

# LESSONS for IELTS



## READING

New Oriental Education & Technology Group IELTS Research Institute



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH

**NTV**

Công ty TNHH  
Nhân Trí Việt



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## **Lessons for IELTS Reading**

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## Dear Student,

Welcome to this New Oriental IELTS preparation course and the Reading Book in particular.

IELTS, the International English Language Testing System, is one of the world's most popular English language tests for entry into university or higher education where English is the language of communication. In other words, it is your academic passport!

The most difficult challenge you will face in the Academic Reading Test is the enormous amount of unknown vocabulary. In this book, you will learn a lot of frequently used academic words but, more importantly, you will learn strategies for managing unknown vocabulary. Each unit has extensive activities to help you develop your English vocabulary because a wide vocabulary base is one of the keys to success in the Reading test.

The exercises in this book have been designed to help you practise all essential reading skills as well as apply useful strategies you will need to answer different kinds of questions in the test.

Topics in this book have been chosen because they are interesting, appropriate, and typical. You will also study some common writing styles (narrative, description, and argument) which are often found in reading passages of the IELTS test.

Thank you for choosing to study for the IELTS with New Oriental.

**Rod Ellis**

# Preface

## **Dear Reader,**

Thank you for choosing the IELTS materials with New Oriental.

This book is the long anticipated result of a close cooperation between New Oriental and international IELTS experts to develop our own IELTS training materials. We believe it offers a different approach with the following features:

First of all, the language used is likely what you will encounter in a real classroom or work setting while living abroad. The setting of each unit is also consistent with how you might encounter English as used by native speakers in their own country.

Also, under the guidance of renowned professor Rod Ellis, our partner international research team has delivered a proven methodology for ensuring the intended acquisition of needed skills for IELTS test takers in speaking, listening, reading, and writing.

And most importantly, this book incorporates ten years of IELTS training experience by the very best teachers at New Oriental, and therefore, has been customised to suit the needs of Asian students.

I sincerely hope that together with these materials, teachers can also make their IELTS classrooms fruitful and rewarding.

Enjoy your time with New Oriental.

**Zhou Cheng Gang**

# Overview

This book covers the following points:

## Reading Topics and Styles

Topics which are often seen in the IELTS Reading test

- technology, the environment, psychology, human biology, science, history, sport, medicine, the media, advertising

Common styles of IELTS reading passages

- Narrative, description, and argument styles. Articles are written in newspaper, journal, and/or magazine style and are mostly at a level for an educated, general audience.

## Vocabulary

Exercises to help you to recognise and learn useful vocabulary for reading texts; strategies for dealing with unknown vocabulary in reading texts

## Strategies and Practice for Answering the IELTS Reading Question Types

All of the IELTS reading question types are covered in this book. The book provides:

- Practice exercises for each question type
- Helpful hints for approaching each question type

## Practice Activities for Reading Quickly to Understand the Main Idea

This is a KEY skill for success in the IELTS Reading test. Each unit provides activities to help you to understand the main ideas BEFORE you begin the IELTS-style reading questions.

## Practice Units

Units 5, 10, 15, and 20 in this book are practice units. In these units, you will practise reading and answering questions.

There are two reading passages in each Practice Unit, and each passage has about 25 questions. In the real IELTS test, there are three reading passages and each one has about 15 questions. The total number of questions in a real IELTS test is 40.

## Extension Activities

These activities are designed to provide further vocabulary practice or to help you to understand the organisation of the passage more clearly.

We hope you will enjoy using this book and that you will learn useful language and skills to help you to pass the IELTS Reading test.



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# IELTS

## Reading

“Chance favours the prepared mind.”  
(Louis Pasteur)



## Warm up - Thinking about the Topic

Look at the two pictures of classrooms in the 1900s and in the present.



- 1 Find at least 5 differences in the pictures. Talk about them with your partner.
- 2 Match these statements to each picture.
  - a. Children should be quiet and keep still while they are learning, and they should do what the teacher tells them.
  - b. Children need to talk and discuss together while they are learning.
  - c. Pictures and books help children to learn.
  - d. Education means learning to read and write and do maths.
  - e. Education means learning about the world and about how to find out information for yourself.
  - f. Teachers should set a good example to their students both in and out of the classroom.
  - g. Teachers should teach children to co-operate and to respect each other.
- 3 Work with a partner to make a sentence about education in the 1890s and in the 2000s. Speak, do not write.

In the 1890s,..., whereas in the 2000s,...

## Beginning to Read

## Skimming to Find the Paragraph Patterns and the Main Idea

For IELTS reading, you need to be able to read **QUICKLY** to find main ideas and the structure, or organisation, of the paragraphs and the reading passage. Complete the activities on the next pages to practise how to do this. **Keep to the time limit!**



# Education over the past 100 years

**A** The education of our young people is one of the most important aspects of any community, and ideas about what and how to teach reflect the accepted attitudes and unspoken beliefs of society. These ideas change as local customs and attitudes change, and these changes are reflected in the curriculum, teaching and assessment methods, and the expectations of how both students and teachers should behave.

**B** Teaching in the late 1800s and early 1900s was very different from today. Rules for teachers at the time in the USA covered both the teachers' duties and their conduct out of class as well. Teachers at that time were expected to set a good example to their pupils and to behave in a very virtuous and proper manner. Women teachers should not marry, nor should they 'keep company with men'. They had to wear long dresses and no bright colours and they were not permitted to dye their hair. They were not allowed to loiter downtown in an ice cream store, and women were not allowed to go out in the evenings unless to a school function, although men were allowed one evening a week to take their girlfriends out if they went to church regularly. No teachers were allowed to drink alcohol. They were allowed to read only good books such as the *Bible*, and they were given a pay increase of 25c a week after five years of work for the local school.

**C** As well as this long list of 'dos' and 'don'ts', teachers had certain duties to perform each day. In country schools, teachers were required to keep the coal bucket full for the classroom fire and to bring a bucket of water each day for the children to drink. They had to make the pens for their students to write with and to sweep the floor and keep the classroom tidy. However, despite this list of duties, little was stipulated about the content of the teaching, nor about assessment methods.

**D** Teachers would have been expected to teach the three 'r's – reading, writing, and arithmetic – and to teach the children about Christianity and read from the *Bible* every day. Education in those days was much simpler than it is today and covered basic literacy skills and religious education. They would almost certainly have used corporal punishment such as a stick or the strap on naughty or unruly children, and the children would have sat together in pairs in long rows in the classroom. They would have been expected to sit quietly and to do their work, copying long rows of letters or doing basic maths sums. Farming children in country areas would have had only a few years of schooling and would probably have left school at 12 or 14 years of age to join their parents in farm work.

**E** Compare this with a country school in the USA today! If you visited it today, you would see the children sitting in groups round large tables, or even on the floor. They would be working together on a range of different activities, and there would almost certainly be one or more computers in the classroom. Children nowadays are allowed and even expected to talk quietly to each other while they work, and they are also expected to ask their teachers questions and to actively engage in finding out information for themselves, instead of just listening to the teacher.

**F** There are no rules of conduct for teachers out of the classroom, and they are not expected to perform caretaking duties such as cleaning the classrooms or making pens, but nevertheless their jobs are much harder than they were in the 1900s. Teachers today are expected to work hard on planning their lessons, to teach creatively, and to stimulate children's minds, and there are strict protocols about assessment across the whole of the USA. Corporal punishment is illegal, and any teacher who hit a child would be dismissed instantly. Another big difference is that most state schools in western countries are secular, so religious teaching is not part of the curriculum.

**G** These changes in educational methods and ideas reflect changes in our society in general. Children in western countries nowadays come from all parts of the globe and they bring different cultures, religions, and beliefs to the classroom. It is no longer considered acceptable or appropriate for state schools to teach about religious beliefs. Ideas about the value and purpose of education have also changed and with the increasing sophistication of workplaces and life skills needed for a successful career, the curriculum has also expanded to try to prepare children for the challenges of a diverse working community. It will be interesting to see how these changes continue into the future as our society and culture grows and develops.



- 4 Read the first sentence **ONLY** of each paragraph in the reading passage. Take **NO MORE THAN FIVE MINUTES** to do this.

Then, put these paragraph descriptions into the same order as the passage itself. Write the letter of the paragraph, A-G, beside each one.

- \_\_\_\_\_ Teaching content in the past
- \_\_\_\_\_ Teaching in the present
- \_\_\_\_\_ Rules for teachers in the past
- \_\_\_\_\_ The importance of educational beliefs
- \_\_\_\_\_ Changes in teaching and in society
- \_\_\_\_\_ Teaching duties in the past
- \_\_\_\_\_ Rules for teachers in the present

Now, consider the **overall structure** of this reading. Is it a description, a comparison, or an argument?

What two things are being compared here?

### Skimming to Summarise the Reading Passage

- 5 Work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about...

It compares...

The main idea is...

## IELTS-Type Questions: Reading for Details and for Main Ideas

Now that you know the main idea and organisation of the passage, you should be able to read it quickly to find details and answer the following questions.

