the boundaries further by using older models to target beauty products at older sections of the population. After all, who has the accumulated wealth?

C Before looking at what, if anything, can be done to make sure that people can enjoy their prime and feel they can make a contribution to society, we should look at the causes of longevity. Technological advances primarily in medical science are often held up as the principal cause. However, education, wealth, and the wide range of leisure pursuits available, along with a host of other factors, have led to a marked improvement in living standards throughout the world. People are, as a result, arriving at the threshold of retirement more active, physically and mentally, than any previous generations and in greater numbers, challenging the view that being 50 or even 60 is old.

D And the magic recipe to enhance our prime? It's all very basic stuff and not really magic at all. It does not need government committees or armies of bureaucrats to devise training packages. People are enhancing their 'prime' time without unnecessary interference. Government and planners should seek to inform themselves of what is happening rather than imposing some clumsy 'innovation'. Research has shown that physical exercise causes changes in the structure of the brain. MRI scans on a cohort of patients aged 58 to 77 have shown increases in the substance of the brain itself are brought about by exercise. There is evidence that the areas of the brain involved in memory and attention benefit from exercise – the areas that show the greatest age-related decline in humans.

4 Look at phrases a–e and think of a word or phrase with a similar meaning for each. Then scan the rest of the passage for phrases with a similar meaning and underline them.

a a waste of the nation's money
b main factor
c questioning the notion
d secret formula
e introducing an unwanted new measure

5 Think of synonyms for the key words in the sentences below. Three of a–e match sentences in the passage. Scan to find the three sentences and underline them.

a Administrative workers or government bodies have no need to put together guidelines to educate people.
b Research indicates that those who expect to be hard of hearing or senile when they grow old actually go on to become so.
c Makers of beauty products could launch cheaper cosmetics aimed at older people.
d Studies have revealed that the brain continues to develop well into old age, regardless of how much exercise is taken.
e People in general are surrounded by conventional images of old people.

Identifying sentence function

6 Paragraph A contains a *suggestion* made by the author and a sentence with a *conditional* meaning. Answer questions a–e below. Then scan to find the sentences.

a Are these words *suggestion* and *condition* likely to be in the text?
b Will you scan the passage for meaning or words?
c Which words do you associate with *suggestion*?
d Which words do you associate with a *condition*?
e Is it efficient to read the whole paragraph?

7 Scan the passage to find examples of functions a–e below, using the techniques you used in 6.

a a claim (paragraph A)
b a conclusion (paragraph B)
c examples (paragraph B)
d a problem (paragraph B)
e a recommendation (paragraph B)

8 Are the ideas in paragraph C organized around problem and solution, or cause and effect? Which phrases indicate this?

Matching phrases (2)

9 **Phrases 1–5 are taken from a Matching phrases task. Scan the passage and match the phrases to paragraphs A–D.**

1 the fact that sky-diving is more often seen as a pursuit for the young

2 a reference to research on exercise and brain function

3 the belief that being elderly means being infirm

4 the reasons why people live longer

5 the idea that the over-fifties can be of use to society

10 **Do the phrases 1–5 match whole paragraphs or parts of paragraphs?**

11 **Paragraphs E–G below are a continuation of the reading passage. All irrelevant language and information has been removed. Match phrases 1–5 below with the relevant paragraph E–G.**

E The benefits of diet – as well as exercise – healthy diet – avoiding junk perhaps also staves off mental decline – studies in children learning difficulties – so-called Durham trial – fish oil beneficial – effective on sizeable proportion of children – improves attention, etc, so not old wives' tale – sale of foods/supplements containing Omega 3 increased intelligence attention span – not sure if benefit adults.

F How people can keep mentally active – greater interest now in mental stimulus to combat/slow down dementia – exercises – 'brain food ' puzzles like sudoku, chess, crossword puzzles, mental arithmetic, subtracting backwards seven at a time from 1,000 to zero, showering with your eyes closed – some connection with left brain function as opposed to right brain – latter concerned with the creative side. Maybe more research needed: how opening up use of right brain might enhance mental ability.

G A conclusion – irony – general population 30 per cent obese – young people especially – older people now more active – interest in third age long may it continue – older people show young people the way.

1 various methods to improve mental ability

2 the fact that fish oil supplements may not benefit adults

3 a comparison between older people and less active young people

4 how diet helps improve mental activity in children

5 a recommendation that research into right-brain function should be carried out

Technique

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

Reading Passage 9

You should spend 20 minutes on questions 1–14, which are based on Reading Passage 9.

Professional strangers: medical anthropology in action

A Back in the 1970s, I was an anthropology student sitting in the library doggedly reading books and articles about the social lives of people in Africa, Asia, and the South Pacific. Why doggedly? The scholarly reading matter covered kinship systems, clan alliances, land tenure, and farming and political systems. Rarely did the reader of these texts catch a glimpse of the day-to-day lives of the people written about or what it was like to live amongst them. However, some books started with a preface describing how the anthropologist arrived in the distant village or town of study, found somewhere to live, and started engaging with local people. These accounts were often the most interesting part of the book and whetted my flagging appetite for medical anthropological research.

B Since graduating, I have applied my anthropological training to health-related projects across Africa and Asia. Some contracts have lasted two years and some two weeks. The short-term research I have done is sometimes called 'quick and dirty'. 'Quick' means that surveys are carried out and people interviewed in a matter of weeks rather than years; 'dirty' means that the findings are analysed rapidly without too much concern for 'cleaning' the data so that exact percentages can be calculated and any inconsistencies in what people said can be accounted for. Quick and dirty research elicits the voices of the people for whom a development project is intended. The approach provides facts and figures that guide project design, but may not satisfy purist academics.

C A lot of books discuss the ethics and methods of research in more detail than in the past. Such accounts of fieldwork contain useful ideas and guidance, usually in the introductory chapters. There are a number of particularly sensitive areas that people interviewed may be reticent about, notably personal finance, sex, and illegal activities. Yet, research of sensitive topics with people considered 'hard to reach' can be interesting and rewarding. There are some basic rules and approaches that should keep the researcher, especially in the medical field, safe and the data collection ethical and effective.

D Anybody going to do fieldwork should dress carefully. It is important to try and wear clothes that do not draw attention to yourself. You do not want to be more conspicuous than you need by being more smartly or formally attired than the people you are going to talk to. Equally, it may be inappropriate to copy the dress code of interviewees, as you risk looking ridiculous.