### Matching Headings to Paragraphs

Choose the correct heading for each paragraph, A-G, from the list of headings below. Write the letter of the paragraph beside the heading.

1. \_\_\_\_\_ Students as Classroom Researchers
2. \_\_\_\_\_ Increasing Teacher Expectations
3. \_\_\_\_\_ Teachers as School Cleaners
4. \_\_\_\_\_ Education as a Preparation for Working Life
5. \_\_\_\_\_ Teaching as a Mirror of Societal Beliefs
6. \_\_\_\_\_ Expectations of Early Teachers
7. \_\_\_\_\_ A Basic Curriculum

#### TIP

Look at the first and last sentences to do this and watch for words with similar meanings.

## Multiple Choice

Circle the correct letter. Some questions may have **MORE THAN ONE** correct answer, and this will be indicated in the instructions.

8. In the early 1900s, women teachers were
  - a. allowed to get married after five years.
  - b. not allowed to read the *Bible* at school.
  - c. allowed to go to school events.
  - d. allowed to wear colourful dresses.
9. In the early 1900s, teachers did not have to
  - a. sweep the floor and fill the coal bucket.
  - b. ask the students to do group work.
  - c. teach reading, writing, and arithmetic.
  - d. teach about the *Bible* and Christianity.
10. In the early 1900s, the children
  - a. sat in order and were not allowed to speak in class.
  - b. were not smacked if they were naughty.
  - c. stayed at school until they were at least 15.
  - d. learned how to speak a foreign language.
11. Nowadays, children
  - a. must sit quietly and work by themselves.
  - b. have access to computers.
  - c. may not ask the teacher questions.
  - d. must do research after school, not in school time.

Circle **FOUR** correct letters:

12. Nowadays, teachers
  - a. must plan their classes carefully.
  - b. have strict assessment plans to follow.
  - c. may smack naughty children.
  - d. teach children to think for themselves.
  - e. insist on silence in the classroom.
  - f. may not smoke after work hours.
  - g. may not teach about religion in state schools.

## TIP

These questions usually follow the order of the reading passage.

## Summary Completion

Complete the summary of the passage, using words from the box on the next page. There are more words than gaps.

## TIP

Watch carefully for word endings and grammar clues to help you with this.

aspects	community	reflect	attitudes	customs
expectations	function	duties	loiter	virtuous
proper	behave	permitted	regularly	conduct
illegal	skills	perform	corporal	education

Educational ideas and methods generally 13. \_\_\_\_\_ the way people think in any society. People's attitudes to what is important can influence the expectations of teachers' behaviour in a community. For example, in the 1900s, teachers had to 14. \_\_\_\_\_ according to a set of strict rules, and there were many things they were not 15. \_\_\_\_\_ to do, such as drinking alcohol. Nowadays, the 16. \_\_\_\_\_ of teachers outside the classroom is not considered important, because ideas have changed. In the 1900s, there was a list of caretaking 17. \_\_\_\_\_ for teachers, but nowadays this does not happen. Ideas about discipline have also changed. 18. \_\_\_\_\_ punishment was a common form of discipline in the past, but this is 19. \_\_\_\_\_ now.

### Global Multi-Choice

*Circle the letter for the correct answer.*

#### TIP 1

You will usually find the answer to this question in the first and/or final paragraph(s).

20. The writer's main idea is:

- Education is very important for young people.
- Ideas about education change all the time.
- Society changes as educational ideas change.
- Educational ideas change as our society changes.

#### TIP 2

Some or all of the four choices will be ideas from the passage. Your job is to choose the main or most important one.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that you will need in the IELTS test.

### Vocabulary

*The following words appear in the reading passage for this unit. Talk about them with a partner and check that you understand the meaning. Check any words you do not know with your dictionary.*



reflect

assessment

attitude

expectations

permitted

copy

basis

religion

literacy

aspects

diverse

curriculum

range

engage

participate

creative

appropriate

consider

sophistication

6 Fill in the gaps in these sentences with the words above. Be careful of word forms such as plurals! Not ALL of the words in the list are included in the sentences.

- a. \_\_\_\_\_ is a key part of effective education because students and teachers need to know what has been learned and understood.
- b. The best schools have high \_\_\_\_\_ of the students' achievements. In these schools, students, teachers, and parents share a similar \_\_\_\_\_ to the importance of hard work and study, and all \_\_\_\_\_ of education are valued.
- c. Changes in lifestyle, such as bigger houses and more car ownership, \_\_\_\_\_ the development of our economy.
- d. In modern schools, \_\_\_\_\_ activities such as free writing are encouraged, and there is a \_\_\_\_\_ which offers a \_\_\_\_\_ of subject choices to meet the needs and interests of each pupil. There is an increasing level of \_\_\_\_\_ in the curriculum to meet the needs of the workplace.
- e. Students who \_\_\_\_\_ in school activities generally do better than those who are not interested.
- f. In most schools, smoking is not \_\_\_\_\_ on the grounds.
- g. \_\_\_\_\_ skills such as reading and writing are an important \_\_\_\_\_ for success in life.
- h. This IELTS Reading book needs to include \_\_\_\_\_ reading passages which are similar to those found in the Reading test. Writers need to \_\_\_\_\_ length, topic, and writing style.

### Text Structure

This reading passage is organised into three main parts.

- Firstly, it contrasts teaching and teachers, now and in the past.
- Secondly, it gives examples to support the differences.
- Thirdly, it gives the writer's opinion.

7 Read carefully through the passage again, and:

- Highlight or mark those sentences which introduce the different topics and contrasts,
  - In a different colour, mark all the sentences which give examples of the contrasts,
  - In a third colour, mark all the sentences which give the writer's opinion.
- NB: Some of these may also introduce topics or contrasts, as in paragraph A.

## Note Completion

8 Complete these notes. Write **KEY WORDS**, not sentences.

Education

Important aspect of society

Ideas change as \_\_\_\_\_ changes

Changes affect – curriculum, teaching, and assessment

– expectations of \_\_\_\_\_ and \_\_\_\_\_

Rules for teachers in 1900s – duties and \_\_\_\_\_

Conduct – set a good \_\_\_\_\_ to students

**Examples** Women couldn't \_\_\_\_\_

Clothes rules: \_\_\_\_\_

Social life: \_\_\_\_\_

Reading: \_\_\_\_\_

Duties – had to \_\_\_\_\_

\_\_\_\_\_

1900s – teaching – strict and inflexible

**Examples** Subjects: reading, \_\_\_\_\_

Punishment: \_\_\_\_\_

Seating arrangements: pairs, seats in \_\_\_\_\_

Teaching style: sit \_\_\_\_\_

2000s – teaching – looser and more flexible

**Examples** Seating arrangements: \_\_\_\_\_

Teaching style: \_\_\_\_\_

Rules for teachers: \_\_\_\_\_

May not teach religion

May not \_\_\_\_\_ children

Conclusion

Education in the 2000s is to help children with the \_\_\_\_\_ for working life.

## Dealing with Unknown Vocabulary

9 Find the following words in the reading passage. Do not use a dictionary, but rather, use the words or sentences around them to help you to guess:

- the meaning of the word – option 1, 2, or 3
- the function of the word – e.g. noun, verb, adjective, etc. in this reading passage

Fill in the gaps in this table below. The first one has been done for you.

Word	Option 1	Option 2	Option 3	Part of Speech
virtuous	strict	well behaved	tidy	adj.
keep company	go out with	talk to	start a business with	
loiter	talk to people	eat food in public	stay for a while	
function	use	meeting	lesson	
stipulated	required	needed	discussed	
corporal	army	physical	severe	
unruly	pretty	badly behaved	young	
protocols	ideas	numbers	rules	
illegal	sick	against the law	naughty	
secular	in cities	not religious	government funded	



## Warm up - Thinking about the Topic

Look at the two pictures below. Talk about them with your partner.



- 1 What type of environment do these people and these plants live in?
- 2 Match these descriptions to each picture.
  - a. ... look like a cactus but are not related.
  - b. ... grow in dry sandy or rocky areas.
  - c. ... move around the Kalahari Desert in search of food.
  - d. ... walk long distances on the hot sand.
  - e. ... only grow about 400cms tall.
  - f. ... have flowers which are 3 – 4cms across.
  - g. ... are traditional hunter-gatherers, who do not grow food.
- 3 Work with a partner to make some sentences about the San people and the hoodia plant. Speak, do not write.

The San...

Hoodia plants...

## Beginning to Read

## Skimming to Find the Passage Structure and the Main Idea

Complete the activities on the next pages to practise how to do this.  
**Keep to the time limit!**

## TIP

For IELTS reading, you need to be able to read **QUICKLY** to find main ideas and the structure, or organisation, of the reading passage.