E It is always useful to work with local guides or gatekeepers who can help you reach people who are not part of mainstream society. For example, if you want to study the world of illegal drug users it is best to work with an insider. If you already know any drug users, ask one of them to introduce you to other people in his or her network and to vouch for you. Alternatively, you could approach drug or social service agency workers and ask them to make introductions.

F When you interview people, it is important that they are not worried about confidentiality. Often people will not tell you anything of great interest unless they receive assurances that you will not reveal their private business or their full names. When you ask sensitive questions, interviewees may want you to answer similar questions in return, so researchers should be prepared to disclose some personal information. It is important that you do not lie about yourself and what you are doing: this is unethical and you risk being caught out and losing credibility.

G Sensitive questions should be asked in a matter-of-fact manner because, if you appear embarrassed, the respondent will also be embarrassed and will 'clam up'. Do not be, or appear to be, judgemental or shocked, no matter what you hear, as the interviewee will sense your reaction and stop talking. In addition, you should not contradict people even if they have said something that you know to be incorrect. You are there to listen and collect data, not to enter into argument or discussion. When the interview is over you can correct any potentially harmful misconceptions that the interviewee holds. But the most important rule to remember is: if you get nervous or scared, leave the situation.

H Recently, I have started saying to colleagues that there are three qualities required in the anthropologist working in 'the field': liking people; respecting people; curiosity about people's lives. If you cultivate these qualities, the tips I have outlined will come naturally to your work.

Technique: Matching phrases

1 Identify which phrases refer to a part or the whole of a paragraph.
2 Decide where the information is likely to be: the beginning, middle, or end.
3 Scan for the words in the phrases or synonyms of them.
4 Ignore irrelevant information.

Questions 1–6

*Which paragraphs, (**A–H**) contain the information in 1–6 below.*

***NB** You may use any paragraph more than once.*

1 ways to make contacts with interviewees

2 the fact that the interviewer should appear not to react to what the interviewee says

3 how to dress when talking to interviewees

4 how a deep interest in anthropological research commenced

5 the fact that the interviewer should not argue with the interviewee

6 research that is a rough estimate of a situation

Questions 7–13

Do the following statements agree with the views of the writer in Reading Passage 9?

Write

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

7 Accounts of anthropologists arriving in distant villages were frequently more interesting than any other book contents.

8 More research should be carried out in the field.

9 'Quick and dirty' research is necessary for planned development projects.

10 Contacts with people who are on the fringes of society should only be made through local guides or gatekeepers.

11 Researchers should never answer questions about themselves when they are interviewing.

12 It is better for researchers to continue with an interview even if they are frightened.

13 Researchers need to elicit information without making any apparent judgement on it.

Questions 14

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

14 Which of the following statements best summarizes the writer's conclusion?

A Anthropologists who cultivate certain traits will find that good practice becomes instinctive.

B Anthropologists working in the field will acquire certain interpersonal skills naturally.

C Anthropologists' acquisition of the advice given depends on the cultivation of a wide range of qualities.

D Anthropologists working in the field can easily acquire good habits.

Improve your IELTS word skills

1 **Match the words below with their function from the box.**

a Because
b Consequently
c For instance
d Thus
e Moreover
f Yet
g Although
h In order to
i Provided that

Condition	Concession	Example	Additional information
Conclusion	Reason	Contrast	Purpose	Result

2 **Which is the odd one out in the following sequences and why?**

a furthermore/in addition/similarly/therefore/also
b meanwhile/but/however/though/even so
c firstly/secondly/finally/at first/first of all
d initially/at the beginning/firstly/at first
e consequently/as a result/subsequently/as a consequence
f recently/some time ago/lately/not long ago/a short time ago
g when/before/once/after/as soon as

3 **To help you find your way around a passage, you can look out for linking words and phrases. In the following sentences, find and underline examples of the functions in the box.**

Example

Although I agree with the proposed increase in time, it is more important for the course to be updated. (concession)

Result	Reason	Condition	Concession
Alternative	Comparison	Purpose

a Unless more funds are put into the health service soon, people will suffer.
b Because a record number of heart operations were successful, the programme was expanded.
c The funding dried up, which then led to a major crisis at the health clinic.
d More administrative staff could be employed or more nursing posts created.
e The first drug was pronounced safe to use whereas the second caused a number of serious side effects.
f The government opened three new hospitals so that they would be able to meet their targets.
g Although they may need to slow down a little, people continue to benefit from physical exercise well into old age.

UNIT 10

Individuals and society

Unit aims

Dealing with opinion

Yes/No/Not Given statements (writer's opinion)

Dealing with opinion

1 Read the following signs and answer the questions below.

a Where would you see the signs above?
b Is privacy becoming easier or more difficult to find in the modern world?
c What factors in the modern world are impinging on our private lives? Can these developments be stopped?
d Some people believe that public figures have no right to privacy? What is your opinion?

2 Match statements 1 and 2 with descriptions *a* and *b*.

1 Governments could do more to help vulnerable people in society.
2 Governments help vulnerable people in society.

a The statement is reporting a fact.
b The statement is giving an opinion.

3 Read the pairs of sentences below. Decide which is a fact and which states an opinion.

1 a The government spent less money last year on vulnerable people in society.
  b Governments should do more to help vulnerable people in society.
2 a The encroachment of digital control in all people's lives is inevitable.
  b The survey revealed that sales of digital technology are increasing.
3 a Practical skills in many traditional societies are under threat because technology is making them redundant.
  b The research showed a range of practical skills were practised in ancient Greek society.
4 a Foolishly, some employees choose not to be a member of a trade union.
  b Some employees choose not to be a member of a trade union.

4 Find examples of structures a–d in the sentences in 3. What are these structures used to indicate in the sentences?

a a qualifying adverb
b a qualifying adjective
c cause and effect
d a modal verb

5 **Read statements a–g and decide whether they are opinions or not.**

a A minimum of two players are required to play tennis.
b The results of the social survey are clearly mistaken.
c Unfortunately, the tendency to seek fame for its own sake seems to be growing in our society.
d Sports like football, netball, rugby, etc. are taught in schools.
e It would, I feel, be a good idea to make citizenship classes compulsory in schools.
f If young people engaged in different activities after school, unsociable behaviour would certainly decline.
g Formal education fails miserably to meet the needs of the business world and society in general.

6 **Underline the words in the statements in 5 which show that they are opinions.**

Example

It is better to spend money on social housing than new theatres.

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

7 **Statements 1–6 are taken from a Yes/No/Not Given task and relate to paragraph A of the reading passage below. For each statement, decide if it agrees (*Yes*) or contradicts (*No*) the writer's opinion. Write *Not Given* if it is impossible to say what the writer thinks.**

1 Having more choice is good because it helps the economy to grow.
2 Making decisions about minor issues is irritating.
3 People seek the help of professionals when making a decision which can have adverse consequences.
4 If people in poor countries had the same range of choices as those in rich countries, their lives would be easier.
5 Only people in poor countries do not have any real choices.
6 Advertisers ignore the law when persuading people to buy goods.

8 **To check your answers to the questions in 7, ask yourself the following questions about the passage. Does the writer**

1 mention a reason why having more choice is good?
2 describe the effect of making decisions about minor issues?
3 say when people consult professionals?
4 state a comparison between poor and rich countries?
5 state a restriction about people in poor countries?
6 mention the nature of choices?

Spoilt for choice

A Choice, we are given to believe, is a right. In daily life, people have come to expect endless situations about which they are required to make decisions one way or another. In the main, these are just irksome moments at work which demand some extra energy or brainpower, or during lunch breaks like choosing which type of coffee to order or indeed which coffee shop to go to. But sometimes selecting one option as opposed to another can have serious or lifelong repercussions. More complex decision-making is then either avoided, postponed, or put into the hands of the army of professionals, lifestyle coaches, lawyers, advisors, and the like, waiting to lighten the emotional burden for a fee. But for a good many people in the world, in rich and poor countries, choice is a luxury, not a right. And for those who think they are exercising their right to make choices, the whole system is merely an illusion, created by companies and advertisers wanting to sell their wares.

B The main impact of endless choice in people's lives is anxiety. Buying something as basic as a coffee pot is not exactly simple. Easy access to a wide range of consumer goods induces a sense of powerlessness, even paralysis, in many people, ending in the shopper giving up and walking away, or just buying an unsuitable item that is not really wanted in order to solve the problem and reduce the unease. Recent surveys in the United Kingdom have shown that a sizeable proportion of electrical goods bought per household are not really needed. The advertisers and the shareholders of the manufacturers are, nonetheless, satisfied.

C It is not just their availability that is the problem, but the speed with which new versions of products come on the market. Advances in design and production mean that new items are almost ready by the time that goods hit the shelves. Products also need to have a short lifespan so that the public can be persuaded to replace them within a short time. The classic example is computers, which are almost obsolete once they are bought. At first, there were only one or two available from a limited number of manufacturers, but now there are many companies all with not only their own products but different versions of the same machine. This makes selection a problem. Gone are the days when one could just walk with ease into a shop and buy one thing; no choice, no anxiety.

D The plethora of choice is not limited to consumer items. With the greater mobility of people around the world, people have more choice about where they want to live and work – a fairly recent phenomenon. In the past, nations migrated across huge swathes of the earth in search of food, adventure, and more hospitable environments. Whole nations crossed continents and changed the face of history. So the mobility of people is nothing new. The creation of nation states and borders effectively slowed this process down. But what is different now is the speed at which migration is happening.

9 Decide why the following statements about the passage are Not Given.

1. Increased choice makes customers more anxious about overspending.
2. Many customers are dissatisfied with the electrical goods that they buy.
3. More unnecessary goods are bought in the UK than in the rest of Europe.
4. There should be restrictions on the range of products that can be advertised.

10 **Read paragraph C and underline the parts of the passage which the following sentences contradict.**

1 It is a good thing that new products are so widely available.

2 Products are kept and used for longer than in the past.

3 There are fewer computer manufacturers now than previously.

4 There has always been too much choice for the consumer.

11 **Read the following pairs of statements. Decide which one agrees with the writer's opinion in paragraph D.**

1 a The phenomenon of migration barely changed the course of history.
  b The phenomenon of migration changed the course of history.

2 a People migrated less after the establishment of frontiers between countries.
  b People migrated more after the establishment of frontiers between countries.

3 a Migration is happening more rapidly than in the past due to modern aviation.
  b Migration is happening more rapidly than in the past.

12 **A class of students studying for IELTS were asked to choose three more techniques for Yes/No/Not Given tasks. Which three techniques from a–e do you think they added to the list below?**

1 Identify cause and effect statements, then scan for this relationship in the passage.

2 Identify qualifying adverbs and adjectives, then scan the passage for words with similar/opposite meaning.

3 .....

4 .....

5 .....

a Check that comparisons in the statements are actually made in the text.

b Try to predict answers before you check the text.

c Look for words that you know in the statements and underline them.

d Check that the statements are in the same order as in the passage.

e Identify modal verbs like *must, should, could* and look for similar expressions in the passage.

Technique

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

Reading passage 10

You should spend 20 minutes on questions 1–13, which are based on Reading Passage 10.

Individualism or society?

The human trait known as individualism can be understood in two distinct ways. The first implies an individual's aspiration to self-reliance or independence, and the need to exist as individual human beings. The second, by contrast, is understood as a social theory which prioritises freedom of action by individuals over the authority of an all-powerful state. As far as the second conception is concerned, individualism as a discrete construct of Western thought really came to the fore with the onset of capitalism in the late seventeenth century. The two most influential English political philosophers of that period – and since – Hobbes and Locke, outlined ideal models of government of a distinctly individualist hue. In their view, the state's function was to protect a citizen's individual liberties and interfere with any citizen's actions only when those actions violated another individual's right to act freely. For both, society is nothing more than an agglomeration of individuals; it has no reality independent of the individuals that make it up.

In practice, in the context of late twentieth and early twenty-first century developed societies, the term 'individualism' is generally congruent with a world view whose adherents wage a metaphorical low-level war against what they perceive to be the incessant and incremental growth in the power of the state. True individualists would undoubtedly argue that society's attempts to regulate the individualist's two most closely guarded spheres of personal liberty – economic and civil – will always represent individualism's most keenly fought over battlegrounds. This strongly individualistic view of the role of society is often referred to as 'libertarianism'.

An intriguing characteristic of those professing to be libertarians is that they can happily disagree, equally vehemently, with a government policy on, say, education, from either a distinctly 'left' or a distinctly 'right' libertarian perspective. Indeed, commentators and opinion formers in the mass media readily admit that one of the most fascinating aspects of these manifestations of modern individualism of either kind is just how frequently both claim to be the authentic standard bearers of libertarianism. Thus anarchists arguing for their particular vision of libertarianism would never be seen dead breaking bread with right wing neo-liberal libertarians – or vice versa.