# Hoodia

**A** The San live in that part of Africa called the Kalahari Desert. Life there is hard, and nature can be harsh. There are somewhere between 45,000 and 100,000 of them living in countries like Zambia and Zimbabwe. They're not rich and they don't live in expensive houses. There are no roads or schools or hospitals near them. They don't have many material possessions like cars or computers, things that people in the developed world can't do without. In fact, they have many problems such as unemployment and poverty. On top of this, they also suffer from alcoholism, drinking to forget their problems. They're the San, a tribe of traditional hunter-gatherers, who used to travel in search of food for their families instead of growing it or keeping animals. They have a culture that is 20,000 years old, but their old way of life is disappearing fast and has nearly gone forever. So yes, they're poor, and yes, their lifestyle is not attractive to outsiders, but they do have one thing that certain people in the developed world are very, very interested in and want to have, and that may make them some money. It's called hoodia.

**B** Many countries have basic, common crops that people plant for food, such as rice or potatoes. Potatoes are grown in many European countries as well as South America (They originated there!), and rice is a staple food in Asia. But not all plants are grown just for food; some of them can also be used as medicine. A few examples are garlic, which is said to help with colds or high blood pressure, ginger to help with headaches or toothache, or the magnolia tree which is used in Chinese traditional medicine to treat some forms of cancer and heart disease. Hoodia, a cactus-like plant, only grows in the area where the San live, and they know where to find it and the best time to use it. They have known about it for centuries and they understand how to use it, but they don't use it for food, and they don't use it to cure disease, either. They use it to fight hunger.

**C** In the old days when the San had to travel in search of food, they and their children sometimes had to go without food for several days. This was even longer in times of famine or when the rains failed. They ate the hoodia plant when they

were starving to help them survive until they found food, to stop their children from crying, and to give them the strength to continue their search. However, it didn't give them energy like normal food would. Instead, the chemicals in the hoodia plant killed the feeling of hunger and stopped them wanting food. They didn't know exactly *how* it worked; the only thing they knew for certain was that it *did* work.

**D** Scientists have now discovered that the plant contains a substance which they have called P57. This chemical makes the brain believe that the stomach is full and that the body doesn't need food. That is why people in the developed world, especially those in pharmaceutical companies, are extremely interested in this very promising plant.

**E** Obesity in the developed world is a huge and growing problem, not only among adults, but increasingly among children. It has been estimated that up to 50% of people in the developed world are overweight and 20% of these are obese; at the time of writing, for example, 30% of Chinese children were considered to be too heavy for their age. One cause of obesity is eating too much, too often, and another is eating the wrong kind of food. Our grandparents had the time to prepare simple yet nourishing meals, and they didn't have money to afford expensive food. They didn't eat as much meat or fatty foods as we do nowadays, and that's one reason why they were slimmer and healthier than their descendants. Today, we have less time to cook, and we have more money, so the easiest thing to do is to buy ready-made meals. They may be convenient and taste good, but they're often high in fat, salt, and sugar. Too much of these makes people unhealthy and fat. They need to lose weight, and that's where hoodia comes in.

**F** It seems to be the perfect solution. People in the West want to lose weight and hoodia is ideal. Western companies pay for the right to use the secrets of the hoodia plant; by selling these rights to the West, the San make money and can then help themselves. Obese people lose weight and the San people make a profit, so everyone is happy.



4 Read the first and last sentences *ONLY* of each paragraph in the reading passage. Take **NO MORE THAN FIVE MINUTES** to do this.

Then, put these simple headings into the same order as the passage itself. Write the letter of the paragraph beside each one.

- a. \_\_\_\_ Hoodia may help people to lose weight.
- b. \_\_\_\_ Some children have a weight problem in the developed world.
- c. \_\_\_\_ Most places have a staple food.
- d. \_\_\_\_ The San can be found in the Kalahari Desert in Africa.
- e. \_\_\_\_ The San learnt to survive without food for days on end.
- f. \_\_\_\_ Hoodia contains P57.

### Skimming to Summarise the Reading Passage

5 Work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about...

It describes...

The main idea is...

## IELTS-Type Questions: Reading for Details and for Main Ideas

Now, you should be able to read this passage quickly to find details and answer the following questions.

### Multiple Choice

*Circle the correct letter. Some questions may have MORE THAN ONE correct answer, and this will be indicated in the instructions.*

1. The San
  - a. herd cows and collect plants.
  - b. hunt animals and grow plants.
  - c. hunt animals and collect plants.
  - d. herd cows and grow plants.
2. Which problem is NOT mentioned in the passage?
  - a. They can't find jobs.
  - b. They have family problems.
  - c. They drink too much alcohol.
  - d. They are very poor.
3. Examples of staple foods are
  - a. rice and potatoes.

#### TIP

These questions usually follow the order of the reading passage.

- b. garlic and ginger.
  - c. magnolia and hoodia.
  - d. All of the above
4. In the old days, the San
- a. ate hoodia every day.
  - b. ate hoodia when they were hungry.
  - c. ate hoodia when there was a famine.
  - d. ate hoodia when they wanted to diet.
5. In the West,
- a. most people are overweight.
  - b. 30% of people are overweight.
  - c. 20% of people are overweight.
  - d. the majority of people are not overweight.

### Locating Information

*The passage has six paragraphs, A-F. Which paragraph contains the following information? Write the correct letter, A-F, beside each statement below.*

*Note: You may use any letter more than once. You may not need to use all the letters.*

- 6. \_\_\_\_\_ Some foods are used to cure health problems.
- 7. \_\_\_\_\_ Many modern people do not eat well and have weight problems.
- 8. \_\_\_\_\_ The San have something that people in the West want.
- 9. \_\_\_\_\_ The sale of hoodia from Africa to the West might help everyone.
- 10. \_\_\_\_\_ Hoodia was used by the San to control hunger when food was scarce.

### Short Answers

*Answer the questions below. Choose NO MORE THAN FOUR WORDS from the passage for each answer.*

- 11. What do the San not have that people in developed countries mostly have?  
\_\_\_\_\_
- 12. How long have the San people known about hoodia?  
\_\_\_\_\_
- 13. What does hoodia have that makes it so useful for western people?  
\_\_\_\_\_
- 14. What sort of meals does the writer say our grandparents prepared?  
\_\_\_\_\_
- 15. What did our grandparents eat less of, compared to people these days?  
\_\_\_\_\_

## Summary Completion

Complete the summary of the passage, using words from the box below. There are more words than gaps.

### TIP

Watch carefully for word endings and grammar clues to help you with this.

nourishing

obesity

ideal

hoodia

desire

unemployment

cactus

material

overcome

attractive

originate

traditional

The San are a tribe of hunter-gatherers in the Kalahari Desert whose 16. \_\_\_\_\_ lifestyle is changing fast. They now suffer from 'modern' problems such as alcoholism, poverty, and 17. \_\_\_\_\_. Since ancient times, they have used a cactus-like plant, hoodia, to help 18. \_\_\_\_\_ hunger when food was scarce. In the West, where 19. \_\_\_\_\_ is becoming a major health issue, hoodia is seen as a solution as it appears to control the 20. \_\_\_\_\_ to eat.

## Global Multi-Choice

Circle the letter for the correct answer.

### TIP 1

You will usually find the answer to this question in the first and/or final paragraph(s).

21. The writer's main idea is:

- The ancient practice of using hoodia when food was scarce may lead to an improvement in the San's financial situation.
- Obesity, a growing problem all over the developed world, is spreading to the less developed countries as well.
- The ancient culture and lifestyle of the San is changing rapidly now.
- The pharmaceutical companies want to get control of supplies of hoodia.

### TIP 2

Some or all of the four choices will be ideas from the passage. Your job is to choose the main or most important one.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that you will need in the IELTS test.

## Vocabulary

harsh

material possessions

unemployment

poverty

alcoholism

traditional

attractive

substance

to survive

cactus

famine

obesity

nourishing

staple



6 Match the words on the previous page to the meanings below.

- a. an addiction to strong drinks \_\_\_\_\_
- b. a basic item; in widespread use \_\_\_\_\_
- c. cruel or unkind \_\_\_\_\_
- d. pleasant or looking good \_\_\_\_\_
- e. things such as mobile phones, cars \_\_\_\_\_
- f. a time when there is no food \_\_\_\_\_
- g. a lack of money, food, or possessions \_\_\_\_\_
- h. to manage to stay alive \_\_\_\_\_
- i. providing for growth and health \_\_\_\_\_
- j. the state of being without a paid job \_\_\_\_\_
- k. a prickly desert plant \_\_\_\_\_
- l. in the old way, not modern \_\_\_\_\_
- m. the state of being overweight \_\_\_\_\_
- n. a solid, powder, or liquid \_\_\_\_\_

7 Complete the following sentences, using the target vocabulary.

- a. Food that is \_\_\_\_\_ is healthy and helps us grow.
- b. Hoodia looks like a \_\_\_\_\_ but is not actually related.
- c. In recent times, the San people have begun to suffer from \_\_\_\_\_ because they drink too much.
- d. They have few \_\_\_\_\_ as they live simply and move around a lot.
- e. As they also have problems such as poverty and unemployment, the San lifestyle is not very \_\_\_\_\_ to outsiders.
- f. These days, it is difficult for the San to maintain their \_\_\_\_\_ lifestyle and culture.
- g. In the old days, the San people used hoodia to help them \_\_\_\_\_ when food was difficult to find.
- h. A \_\_\_\_\_ in hoodia seems to stop people feeling hungry.
- i. A major problem in many countries is \_\_\_\_\_ as people eat too much fatty food and do not exercise enough.