In the 1980s, champions of 'deregulation' announced their mission to 'set the people free' from the suffocating yoke of 'big government' or the 'stranglehold of regulation'. So it was that in Britain enterprises once state-owned were privatized and public utilities such as telecoms, gas, electricity, and water were rapidly sold off. Moreover, unified transport systems took on multiple identities when the networks of trains and buses, most of which had previously been owned by the state, were put up for sale and then snapped up by a host of individual private companies.

It is fair to say that notwithstanding the social and political manifestations of individualism, which are still pillars of orthodoxy in many developed western countries – such as the USA and Britain – probably the most striking evidence of the enduring strength of individualism, and just how deeply this view of society has permeated all fields and forms of the contemporary arts, is the celebrity culture that surrounds us nowadays. Being famous, or better, being famous for just being famous, has become almost an article of faith for wannabes everywhere. The seemingly insatiable public appetite for reality TV and tabloid newspapers, in addition to the all-pervasive celebrity photo journalism that fills a plethora of ubiquitous glossy magazines, are living testimony to Andy Warhol's dictum that anyone 'can be famous for fifteen minutes' these days.

But the cult of celebrity alone does not convey the enduring power of individualism. Pause to reflect for a moment, and try to think of one truly great film, play, or popular song that could ever have achieved such universal acclaim without an individual voice at its narrative core. Surely, this is why Frank Sinatra timelessly strikes a chord with the individualist in all of us when he sings 'I did it my way'.

Technique: Yes/ No/ Not Given

1 Look for words in each statement to help you scan.
2 Identify comparisons or qualifying expressions in the statements.
3 Identify cause and effect 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 views of the writer in the Reading Passage?

Write

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

1 There are two discrete interpretations of the term individualism.

2 The rise of individualism caused disquiet among governments in Europe.

3 The prominence of individualism as a concept coincided with the rise of capitalism.

4 Hobbes and Locke had little impact in the late 1700s.

5 Hobbes and Locke's ideas about the state were not pro-individualist.

6 Individual liberties must be preserved because they guarantee protection against the state.

Questions 7–11

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

7 According to individualists, which two areas of personal freedom must be protected from state regulation? .....

8 What name is given to the view that society should not limit individuals' rights to do as they wish? .....

9 Before the 1980s, who owned most of the transport networks in Britain? .....

10 According to the writer, what is the clearest evidence of the continuing importance of individualism in society? .....

11 According to the writer, what feature must a film or song have to make it popular? .....

Questions 12 and 13

12 What strange trait does the writer mention about individualists?

A They can hold completely opposite political positions.

B They do not often disagree with government policy.

C Their opinions are shaped by the mass media.

D They have different views on the role of the government in education.

13 Which of the following statements best summarizes the writer's view of individualism?

A Individualism has become less important since its conception in the late seventeenth century.

B The adherents of individualism disagree over how much the government should regulate personal liberty.

C The strength of individualism is reflected in many aspects of contemporary politics and culture.

D Individualism is the cause of most conflicts in society today.

Improve your IELTS word skills

1 Decide if the expression in italic means that the item is part of the larger group or an exception to it.

a All members of the board were in agreement, *apart from* Mr Blake.
b Some people, *myself included*, believe that school exams are too easy.
c All of the books were translated into Spanish, *with the exception of* the last.
d Many gifted musicians have come from musical families, and Mozart and Beethoven were *no exception*.
e All societies, *including* technologically advanced ones, retain certain taboos.
f All employees took part in the strike, *save* the director's PA.
g All of the furniture was designed specially, *bar* the lecturer's desk.
h These essays *can be subsumed under* the wider category of existentialist tracts.

2 Write the noun forms of these adjectives.

lonely solitary remote distant isolated secluded

3 Which two of the three adjectives can combine with the given noun to make common collocations?

a *remote/solitary/secluded* area
b *lonely/solitary/distant* existence
c *isolated/remote/distant* past
d *lonely/solitary/secluded* person
e *remote/solitary/isolated* community

4 Complete sentences a–h with the adjectives in 2 above or with a corresponding noun form.

a There is a ..... chance that the hurricane could wipe out the village.
b The new manager was disliked for his cold and ..... manner.
c Unlike wolves, bears are ..... animals and do their hunting alone.
d He experienced feelings of great ..... after the death of his wife.
e There were a few ..... incidents last night but no serious rioting.
f There is a ..... possibility that he has managed to escape the country.
g After their refusal to withdraw their troops from the area, the country was left diplomatically ..... .
h These days, many universities offer ..... learning programmes.

5 Which of the collocations below imply something *usual* and which imply something *unusual*?

popular opinion standard formula peculiar idea
eccentric behaviour odd characteristic conventional wisdom
orthodox theory deviant personality

6 Think of other adjectives which can collocate with the nouns in 5 to give a similar meaning. You can recombine some of the ones above.

Key

Unit 1

1

Possible answers

a The main causes are changing climate or poor land management.

b If the causes are man-made, then possibly the situation could be reversed. Irrigation could help in the short term. Measures to combat climate change are probably required in the long term.

c Both. Global as the causes involve global issues such as climate change and the world economy. There may also be local causes such as people cutting down trees for firewood.

d There are environmental consequences such as less farmland or habitable land, and water shortages. There are economic consequences in that it deprives people of their livelihood. There are social consequences such as increased migration to cities.

2

a You can see Sahel because it is a proper noun and therefore written with a capital letter. Anything written with a capital letter is easy to find.

b Desertification is easy to see because it is a longer word and therefore stands out more.

3

The most helpful suggestions are probably a, b and d. Suggestions e and f might also be helpful.

4

zone (line 1)
marginal (line 3)
steadily crept (line 6)
Botswana (line 13)
increasing population (line 15)
overcultivation (line 18)
plant species (line 25)
management (line 33)

5

a Diagram 3
b Diagram 5
c Diagram 4
d Diagram 2
e Diagram 1

6

transitional (line 3)
unfortunately (line 6)
surveys (line 8)
severe (line 10)
exhausted (line 17)
bind (line 23)
eventually (line 26)
shea (line 35)

7

a occupy
b taking place
c scarce
d entirely
e halt

8

a prolonged (line 10)
b productive (line 7)
c erosion (line 25)

9

1 adjective
2 noun
3 noun
4 noun
5 adjective
6 noun

10

1 semi-arid
2 20/twenty years
3 increasing population
4 plant species
5 preventable
6 rainfall

11

Suggested scanning words:

1 Sahara – it is easy to find because it has a capital letter.
2 70 per cent, 30 – they are numbers. Also look for the number in words.
3 southern Africa – the name has a capital letter.
4 agricultural land use – *agricultural* is a long word.
5 desertification/tree cover – the first word is long.
6 tree cover – use *desertification* in number 5 to help you.
7 tree conservation, sustainable agricultural land use: long phrases are easy to find.

12

1 northwards
2 just over, over the last 30 years
3 faster, than in the Sahel
4 not
5 minor
6 if, a loss of
7 more ... than sustainable agricultural land use

13

1 False
2 Not Given
3 Not Given
4 False
5 Not Given
6 False
7 Not Given

14

1 The passage does not give a future prediction. We may think this is likely, but it is not in the passage.
2 Again, the passage does not talk about the future possible droughts. It only talks about what has happened up to now (note the use of present perfect in paragraph E).
3 The passage only talks about what has been done up to now. The last sentence, which suggests possibilities for the future, does not mention the UNDP.
4 There is no mention of a specific second project.

Reading passage 1

Questions 1–6.

1 False
2 True
3 False
4 True
5 Not Given
6 True

Questions 7–12.

7 (complete) mystery
8 (random) guess
9 unanswered questions
10 same nest
11 stars
12 local landmarks

Questions 13 and 14
A, E

Improve your IELTS word skills

1

a impact/effect
b changes
c effect
d consequences
e cause
f results
g factor
h role

2

a far-reaching consequences
b dramatic changes
c gradual development
d profound effect
e favourable outcome
f underlying cause
g limited impact

3

a same meaning
b opposite meaning
c same meaning
d opposite meaning
e same meaning

Unit 2

1

a Cambodia. Examples of other monuments are: The Ruins of Persepolis, Iran; Great Zimbabwe, Zimbabwe; The Great Wall of China.
b Students' own answers
c Students' own answers
d Students' own answers

2

a

3

a 4
b 5
c List 1 relates to architecture/building; list 2 relates to travelling by train; list 3 relates to history.
d 1–4 contain nouns and verbs; 5 contains an adjective, a conjunction, prepositions, and pronouns, but no nouns or verbs.

4

The words, which are all associated with engineering, are *construction, bridges, engineers, industrial, projects,* and *railway*.

5

The words associated with engineering are *construction engineers, Industrial Revolution, engineers, shipping, bridge-building, railway construction, projects,* and *works*.

6

1 C; the words which help are *design competition, original judge of the competition, rejected all entries to the competition, second contest.*
2 A; the words which help are given in 5, and the phrase *challenged and motivated his colleagues* relates to the word *inspiring*.
3 B; the words which help are *Thames Tunnel, bore under the Thames, river broke through into the tunnel, second breach.*

7

1 less important than
2 less involved ... than
6 at the same age as
7 more difficult than

8

1 False
2 Not Given
3 False
4 False
5 False
6 Not Given
7 Not Given

9

1 Change *less* to more.
2 Remove the words *less … than other engineering fields.*
3 Remove the word *only.*

10

a Not Given
b False
c True

11

1 Not Given
2 Not Given
3 False

12

2 and 4

13

Endings C and G indicate effects.
Questions

B Who was an important civil engineer?
C What meant that completion of the bridge was delayed?
D What is a symbol of Bristol?
E What was recommenced as a suitable memorial to Brunel?
F What was chosen in the second competition?
G What [event] led to a second contest to design the bridge?
H What symbolizes Sydney?

14

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

15

Statements a–e are wrong. The correct sentences are:

a Many historical sites worldwide/are being destroyed by visitors.
The word *rewritten* does not collocate with sites. The word *sites* collocates with *destroyed*.

b Many old films/are being restored and digitally mastered.
The words *films* and *conducted* do not collocate. The words *films* and *restored* and *digitally mastered* collocate.

c Archaeological digs/are rarely conducted for a long period of time.
The words *digs* and *known for their breadth of knowledge* do not collocate. The words *digs* and *conducted* collocate.

d Samuel Johnson and Leonardo da Vinci/were known for their breadth of knowledge.
The names Samuel Johnson and Leonardo da Vinci do not collocate with *destroyed/visitors*, but they collocate with *known*.

e Past events/are often rewritten by historians.
The words *past events* do not collocate with *restored* and *digitally mastered*. The words *events* and *rewritten* collocate.

Reading Passage 2

Questions 1–7

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

Questions 8–11

8 C
9 A
10 B
11 C

Questions 12–14

A, D, E

Improve your IELTS word skills

1

a 1921
b 1891
c 1803
d 1854
e 1952
f 2001
g 1798

2

a 3
b 5
c 1
d 6
e 2
f 4
g 7

3

b (successful)
c (unsuccessful)

Unit 3

1

Possible answers

a *Wood* has been used for fuel for cooking, etc. for centuries. *Wind* has been used to generate power in windmills for grinding grain. Now, the energy of the wind is being harnessed to provide energy through wind farms. *Water* has been used to drive mills for grinding corn and for generating electricity. Energy from waves, rivers, and the tides of the seas are now being harnessed. *Nuclear* energy is used to provide electricity and for transportation. *Coal* has been used for centuries to provide energy for domestic and industrial purposes. *Human power* has been used for tasks such as building, and pulling, pushing, and carrying. *Animals* have been used for millennia for pulling and carrying goods and for human transport. *Gas* has been used for lighting and cooking. *Oil* has been used for transport and the production of electricity for domestic and industrial purposes.

b Students' own answers

c Others include biomass, hydrogen, solar, wave, geothermal, rubbish.

2

a The diagram shows an early steam engine.

b All the missing words are nouns.

3

1 boiler
2 steam
3 piston
4 cylinder
5 first valve
6 second valve
7 cold water
8 cistern

4

a True
b True
c False
d False
e True
f False
g True

5

Possible answers

battery – torch
axle – car
blade – propeller
handle – door
lens – camera
turbine – engine
switch – light

6

Advantage
benefit
upside
plus

Disadvantage
downside
drawback
stumbling block
problem
handicap

7

The text includes:
benefit (line 2)
downsides (line 3)
problems (line 5)
weakness (line 6)
strength (line 7)
obstacle (line 12)
problem (line 13)
stumbling block (line 14)
drawback (line 18)

8

The phrase *Types of fuel* gives you the topic and the words *Advantage, Disadvantage, Future* give you the organization.