### Text Structure

This reading passage has four main parts.

- It describes the San people and their lifestyle, now and in the past.
- It discusses the use of food plants for medicine.
- It describes the problem of obesity in the West.
- It describes how people hope hoodia might provide a solution.

8 Read carefully through the passage again, and:

- Highlight or underline those sentences which introduce the San and their way of life,
- In a different colour, mark all the sentences which discuss plants, including hoodia, as medicine,
- In a third colour, mark the sentences which discuss obesity,
- Finally, mark all the sentences which discuss how hoodia can solve obesity in the developed world.

Note: There may be some overlap.

### Note Completion

9 Complete these notes.

The San - Live in the Kalahari \_\_\_\_\_

*Lifestyle:* traditional hunter-gatherers, \_\_\_\_\_ -year-old culture

*Problems:* \_\_\_\_\_, poverty, unemployment

*Old way of life:* \_\_\_\_\_ fast

Plants - Grown for

- Eating - e.g. rice, \_\_\_\_\_
- \_\_\_\_\_ - e.g. garlic, \_\_\_\_\_, magnolia

Hoodia - Grows where \_\_\_\_\_ live

- Used for \_\_\_\_\_ during \_\_\_\_\_ or drought
- Contains \_\_\_\_\_ - brain thinks \_\_\_\_\_ is full
- Therefore, \_\_\_\_\_ countries want it

\_\_\_\_\_ in developed countries - Big \_\_\_\_\_ for adults and \_\_\_\_\_

Numbers:

- up to 50% - overweight
- \_\_\_\_\_ - \_\_\_\_\_
- 30% - \_\_\_\_\_ children heavy



Causes - Too much food, \_\_\_\_\_ food

Past time

- food - simple, \_\_\_\_\_, less \_\_\_\_\_, \_\_\_\_\_

Today

- \_\_\_\_\_, more money - \_\_\_\_\_ foods
- high \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Solution - Western people want to \_\_\_\_\_

- use \_\_\_\_\_
- pay \_\_\_\_\_ for the plant
- the San \_\_\_\_\_
- \_\_\_\_\_ lose weight

## UNIT 3

## Health

## Warm up - Thinking about the Topic

Taste Buds of the Human Tongue



The human tongue has thousands of taste buds to allow us to taste different kinds of foods: bitter, sour, salty, savoury, and sweet.

- 1 With a partner, name as many foods or non-foods as you can in the five columns below. An example of each has been done for you.

Bitter	Sour	Salty	Savoury	Sweet
grapefruit	vinegar	potato chips	roast pork	cakes

## Beginning to Read

## TIP

Before you read the reading passage slowly, you need to get an overall idea of what the topic of the whole passage is. You can do this quickly by looking at the headings and any pictures, followed by reading the first sentences ONLY of paragraphs. These are called the topic sentences and they usually tell you the topic of the whole paragraph. Finally, read the entire last paragraph as this should summarise the whole passage.



# Enhancing the Taste of Our Food

**A** What are your favourite foods? Do you like pizza, hamburgers, roast pork, or sweet cakes and cookies? Chances are that, whatever you like best, it has a strong taste and a salty, sweet or savoury flavour. People generally like to eat tasty foods, and this can create potential health problems, especially with the consumption of fast or processed food. Fast food traditionally contains a lot of salt or sugar, because this is a cheap way to make food taste good and it encourages people to buy more cookies, chips, and soft drinks, for example. However, people are becoming increasingly aware of the dangers of an unhealthy diet, and the manufacturers of processed food know that sales will increase if they can advertise that their product has less salt or sugar. They also know that if their product tastes bland or boring, no amount of health benefits will make it a popular choice with consumers, and they will lose money if their product is not popular. However, a new technology is currently being developed that may allow fast food manufacturers to reduce salt and sugar without sacrificing taste.

**B** If you stick out your tongue and look in the mirror, you will see that it is covered with tiny bumps. These bumps are called taste buds and they are the receptors in our skin that allow us to taste different kinds of foods. There are five different taste receptors, for sweet, salty, sour, bitter, and savoury flavours. When we are born, we have a lot of these on the roof of our mouth as well as on our tongue, but as we get older, we lose taste buds, which is why older people find it harder to taste things. Adults typically have about 10,000 taste buds, but older people may have as few as 5,000. We have more receptors for bitter tastes than for any others; researchers think that this may be because these taste buds warn us if food is poisonous.

**C** The food that we eat contains natural chemicals that fit into the different shaped receptors on our tongues; for example, sweet

foods trigger the sweet receptors. The technology to mimic, or copy, these natural flavours with chemicals such as aspartame has been in existence for a long time, and aspartame is a common ingredient in many diet soft drinks and other diet products. While aspartame allows us to experience a sweet taste without eating sugar, it also has disadvantages. Firstly, many people do not like its bitter aftertaste, and secondly, some people say that it is bad for health if taken in large quantities.

**D** However, a new technology is being developed that may be an improvement on artificial sweeteners and other chemicals. Taste enhancers target the taste receptors on our tongues, and they make us more sensitive to sweet, sour, or salty tastes. Just a few molecules of a taste enhancer could double the sweetness effect of a teaspoon of sugar, or the salty effect of a teaspoon of salt. This means that instead of using artificial chemicals to make food tasty, food manufacturers could use half the quantity of the real substance and a tiny quantity of taste enhancer to make the food taste good. This has the potential to save food manufacturers money by replacing large quantities of sugar and salt with tiny amounts of chemicals. It could also benefit our health if we can eat food that tastes good and is low in sugar and salt.

**E** Taste enhancers have other advantages, too. People generally do not like bitter tasting food, but reversing this technology so that the bitter taste receptors are blocked instead of stimulated may reduce the bitter taste of some healthy foods. This means, for example, that people may be persuaded to eat more soy protein.

**F** Taste enhancer technology is very new to the marketplace, and as yet it is not widely used, but it has the potential to make a significant change to the processed food industry and to improve the healthiness of many fast foods.



## Identifying the Main Idea

2 Read the topic sentence *ONLY* of each paragraph and circle the heading that most closely describes what the whole reading passage is about. Take **NO MORE THAN FIVE MINUTES** to do this.

- a. The Taste Buds on the Human Tongue
- b. The Disadvantages of Fast Food
- c. A New Technology to Make Our Food Healthier
- d. The Health Disadvantages of Sweet and Salty Food

## Distinguishing Fact and Opinion

3 Look at the sentences below. Decide if they are facts or opinions. People often write opinions as if they were facts. Ask yourself: Can this statement be proved?

- a. \_\_\_\_ The human mouth has approximately 10,000 taste buds.
- b. \_\_\_\_ Research has shown that in taste tests, most people prefer sweet food.
- c. \_\_\_\_ Sweet food is nicer than salty food.
- d. \_\_\_\_ Most food manufacturers care more about profits than the health benefits of their product.
- e. \_\_\_\_ New food technology can help food to taste better using 50% less salt and fat.
- f. \_\_\_\_ New food technology has more drawbacks than advantages.

### TIP

When you have to complete IELTS questions that ask if the given information is true, false, or not given, you need to be able to distinguish fact and opinion.

## IELTS-Type Questions: Reading for Details and for Main Ideas

Now that you have an overall idea of the topic of the passage and its layout, you should have a good idea of which paragraphs needed to read more carefully to find answers to the detailed questions.

### Multiple Choice

*Circle the correct letter, a-c, for each question.*

- 1. Manufacturers know that their sales will improve
  - a. if their food tastes bland or boring.
  - b. if they tell people they have reduced the sugar and salt.
  - c. if they tell people they have increased the sugar and salt.
- 2. The artificial sweetener that manufacturers add to food is
  - a. a chemical.
  - b. a diet product.
  - c. a natural flavour.

### TIP

Multi-choice questions usually follow the order of the passage, so **DON'T** read the whole passage through for each question.

3. Instead of using artificial chemicals to make food taste better, manufacturers could
  - a. add double the quantity of taste enhancer.
  - b. add half the quantity of taste enhancer.
  - c. add a very small quantity of taste enhancer.
4. Another benefit of taste enhancers is
  - a. people will enjoy bitter tasting healthy food.
  - b. people will eat more unhealthy food.
  - c. people will reverse their eating habits.
5. Taste enhancers have the potential to
  - a. make people stop eating so much processed food.
  - b. make healthy changes to industrially produced food.
  - c. make all the food we eat healthier and better for us.

### Sentence Completion – Type A

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

6. When we are born, we have taste buds on the roof of our \_\_\_\_\_ and on our \_\_\_\_\_.
7. Researchers believe that one of the functions of the bitter taste buds is to tell us if food is \_\_\_\_\_.
8. A teaspoon of sugar could taste twice as sweet if a \_\_\_\_\_ of taste enhancer is added.
9. Replacing some of the salt and sugar with small amounts of chemicals could save money for \_\_\_\_\_.

### Identification of Information

*Do the following statements agree with the information given in the reading 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

10. \_\_\_\_ Consumers are happy to buy healthy food even if it tastes bland or boring.
11. \_\_\_\_ Taste buds enable the body to taste foods of many flavours.
12. \_\_\_\_ Younger people can taste more flavours than older people.
13. \_\_\_\_ Bitter taste buds are more uncommon than other taste buds.
14. \_\_\_\_ Aspartame is a chemical produced in large quantities in the USA.
15. \_\_\_\_ Artificial sweeteners and other chemicals cause tooth decay.

### TIP

You will lose the mark for a question if you write more than two words or if you misspell a word. Also, check that your answer is grammatically correct.

### TIP

If the information in the reading passage and the question does not match, then the answer is 'false'. If the reading passage does not give enough information to answer the question, then the answer is 'not given'. Even if you have personal knowledge about the topic, you must **ONLY** answer according to what is written in the passage.

16. \_\_\_\_\_ Taste enhancers may be better for our health than aspartame.  
 17. \_\_\_\_\_ Soy protein is an example of a bitter tasting food.

### Global Multi-Choice

*Circle the letter for the correct answer.*

18. The writer's main idea is:
- We should not eat so much salt and sugar, especially in fast food.
  - Taste enhancers will reduce the amount of salt and sugar in our diet.
  - The fast food industry prefers to manufacture healthy food.
  - It is possible that taste enhancers may improve our diet.

## After You Read

### Vocabulary – Synonyms

In the IELTS Reading test, you may not find the exact word in the reading passage as you do in the question. You will need to be able to find words with similar meanings, that is, synonyms. Practise with these words from the reading passage.

- 4 Match the words in the boxes with their synonyms. Use your dictionary if you need to. The first one has been done for you.

	Synonym	Word or Phrase in the Passage	
1.	industrially produced	problems	
2.	has very little flavour	consumers	
3.	foods with lots of flavour	processed	
4.	cause	potential	
5.	giving up	tastes bland	
6.	possible	create	
7.	the people who buy	sacrificing	
8.	advantages	consumption	
9.	difficulties	tasty foods	
10.	eating	benefits	



### Guessing the Meaning of Unknown Words

5 For each sentence, choose the correct meaning of the underlined word from I–IV. Use the clues in the sentences to guess the meaning. DO NOT use dictionaries.

- a. There are five different taste receptors, or taste buds, on the human tongue.
  - I. flowers
  - II. cells
  - III. buds
  - IV. radios
- b. The technology to mimic, or copy, these flavours has been in existence for a long time.
  - I. photocopy
  - II. make the same
  - III. make different
  - IV. be impolite
- c. People generally don't like bitter food, but the bitter taste buds can be blocked so that food tastes less bitter.
  - I. opened up
  - II. closed down
  - III. made like salt
  - IV. made like lemon
- d. Sweet and savoury taste buds can be stimulated so that food tastes even better.
  - I. closed down
  - II. dangerous
  - III. developed less
  - IV. developed more
- e. With this new technology, we no longer need to use artificial or industrially produced chemicals to make food tasty.
  - I. healthy
  - II. unnatural
  - III. natural
  - IV. interesting
- f. Bitter taste buds warn us that food is dangerous for us to eat and could be poisonous.
  - I. very sweet
  - II. making us sick or even die
  - III. medical
  - IV. healthy
- g. Taste enhancers make the sweet, salty, or sour tastes even better.
  - I. flowers
  - II. flavours
  - III. improvers
  - IV. people who taste food for a job
- h. When we eat sweet food, we stimulate the sweet taste buds, in other words, sweet food triggers the sweet receptors.
  - I. makes our teeth bad
  - II. uses a gun
  - III. makes them work more
  - IV. makes them work less

### Connecting Words

Connecting words show the relationship in meaning between one sentence and another, one clause and another, or one phrase and another.

6 What meaning or function do the following connecting words have? Write them in the correct boxes in the column on the right. The first one has been done for you.

for example	while	firstly / secondly
because	also	however

Meaning or Function of Connecting Word	Connecting Word
The reason why	because
Another thing/another point	
But	
Such as	
Introduces a contrast	
Introduces a list	

7 Join the following phrases, clauses, or sentences together, filling the gap with one of the connecting words from above.

1. If food tastes bland or boring, manufacturers won't be able to sell it.	a. it may also be poisonous.
2. Firstly, food needs to taste good and	b. _____, soy protein.
3. _____ bitter food may be healthy,	c. _____ benefit people's health.
4. This technology could save manufacturers money and	d. _____ we lose taste buds.
5. If the bitter taste of food can be blocked, then people may eat more healthy food,	e. _____, a new technology is being developed that will enhance the taste of fast food.
6. As we get older, we find it harder to taste things	f. _____, it needs to be healthy.

## Understanding Text Structure - Completing Notes

8 Complete the following notes that are based on the reading passage.

**Fast food problem:**

Too much salt and \_\_\_\_\_

Reduce salt and sugar and sales will \_\_\_\_\_

**Taste buds:**

Natural chemicals in food match taste buds on \_\_\_\_\_.

Technology can copy natural flavours with \_\_\_\_\_, e.g.: \_\_\_\_\_.

Disadvantages of aspartame: bitter taste and \_\_\_\_\_

**New technology:**

Taste enhancers make taste buds more \_\_\_\_\_.

Adding enhancer means smaller quantities of \_\_\_\_\_ and \_\_\_\_\_.

This can save manufacturers \_\_\_\_\_.

Also results in better \_\_\_\_\_



## Warm up - Thinking about the Topic

Look at the three images.



- 1 Where would you find creatures like these? Have you seen any of these creatures or similar creatures before?
- 2 Talk about them with your partner.
  - a. Do any of them look like real people?
  - b. How were these creatures made?
  - c. Think of some words to describe each picture.
- 3 Work with a partner to make some sentences about the images. Speak, do not write.

They all have...

They look...

## Beginning to Read

## Skimming to Identify the Writer's Purpose

It is very important to gain an overall idea of the reading passage structure and the writer's purpose BEFORE you try to complete the IELTS reading exercises.



# Computer Generation of Animated Characters

**A** Ask any young person to tell you the names of some famous movies and the chances are that many of those mentioned will be popular because of computer-generated special effects. Movies such as 'Star Wars', 'The Matrix', and 'Harry Potter' relied heavily on computers to create special fantasy and space effects. Others, such as the famous 'Lord of the Rings' movies, created surprisingly lifelike humanoid characters using sophisticated computer-generated techniques. The creative effort that lies behind these creatures is amazing. However, genuinely 'human' characters, indistinguishable from real actors, are still not quite possible, although we are getting very close to this elusive goal.

**B** The process of imagining and developing a computer-generated character is complex, involving many stages. The first stage is to design the look of the character and to create a three-dimensional model on the computer. The model must be able to move in a realistic manner and, most importantly, its face must mirror human faces when it laughs, frowns, or talks. One way to achieve this is by building a real skeleton of the model. After using lasers to scan the real model into

the computer, controls are added that allow the bones and muscles to be moved around.

**C** This is where computer animation comes in. Because people are so conscious of how 'real' faces look, many detailed controls are needed on the computer to move the different features of the face. Up to a hundred may be needed to move the muscles of the face so that the character's eyes, skin, mouth, and other features all look natural to our eyes.

**D** After designing all of the components of the face and body and the computer controls, the character is ready to move, or be animated. One way of achieving this is called motion capture, where a person acts out the character, and his movements are captured by video camera and uploaded into the computer. Another way is key-frame animation, where, instead of modelling actions from a real person, the animators use the controls to move all of the parts of the body and face to create movement on the screen. These methods are often used together in creating an animated character; both of them are slow and painstaking, requiring hours of effort and planning.

**E** Enormous computer power is needed to make animation look real. For the 'Lord of the Rings', thousands of processors and numerous workstations were used to create all of the characters and special effects. There were up to 160 people working on computer graphics for these three movies, which took approximately 4 million processing hours. It is estimated that the same process would have taken up to 200 years on a 4-gigahertz PC!

**F** However, despite all of this extremely sophisticated and expensive technology, creating a real human face is still a challenge for our animators. People are very sensitive to facial expressions. We can immediately pick if a face is not human, and we often have a strong reaction to this. The closer the face is to looking truly human, the more negative this reaction can be; this effect has been christened the 'uncanny valley' by Japanese roboticist\* Masahiro Mori. However, he also suggests that once the animation gets close enough to the real thing, we begin to feel positive about it once more. So, maybe future Tom Cruises or Lindsay Lohans will be computer-generated, and we will never know the difference.