9

1 finite resource
2 methane
3 rosy
4 commercial outlets
5 new dawn
6 readily available
7 bright

10

1 Location
2 Types of power
3 Environmental impact
4 Homes supplied

11

method: strategy, technique, means, way, approach, manner
types: kinds, sorts, classes, groups, category, nature, brand, style
impact: consequence, result, effect, outcome, upshot, impression, product

12

thirdly – stage three
after that – any stage
subsequently – any stage
simultaneously – no stage
finally – fourth stage
at first – no stage
in the next phase – any stage
following that – any stage

13

Students' own answers

14

1 corn
2 distillery
3 fermentation
4 filtration
5 distillation
6 fuel-ethanol plant
7 blending
8 storage
9 distribution

15

a Diamonds formed deep below earth's surface
b Filtration followed by fermentation
c Heat generated by buried waste
d Electricity generated by rotating blades
e Recording published, sold, and played on radio

Reading Passage 3

Questions 1–7
1 (yellowish powdery) lesions
2 shoots
3 (green) coffee
4 leaves
5 bare
6 defoliation
7 nodes

Questions 8 and 9
8 B
9 A

Questions 10–14
10 C
11 E
12 G
13 B
14 A

Improve your IELTS word skills

1

1 to extract
2 is filtered
3 reacts
4 is blended
5 is stored
6 is distributed
7 falls
8 is carried
9 to fix
10 to grow
11 are spread

2

The first text describes a production process. Title: 'The production process for margarine'.
The second text describes a life cycle. Title: 'The life cycle of a tree'.

3

1 extraction
2 filtration
3 reaction
4 blending
5 storage
6 distribution
7 fall
8 carrying
9 fixing
10 growth
11 spread

Unit 4

1

Possible answers

a Picture one shows students learning as a group as they listen to a lecture and picture two shows a student receiving individual tuition. Students can also learn in small groups in tutorials or take part in seminars. They can also learn by living with families or by video-conferencing or over the Internet by distance learning.
b Students' own answers
c Students' own answers
d Learning is becoming more sophisticated as technology slowly moves into the classroom. For example, computers are now common in some parts of the world, as are electronic whiteboards.

2

a problem
b reasons
c prediction

3

The sequence is iv, i, iii, ii.

4

a iv
b ii and iii
c i – the heading is stating a general idea for the first time

5

b

6

a 1, 5, and 7
b 2, 4, 5, and 6
c 2 unnecessary; 3 boring; 4 reluctance; 6 lost; 7 less interested
d The title tells you the writer is defending British people. Statements 2 and 4 are good arguments for this, but you need to check the answer in the passage. Statement 3 appears not to fit with the title.

7

1 Yes
2 Yes
3 Not Given
4 Yes
5 Not Given
6 No
7 Not Given

8

1 D 3 B
2 C 4 A

9

1 a 3 c
2 d 4 f

10

These are all very important, but the most important is b.

11

1 b
2 b
3 a

Reading Passage 4

Questions 1–7
1 vii
2 i
3 vi
4 iv
5 ix
6 xiii
7 v

Questions 8–10
8 Yes
9 Not Given
10 No

Questions 11–13
11 C
12 B
13 D

Improve your IELTS word skills

1

unambitious
unconscious
inaccurate
illiterate
immortal
irreplaceable
irrelevant
dissimilar
dissatisfied
asymmetrical
apolitical

2

a irreplaceable
b unconscious
c irrelevant
d dissimilar

3

a spelt wrongly
b not funded enough
c nationalization to be put into reverse
d fishing too much
e sit the exam again
f live longer than

Unit 5

1

Possible answer

a The photo shows a young person helping someone older to operate a computer.
b Younger people appear to be much faster using new technology. Older people can use it easily as well. It may just be a question of interest.
c Students' own answers
d Students' own answer

2

a The passage is about young people and possibly the fact that too much is expected of them by other people – parents, schools, employers.

3

a The word *report* helps to find the beginning. The words *family members* and *studies* and *work* help to locate the end.
b The beginning of the summary is the start of the passage. The end is the first sentence of paragraph 4.

4

It is possible to predict the meaning of most words, even if you cannot predict the words themselves, by using the information in the summary and the collocation of words. For example, in 1, the words *wasting* and *time* help you. In 3 and 4, the answers are at the end of the same sentence. In 7, it is clear by now whether the answer is positive or negative.

5

1 L (significant amounts)
2 A (in sequence)
3 I (electronic gizmos)
4 E (messages)
5 J (behaviour)
6 B (revolution)
7 H (negative impact)

6

Students' own answers

7

1 a considerable amount of time
2 one after the other
3 electronic devices
4 sending out emails to their friends
5 multitasking
6 ever larger number of electronic devices/electronic wizardry
7 seriously affecting

8

a The statements are probably found after the end of the summary.
b Treat this like a multiple-choice question. We might expect A or D to be true from the point of view of students. We might expect B to be true from the point of view of academics. We might expect F or G to be true from the point of view of employers.
c A *electronic gadgets*; B *multitasking/electronic gadgets*; C *study skills*; D *most young people/electronic gadgets*; E *computer use/school*; F *electronic gadgets/capacity to perform/work*; G *overuse/computers/definitely*. *Electronic gadgets* is a long phrase which should be easy to scan for, but, since it comes up often, other scan words are needed.

9

B, D, F

10

a The word *concludes* suggests the answer is at the end.
b The writer is against the pressure on young people.
c Statement A is a specific criticism mentioned earlier in the text, so can be eliminated.

11

B

Reading Passage 5

Questions 1–7
1 C
2 K
3 D
4 H
5 E
6 B
7 F

Questions 8–10
A, D, F

Questions 11–13
11 B
12 D
13 A

Improve your IELTS word skills

1

-ness forms a noun from an adjective
-ity forms a noun from an adjective
-ment forms a noun from a verb
-ion forms a noun from a verb
-ation forms a noun from a verb
-ing forms a noun from a verb

2

action
detection
fulfilment
travelling
rapidity
sadness
similarity
thoughtlessness
Additional words:
happiness
familiarity
government
election
fixation
making

3

adulthood
childhood
courtship
friendship
kingship
neighbourhood
relationship

4

courageous – adjective
denial – noun
priceless – adjective
useful – adjective
survival – noun
wonderful – adjective
worthless – adjective

Unit 6

1

Possible answers

a The first picture shows traditional dance, music, and costume. The second picture shows work habits, and company or corporate culture.
b Students' own answers
c Students' own answers

2

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

3

a role
b problem
c strategies
d Reservations
e Action
f outline

4

a Different definitions of culture and research into it.
b
i interpretations
ii problem
iii definition
v reason
vi discrepancy
c ii
d It indicates that this heading matches a paragraph containing more than one main idea.