\* an expert on design, construction, and use of robots

- 4 Read the first sentence *ONLY* of each paragraph in the reading passage and answer the question below. Take **NO MORE THAN FIVE MINUTES** to do this.

Does this reading passage:

- a. give a history of something?
- b. describe how something is done?
- c. compare and contrast two things?
- d. discuss a problem and give a solution?

### Scanning for Specific Facts

Sometimes in IELTS readings, you need to look quickly over the reading passage to find facts, dates, numbers, or names. It is important to practise focussing your eyes **ONLY** on the information you need.

- 5 Look quickly at the passage and write down the letter of the paragraph which contains the following information. Take **NO MORE THAN THREE MINUTES** to do this.

- a. \_\_\_\_ Masahiro Mori
- b. \_\_\_\_ Key-frame animation
- c. \_\_\_\_ 160
- d. \_\_\_\_ Star Wars
- e. \_\_\_\_ Three-dimensional
- f. \_\_\_\_ A hundred

- 6 Now, match the information above to the following. Write the letter of the paragraph where you will find this information beside each one.

- a. \_\_\_\_ Movie name
- b. \_\_\_\_ Name of a person who works with robots
- c. \_\_\_\_ Number of people working on a project
- d. \_\_\_\_ Computer technique
- e. \_\_\_\_ Number of computer controls
- f. \_\_\_\_ Computer model

### Skimming to Summarise the Reading Passage

- 7 Work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about...      It describes...      It takes... (final two paragraphs)



## IELTS-Type Questions: Reading for Details and for Main Ideas

Now, you should be able to read this passage quickly to find details and answer the following questions.

### Locating Information

*The passage has six paragraphs, A–F. Which paragraph contains the following information? Write the correct letter, A–F, beside each statement below.*

*Note: You may use any letter more than once. You may not need to use all the letters.*

1. \_\_\_\_ A description of motion capture
2. \_\_\_\_ Lindsay Lohan of the future
3. \_\_\_\_ Negative response to human-like expressions
4. \_\_\_\_ Processing hours needed
5. \_\_\_\_ Special effects make films popular
6. \_\_\_\_ Creating a bone structure using lasers and adding controls
7. \_\_\_\_ 100 muscle controls

#### TIP

You will need to use your scanning skills to answer this question.

### Sentence Completion - Type A

*Complete the sentences. Choose NO MORE THAN THREE WORDS and/or A NUMBER from the passage for each answer.*

8. The 'Lord of the Rings' movies had a computer-generated character that was created using \_\_\_\_\_ techniques.
9. A three-dimensional model created on the computer needs to move in a \_\_\_\_\_.
10. Once a real model has been scanned into the computer by using lasers, the animators add controls to move the \_\_\_\_\_ around.
11. Both motion capture and key-frame animation are described as being \_\_\_\_\_ methods.
12. Not only thousands of processors but also \_\_\_\_\_ were required to make the characters and special effects in the 'Lord of the Rings' movies.
13. The animation for these movies required about \_\_\_\_\_ processing hours.
14. Achieving a completely realistic human face is still a challenge for animators as people are very conscious of \_\_\_\_\_.
15. In general, people seem to have a more negative reaction to an animated face that is quite close to looking human; this has been called the \_\_\_\_\_ effect.

#### TIP

Always read the instructions for this kind of question very carefully. This answer may require no more than ONE or TWO words. Hyphenated words count as one word.

## Sentence Completion - Type B

Complete each sentence with the correct ending, A-L, from the box below.  
There are more endings given than beginnings.

### TIP

Read the beginning of each sentence and look for an ending which matches the grammar and the meaning.

16. Among recent movies, many of the most successful...
17. There are many stages involved in imagining and developing...
18. In order to create a 3-D model on the computer, some people...
19. Once a laser has scanned this model into the computer, controls to...
20. Motion capture is a technique where an actor's movements are filmed and used to...
21. Key-frame animation is a technique where the animators use the controls to...
22. Whichever of these methods is used, it is necessary to...

- A put in hours of slow, careful planning and work.
- B get closer to this elusive goal.
- C move all parts of the body and face to create each movement.
- D have used computers to create special fantasy effects.
- E must mirror a human laugh, frown, or smile.
- F model the movements of the character.
- G a complex computer-generated character.
- H create all the characters and special effects.
- I first build a real skeleton of the model.
- J make the bones and muscles move can be added.
- K is still a challenge for animators.
- L have a strong reaction to a face that is not quite right.

## Classification

According to the information in paragraphs B, C, and D of the reading passage, classify the following actions as occurring:

- A in the design and creation stage
- B in the animation stage – motion capture
- C in the animation stage – key-frame animation

Write the correct letter, A, B, or C, in the gaps.

23. \_\_\_\_\_ to film someone moving
24. \_\_\_\_\_ to recreate movement using computer controls
25. \_\_\_\_\_ to make an actual model

### TIP

In a classification type of question, it is important to be very clear about the categories that are specified. Read them carefully and try to highlight the part of the text that is related to each one.

## Global Multi-Choice

Circle the letter for the correct answer.

26. The writer's main idea is:
- Computer animation is the best way to make movies.
  - Animators cannot quite yet make characters that truly seem to be human.
  - Animation requires too many computers and processors to be economic.
  - Robots are a form of animation.

## TIP

Remember the brief summary you made in the "Beginning to Read" section of this unit. This summary will help you to answer this question.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that you will need in the IELTS test.

## Vocabulary - Adjectives

## 8 Answer these questions.

- Which ending is common to the adjectives below? \_\_\_\_\_
- Consider 'indistinguishable'. What does the '-able' ending mean? \_\_\_\_\_
- What does the 'in-' prefix mean? \_\_\_\_\_

## TIP

Notice the variety of endings (suffixes) of these adjectives.

**humanoid****genuine****complex****painstaking****sophisticated****indistinguishable****three-dimensional****extreme****creative****elusive****realistic****sensitive**

## 9 Complete the sentences below, using the adjectives in the list above.

- \_\_\_\_\_ technology is very complex.
- If something is \_\_\_\_\_, it is difficult to find or achieve.
- Something that is \_\_\_\_\_ is similar to the real thing.
- If someone is \_\_\_\_\_, they notice or are affected by slight changes.
- \_\_\_\_\_ means making new things.
- If something is \_\_\_\_\_, it is real rather than artificial.
- A cube is \_\_\_\_\_; it has height, width, and depth.
- Something that is \_\_\_\_\_ is the opposite of "simple".
- A \_\_\_\_\_ character is like a human.
- To do something in a \_\_\_\_\_ way means that you take a lot of time and trouble.
- Someone who is \_\_\_\_\_ from someone else looks the same as that other person.



## More Vocabulary

**to mention...**

**skeleton**

**features**

**workstations**

**fantasy**

**lasers**

**to require...**

**reaction**

**techniques**

**animation**

**processors**

**facial expressions**

**10** Match the words above to the meanings below.

- a. Ways of doing something \_\_\_\_\_
- b. Desks set up with computers, screens, and other necessary equipment  
\_\_\_\_\_
- c. Central computing units \_\_\_\_\_
- d. The set of bones, joined together, that makes up a human or an animal  
\_\_\_\_\_
- e. The parts of a face, such as eyes, mouth, and nose \_\_\_\_\_
- f. A magic or dream world \_\_\_\_\_
- g. To need something \_\_\_\_\_
- h. To talk about something \_\_\_\_\_
- i. Special light beams \_\_\_\_\_
- j. Ways of looking happy, sad, etc. \_\_\_\_\_
- k. A response to a statement or an action \_\_\_\_\_
- l. A film with characters that seem to be alive \_\_\_\_\_

**11** Complete the following sentences, using the target vocabulary. You will not need all of the words in the list above.

- a. Many \_\_\_\_\_ films now rely on computer-generated effects.
- b. Computer \_\_\_\_\_ requires enormous computer power.
- c. People who create computer-generated characters use very sophisticated animation \_\_\_\_\_.
- d. Thousands of \_\_\_\_\_ may be necessary to make realistic animated characters.
- e. \_\_\_\_\_ can be used to scan a real model of a character into the computer.
- f. Many detailed computer controls are needed to animate the different \_\_\_\_\_ of a character's face.
- g. Even so, we can see that \_\_\_\_\_ are computer-generated ones rather than genuine human ones.

## Passive Voice

Look up 'passive voice' in your grammar book if you are not sure of the meaning. Then, do the following exercise.