5

Paragraph A ii
Paragraph B iii
Paragraph C i
Paragraph D v
Heading iv appears in paragraph B but it is not developed. It is really a lead-in to paragraph C. Heading vi appears in paragraph C, but it is not the topic of the whole paragraph. It is only there as further evidence that the meaning of cultural behaviour can be difficult to investigate.

6

The plan relates to Paragraph C.
Example 1: 'culture as consisting of systems of shared meaning'
Example 2: 'culture as a product of the implicit beliefs which underlie it'
Example 3: 'what people say to explain their cultural behaviour and what really drives this behaviour are often widely different'

7

1 idea
2 fact
3 fact
4 ways

Phrase 4 is most likely to refer to a whole paragraph as it does not just refer to one fact or idea but compares different ideas.

8

1 B
2 A
3 C
4 C

9

a way
b Method 1: studying what can be observed
Method 2: asking what beliefs cause this observed behaviour
Method 3: assessing both the other culture and our own

10

i whole (the phrase refers to various strategies, not just one)
ii part
iii part

12

1 B
2 D
3 G
4 E

Reading passage 6

Questions 1–4
1 vii
2 i
3 v
4 ix

Questions 5–9
5 E
6 G
7 D
8 A
9 C

Questions 10–12
C, D, F

Question 13
13 C

Improve your IELTS word skills

1

link, relationship, association

2

Possible answers
How body language and environment are *linked/related/associated*.

3

aim, goal, objective;
analysis, explanation, interpretation;
characteristic, feature;
consequence, effect, outcome;
difficulty, obstacle, problem

4

Possible answers
a The outcome of the research on stem cells
b A process of producing hydrogen from water for energy
c The link between culture and wealth
d Factors involved in the production of a film
e The role of the United Nations in protecting cultures under threat

5

Possible answers
a result/consequence
b way/method/procedure
c relationship/connection/correlation/association
d elements/steps
e part played by/contribution of

Unit 7

1

Possible answer
a Students' own answers
b Students' own answers
c Books don't seem to be going out of fashion, even though there are different media for reading, like e-books and books that can be downloaded onto iPods.

2

Techniques a, c, e, and g are all good techniques.

3

1 social
2 relaxed
3 cheap
4 focus
5 eclectic
6 constant
7 expand

4

Possible answers
1 Reading
2 hobby
3 escape
4 book
5 novel

5

Answers to hints
Question 1
a reasons
b *mainly*

Question 2
a effect
b the low cost of books
c D: cinemas and theatres losing money is not mentioned

Question 3
a adjectives
b cosy, formal, official, unthreatening, easy-going
c *the overwhelming majority*

Question 4
a B and D
b A, C and D
c A is false. C and D are not given.

Question 5
a the writer's opinion
b A
c C is the opposite. B and D are not given.

Answer to multiple-choice questions

1 A
2 C
3 D
4 B
5 A

6

1 c
2 a
3 d
4 f
5 e
6 b
7 g

Reading Passage 7

Questions 1–5
1 technical terminology
2 liberal references
3 concept
4 hoax
5 theories

Questions 6–10
6 C
7 A
8 B
9 A
10 B

Questions 11–13
11 D
12 C
13 A

Improve your IELTS word skills

1

assess, appraise
condemn, disapprove, censure, criticize
endorse, appreciate, condone

2

assessment
condemnation
disapproval
appraisal
censure
endorsement
condoning
criticism
appreciation

3

a assessment
b criticism
c endorsement
d appreciation
e condemnation

4

a condemnation
b analysis
c discrimination
d judgement
e belief
f perception
g concept

5

a valued/overvalued
b misunderstood
c disapproved
d condemned/disapproved of
e misjudged
f disbelieved

Unit 8

1

Paragraph 1: Norse
Paragraph 2: Inca

Possible answers

a We have gained many scientific benefits for the human race as we look for the answer to natural phenomena like the movement of the stars and the earth. However, we have also lost something, because scientific explanations can take away the mystery from our lives.
b In many respects, our ancestors treated the environment better. They tried not to disturb the balance between the human race and nature. We could therefore learn to only take what we need from the environment, e.g. planting more trees if we cut trees down.

2

a The Quarry
b Two places to be named (1 and 2), then some steps and *Intihuatana*. Look at Exercise 1 for the name, Inti.
c Names of places.
d Some kind of open space or large building.
e 1 and 2 are west of 7.
3 and 4 are south of 7.
5 is south-east of 7.
6 is east of 7.

3

1 Temple of the Three Windows
2 Principal Temple
3 Royal Sector
4 Temple of the Sun
5 Temple of the Condor
6 Common District
7 Lawn

4

The most useful are: b, c, and d.

5

1 (principally) astronomical
2 the Common District
3 circular
4 three
5 the prison complex
6 the Serpent Window

6

1 What ...? Trapezoidal
2 Who ...? The Emperor
3 How ...? spectacular
4 Who/Which organization... ? The US Geographic Society
5 How far ...? 120 kilometres

7

Students' own answers

8

1 magma
2 cracks
3 impermeable rock
4 underground/geothermal
5 700 (°/degrees) Fahrenheit

9

1 D
2 B
3 A
4 C
5 D

10

a The plants.
b Put a box around the plant names and then underline the features.
c One at a time is better.

Reading Passage 8

Questions 1–6
1 short thick
2 cobby
3 medium-length
4 short
5 wedge-shaped
6 slanting

Questions 7–11
7 natural
8 the breed standard
9 the nineteenth century
10 non-Persian longhairs
11 forward-folded ears

Questions 12 and 13
12 B
13 C

Improve your IELTS word skills

1

characteristic
trait
attribute
quality

2

Possible answers

category
class
sort
grouping
type
kind
subdivision

3

a 1
b 8
c 2
d 7
e 4 and 5
f 4
g 3
h 6

4

brand can replace *make*;
variety can replace *genre*;
sort and *type* can replace all.