12 *Classify the examples of passives listed below according to the following types, A-E. The first one has been done for you.*

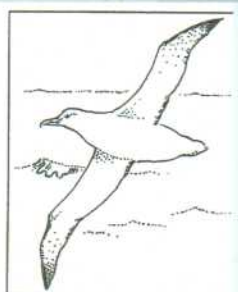
- A passive with modal – may, will, should, could, etc.
- B passive with infinitive
- C present simple passive
- D past simple passive
- E present perfect passive

- a.   C   ... many of those (that **are**) **mentioned**
- b. \_\_\_\_\_ ... the bones and muscles to **be moved** around
- c. \_\_\_\_\_ ... many detailed controls **are needed**
- d. \_\_\_\_\_ ... up to a hundred **may be needed**
- e. \_\_\_\_\_ ... is ready to move, or **be animated**
- f. \_\_\_\_\_ ... his movements **are captured** by video camera and (are) **uploaded**
- g. \_\_\_\_\_ ... these methods **are** often **used** together
- h. \_\_\_\_\_ ... enormous computer power **is needed**
- i. \_\_\_\_\_ ... thousands of processors and numerous workstations **were used**
- j. \_\_\_\_\_ ... this effect **has been christened** the 'uncanny valley'
- k. \_\_\_\_\_ ... maybe future 'actors' **will be computer-generated**



## Reading Passage 1

## The Albatross



**A** Albatrosses are the largest seabirds in existence, with wingspans which extend to over three metres in width. They represent a small subset of the larger group known as tube-nosed petrels, which have strong, curved sharp beaks which they use for catching fish and squid on the surface of the ocean. While there is some debate about the exact taxonomy of the species, it is agreed that there are somewhere between 21 and 24 species of albatrosses.

**B** Of these species, approximately half breed in New Zealand and about 80 per cent breed or fish within New Zealand's territorial waters. Six species breed only in New Zealand or on its offshore islands. One of only two mainland nesting sites for these birds in the world, for the northern royal albatross, is on the

Otago Peninsula in the South Island of New Zealand; it is a popular tourist destination. Visitors can view the albatross colony from a special building which has been established beside the nesting ground and, while the site is closed during breeding season, at other times, it is often possible to see parents and their chicks living and feeding only metres away from human observers.

**C** Albatrosses spend most of their lives at sea, coming to land only to mate and raise their chicks. Male and female birds cooperate in raising their offspring. At the Taiaroa nesting site in New Zealand, eggs are laid in October or November each year. Incubation takes about 11 weeks, and during this time, both parents take turns to sit on the eggs for periods of up to three weeks, while the other bird goes off to sea to eat. It takes the chicks up to five or six days to hatch from their tough shell. Once they are hatched, the parents take turns in looking after them for about five or six weeks. After this time, they are left alone except for regular feeding until they get their feathers and are ready to fly, at about eight months of age.

**D** Once the young birds are ready to fly, they are off to sea. Albatrosses spend about 80 per cent of their lives at sea, soaring over the waves and feeding off surface fish and squid. Some albatrosses travel long distances over the pelagic, or deep, ocean, while others find food closer to land over areas of continental shelf. They can fly at great speed, at bursts of up to 140km/hour, and they can cover huge distances in one day, even as much as 1,800km.

**E** The royal albatrosses at Taiaroa Head stay at sea for the first three years of their lives, after which they return to the colony once a year for several years before finding a mate and beginning to breed at around the age of eight. Albatrosses are faithful birds; they mate for life and raise one chick every two years on average. They are also long lived, and birds have been recorded still laying eggs into their 50s and even 60s. However, their relatively low reproductive rate is one of the factors which make them vulnerable to the threat of extinction.

**F** There are also risks to albatross chicks on land. Natural predators such as seagulls can eat eggs and young birds, and in mainland areas, there are also threats from dogs, cats, and other land animals. On some offshore islands, sea lions have been observed raiding nests for eggs. It is thought that this is a new behaviour.

**G** The main threats to the adult albatross occur at sea, and most of these are man-made. Albatrosses like to travel close to fishing boats to eat the leftover scraps of fish that are dropped over the side of the boat. Sometimes, however, they also eat the bait and accidentally ingest fish hooks, or get dragged along on fishing lines and drown. The number of albatrosses that any one boat catches is small, but because there are so many fishing boats, this may have a long-term impact on population numbers. It is estimated that at least 100,000 albatrosses die in this way each year. As for all seabird species, there are other threats, such as drift nets, oil spills, and rubbish such as plastic in the ocean. While there are international agreements and fishing conventions to try and protect seabirds, albatrosses are among the million or so seabirds that get caught in drift nets and die each year.

**H** The albatross is a magnificent, beautiful, and awe-inspiring creature. We need to work together to protect this bird and others from threats posed by human activity.



## Matching Headings to Paragraphs

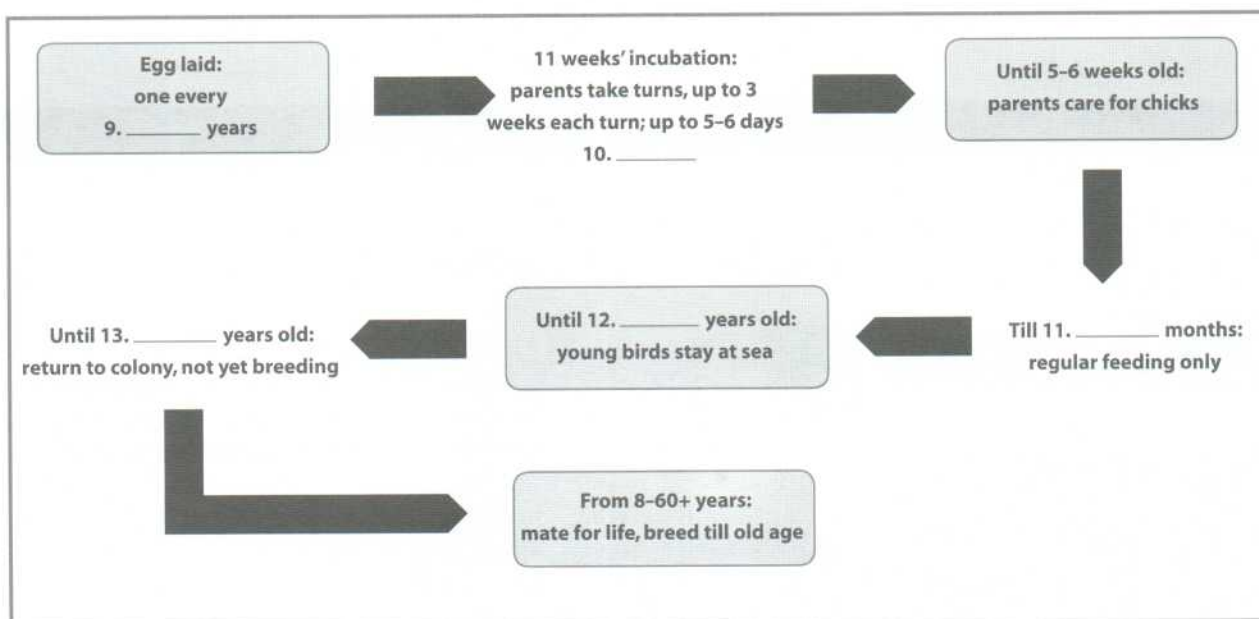
The reading passage has eight paragraphs, A–H. Choose a correct heading for each paragraph from the list of headings below. There are more headings than paragraphs.

- i. World Locations for Albatrosses
- ii. Predators
- iii. Eggs and Chicks
- iv. Major Diseases
- v. Hazards for Mature Albatrosses
- vi. Breeding Patterns
- vii. What Is an Albatross?
- viii. The Albatross in Flight
- ix. Why Albatrosses Matter
- x. A Special Breeding Site
- xi. Conservation Plans

1. \_\_\_\_\_ Paragraph A
2. \_\_\_\_\_ Paragraph B
3. \_\_\_\_\_ Paragraph C
4. \_\_\_\_\_ Paragraph D
5. \_\_\_\_\_ Paragraph E
6. \_\_\_\_\_ Paragraph F
7. \_\_\_\_\_ Paragraph G
8. \_\_\_\_\_ Paragraph H

## Note Completion

Complete the notes below. Use **NO MORE THAN TWO WORDS** or **A NUMBER** from the reading passage for each answer.



## Short Answers

Answer the questions below. Use **NO MORE THAN THREE WORDS** and/or **A NUMBER** from the passage for each answer.

14. What is the distance from one wing tip to the other of an albatross? \_\_\_\_\_
15. How many kinds of albatrosses are there said to be? \_\_\_\_\_
16. How many of these lay eggs and raise their young only in New Zealand? \_\_\_\_\_
17. What can people see from the building at the Otago nesting site? \_\_\_\_\_
18. When is it not possible for people to observe the albatrosses? \_\_\_\_\_

## Identification of Writer's Views

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

Write:

<b>YES</b>	if the statement agrees with the views of the writer
<b>NO</b>	if the statement contradicts the views of the writer
<b>NOT GIVEN</b>	if it is impossible to say what the writer thinks about this

19. \_\_\_\_\_ Oil spills can endanger albatrosses.
20. \_\_\_\_\_ Albatrosses do not have many chicks, so this puts the species at risk.
21. \_\_\_\_\_ Cats and dogs kill young albatross chicks on offshore islands.
22. \_\_\_\_\_ Adult albatrosses are more at risk on the land than at sea.
23. \_\_\_\_\_ An albatross that swallows a hook is likely to die.
24. \_\_\_\_\_ Albatrosses that get caught up in drift nets die from drowning.