5

characteristic
distinctive
exemplify
feature
indicative
typify typical

6

a catalogued
b related
c satisfied
d defined
e classified
f differentiated

Unit 9

1

Possible answers

a There are several reasons, for example advances in medicine, better sanitation, improved living standards, and greater wealth.
b The number of deaths in childbirth was probably very high, as was the mortality from plagues and diseases. Another reason is the lack of medicines like vaccines available for illnesses like measles which are no longer life-threatening if prevented.
c There are several disadvantages. If an elderly person is chronically ill, it can affect the quality of life. Moreover, it can cost the family and the country more to look after someone.

2

a disappointing result
b unorthodox treatment
c key figure
d mental fitness
e attractive setting
f significant development
a 2
b 6
c 1
d 3
e 4
f 5

3

Possible answers

a peak/pinnacle
b time
c zenith
d crisis
e advantages

Answers from the passage

a prime (line 1)
b age (line 2)
c peak (line 2)
d problem (line 5)
e assets (line 7)

4

Possible answers

a a misuse of a country's budget
b major reason
c querying the idea
d hidden method
e bringing in an unwelcome new development

Answers from the passage

a drain on the country's wealth
b principal cause
c challenging the view
d magic recipe
e imposing some clumsy 'innovation'

5

a It does not need government committees or armies of bureaucrats to devise training packages.
b Perception tests in studies have shown that people who expect the so-called age-related illnesses like deafness and mental decline to happen in their old age conform to the stereotype and fulfil the prophecy.
e Stereotypical images of senior citizens haunt the general population.

6

a No, it is unlikely.
b meaning
c Words like *measure, proposal, recommendation*, or modal structures like *should* or *could, is/would be a good idea*.
d Words like *if, if not, unless, as long as, providing, provided that*.
e No. Try to look for words that indicate the meaning and read around them.

7

a For an increasing number of people, it is now much later, between 50 and 65, which is effectively when people are thinking of retiring.
b Thus, it is not surprising that negative images permeate society.
c There are already TV programmes, for example, about people in their seventies and eighties involved in sports like sky-diving more often associated with the young.
d Stereotypical images of senior citizens haunt the general population.
e More positive images of people in their prime or older in the media, etc. would be a good start.

8

The ideas are organized aroung cause and effect. The phrases from the passage which indicate this are: *make sure that, the causes of, the principal cause, factors, have led to*, and *as a result*.

9

1 B
2 D
3 B
4 C
5 A

10

Phrases 1,2, and 3 refer to parts of paragraphs, whereas 4 and 5 refer to whole paragraphs.

11

1 F
2 E
3 G
4 E
5 F

Reading passage 9

Questions 1–6
1 E
2 G
3 D
4 A
5 G
6 B

Questions 7–13
7 Yes
8 Not Given
9 Not Given
10 No
11 No
12 No
13 Yes

Question 14
14 A

Improve your IELTS word skills

1

a reason
b result
c example
d conclusion
e additional information
f contrast
g concession
h purpose
i condition

2

a *therefore* indicates result, whereas the others indicate additional information.
b *meanwhile* indicates at the same time, whereas the others indicate contrast.
c *at first* relates to time, whereas the others relate to numerical sequence.
d *firstly* relates to numerical sequence, whereas the others relate to time.
e *subsequently* relates to time, whereas the others relate to result.
f *some time ago* indicates distant, whereas the others indicate recent time.
g *before* indicates earlier than when, whereas the others all relate to the time when.

3

a Condition: Unless more funds are put into the health service in the future …
b Reason: Because a record number of heart operations were successful …
c Result: which then led to a major crisis at the health clinic …
d Alternative: More administrative staff could be employed or more nursing posts created.
e Comparison: whereas the second caused a number of serious side effects.
f Purpose: so that they would be able to meet their targets.
g Concession: Although they may need to slow down a little, …

Unit 10

1

Possible answers

a You might see PRIVATE and DO NOT ENTER outside government or company buildings which are not open to the public or outside large private homes. You might see the other sign outside a restaurant or shop or cafe to encourage people to enter.
b Students' own answers
c Electronic surveillance cameras and satellite-tracking devices for vehicles are good examples. They have good sides, but they are invading our privacy. They probably cannot be stopped. In fact, they may become more invasive.
d Students' own answers

2
1 b
2 a

3
1 a fact b opinion
2 a opinion b fact
3 a opinion b fact
4 a opinion b fact

4
a *foolishly* in 4a
b *inevitable* in 2a
c *because* in 3a
d *should* in 1b
The words indicate the writer's opinion.

5
a not an opinion
b an opinion
c an opinion
d not an opinion
e an opinion
f an opinion
g an opinion

6
b *clearly mistaken*
c *unfortunately*
e *It would, I feel, be a good idea.*
f *If ... , would certainly decline.*
g *fails miserably*

7
1 Not Given
2 Yes
3 Yes
4 Not Given
5 No
6 Not Given

8
1 no
2 yes
3 yes
4 no
5 no
6 no

9
1 There is no mention of overspending.
2 The passage doesn't mention whether they are dissatisfied or not.
3 There is no comparison between Europe and the UK. Only the UK is mentioned.
4 The writer does not suggest that restrictions should be placed.

10
1 It is not just their availability that is the problem ...
2 Products also need to have a short lifespan so that the public can be persuaded to replace them within a short time.
3 At first, there were only one or two available from a limited number of manufacturers, but now there are many companies ...
4 Gone are the days when one could just walk with ease into a shop and buy one thing; no choice, no anxiety.

11
1 b
2 a
3 b

12
a, b, and e

Reading passage 10
Questions 1–6
1 Yes
2 Not Given
3 Yes
4 No
5 No
6 Not Given

Questions 7–11
7 economic and civil
8 libertarianism
9 the state
10 the celebrity culture
11 an individual voice

Questions 12 and 13
12 A
13 C

Improve your IELTS word skills

1
a exception
b part
c exception
d part
e part
f exception
g exception
h part

2
loneliness
solitude
remoteness
distance
isolation
seclusion

3
a remote/secluded
b lonely/solitary
c remote/distant
d lonely/solitary
e remote/isolated

4
a remote
b distant
c solitary
d loneliness
e isolated
f remote
g isolated
h distance

5
Usual
popular opinion
standard formula
conventional wisdom
orthodox theory
Unusual
peculiar idea
eccentric behaviour
odd characteristic
deviant personality

6
Possible answers
public opinion
usual formula
odd idea
unconventional behaviour
bizarre characteristic
received wisdom
conventional theory
peculiar personality