## Reading Passage 2

# Asbestos



## Dangers of Asbestos

**A** Have you heard of asbestos? For many thousands of years, it was considered one of the world's most valuable resources. Being exceptionally strong, durable, and versatile, it was used in countless products, both for building and for personal use such as clothing. The fact that it is a deadly carcinogen, or cause

of cancer, was only established in the 1970s, as improvements in medical technology enabled medical researchers to establish that tiny inhaled asbestos fibres are the cause of several diseases. By this time, millions of people all over the world had been exposed to thousands of asbestos products and processes involving asbestos.





**B** Asbestos is a product that occurs naturally, in several forms, in many countries of the world. The most common are chrysotile (white), amosite (brown), and crocidolite (blue), with the blue asbestos being the most dangerous. Asbestos fibres are so tiny that they are not visible to the naked eye. In addition, they are very light and can, therefore, remain in the air for a long time once released. Because they are fibrous, they can continue to break up into smaller and smaller particles which are easily inhaled, after which they accumulate in the respiratory and digestive systems, as well as getting into the bloodstream and spreading throughout the body.

**C** Asbestos fibres are extremely strong which, combined with their heat-resistant qualities, make the product very useful as insulation in the construction industry. Until the danger was recognised in the 1970s, it was used for pipes and roofing materials such as ceiling tiles, as cladding to wrap boilers, and as a fire retardant in both

homes and commercial buildings. It was also used in the motor industry for brakes and clutches, and in other industries such as shipbuilding and construction of railway carriages. Thus, workers who were employed in those industries almost certainly suffered exposure to asbestos, as did those who made the various products containing asbestos, such as pipes and roofing tiles. However, asbestos is no longer used in these industries. Anyone currently involved in demolition or maintenance work for older buildings, ships, cars, and railway rolling stock should take precautions, as they may be at risk of contamination by old asbestos, which is considered an 'occupational hazard'.

**D** There are three main diseases caused by the inhalation of asbestos fibres. One of these, asbestosis, is not a cancer – it causes a build-up of scar tissue in the lungs, reducing the ability to breathe. Another illness is mesothelioma, which is a cancer of the outside tissue of the lungs. Finally, there is lung cancer; the chances of developing this are much higher for smokers who work with asbestos. Most people currently suffering from asbestos poisoning were affected at a time when the dangers were still not widely known. The time from exposure to diagnosis of asbestos-related diseases can be from 15 to 35 years for mesothelioma and lung cancer, or even 25 to 40 years for asbestosis. For those who fear they have recently handled asbestos, exposure to the tiny fibres cannot yet be detected by medical x-rays or symptoms such as headaches, fever, or aching muscles. The only option is to live with uncertainty.

**E** Asbestos only becomes a health risk when it is disturbed, causing the fibres to become airborne. In general, asbestos does not rot or splinter if it is left intact; if the presence of asbestos is known, covering it up may be the best solution. If this is not acceptable, there are specialists who can remove and dispose of it safely. These days, there are government regulations covering the conditions and procedures of such work. Employers are required to limit employee exposure to asbestos, conduct regular exposure monitoring and provide protective clothing such as coveralls, coverings for head and feet, gloves, face shields, vented goggles, and other appropriate equipment. Decontamination facilities and enforcement of proper hygiene practices are also required.

**F** Therefore, if your house was built prior to the mid-1970s and you are keen to do your own home renovation, it is vital for the health of your family that you get expert advice, as asbestos is not always easily identifiable. It is likely to have been used in roof and floor tiles, bath panels, gutters and drainage pipes, shed roofs and fuse boxes; it may also have been used to lag pipes and provide insulation to storage heaters. It can be damaged by any kind of disturbance – rubbing, hitting, or handling it or even by subjecting it to a strong level of air flow or vibration. It is certainly not worth saving a bit of money by not having an expert inspection, only to expose yourself or your family to the misery of asbestos poisoning and a slow lingering illness.



## Matching Headings to Paragraphs

The reading passage has six paragraphs, A–F. Choose a correct heading for each paragraph from the list of headings below. There are more headings than paragraphs.

- i. Home renovations
- ii. The future of asbestos
- iii. Benefits of and problems with asbestos use
- iv. Types of asbestos poisoning
- v. Removal of asbestos
- vi. The history of asbestos use
- vii. Diagnosis of asbestos diseases for the family doctor
- viii. Life histories of victims of asbestos poisoning
- ix. Description of asbestos
- x. Asbestos risk for children

- 25. \_\_\_\_\_ Paragraph A
- 26. \_\_\_\_\_ Paragraph B
- 27. \_\_\_\_\_ Paragraph C
- 28. \_\_\_\_\_ Paragraph D
- 29. \_\_\_\_\_ Paragraph E
- 30. \_\_\_\_\_ Paragraph F

## Locating Information

The text has six paragraphs, A–F. Which paragraph contains the following information? Write the correct letter, A–F, beside each statement below.

Note: You may use any letter more than once. You may not need to use all the letters.

- 31. \_\_\_\_\_ It takes at least fifteen years for evidence of asbestos exposure to emerge.
- 32. \_\_\_\_\_ Asbestos fibres cannot be seen without some form of magnification.
- 33. \_\_\_\_\_ If asbestos is not interfered with, it is not a danger to health.
- 34. \_\_\_\_\_ It is not easy for a non-expert to identify asbestos.
- 35. \_\_\_\_\_ These days, people whose work requires exposure to older buildings or products containing asbestos are at risk of asbestos poisoning.
- 36. \_\_\_\_\_ Asbestos was thought to be a very useful substance for a very long time.
- 37. \_\_\_\_\_ Asbestos was used in buildings to prevent fires spreading.

## Sentence Completion – Type A

Complete the sentences below. Choose **NO MORE THAN THREE WORDS** or **A DATE** from the reading passage for each answer.

- 38. Asbestos was widely used for many years because it was very strong, \_\_\_\_\_.
- 39. Asbestos fibres get into people's lungs because they are \_\_\_\_\_.
- 40. Asbestos was used in the car industry for \_\_\_\_\_.
- 41. There is no early diagnosis for people who think they have been exposed to asbestos; they have to \_\_\_\_\_.
- 42. There are strict rules for the \_\_\_\_\_ of asbestos removal and disposal.
- 43. If your house was built before \_\_\_\_\_, it may be dangerous for you to do repairs.

## Table Completion

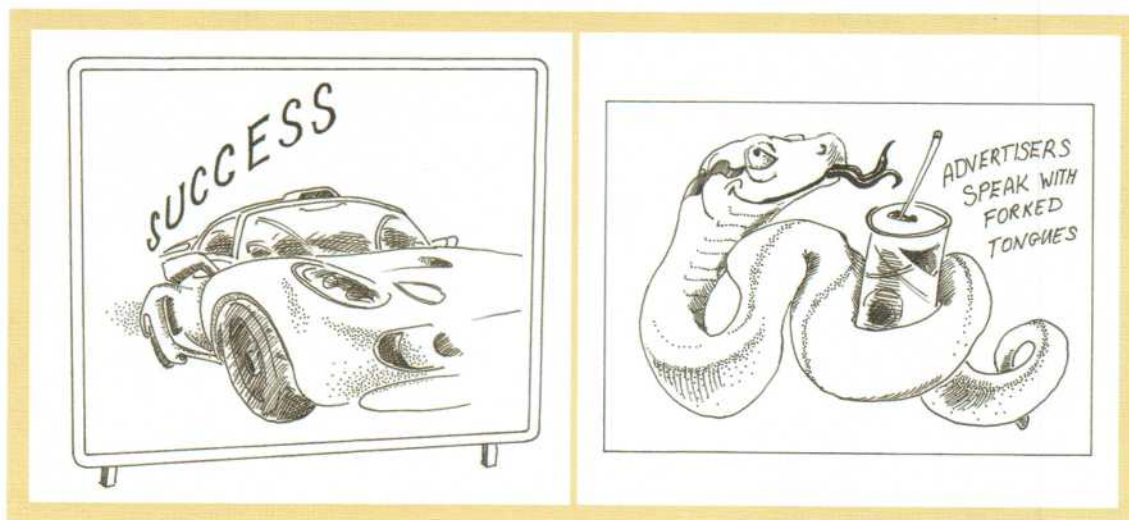
Complete the table below. Choose **NO MORE THAN THREE WORDS** and/or **NUMBERS** from the reading passage for each answer.

## Asbestos Poisoning

Type	asbestosis	46. _____	lung cancer
Symptoms	not a 44. _____ causes a 45. _____ of scar tissue in the lungs	a cancer affects the 47. _____ tissue of the lungs	a cancer likelihood of developing this is increased for 49. _____
Time lag from exposure to evidence of disease	25–40 years	48. _____	15–35 years

## Warm up - Thinking about the Topic

Look at the images.



1 Discuss these questions with a partner.

- What are some well-known Vietnamese advertisements?
- What is the main aim of most advertisements?
- Do you think most advertising is honest? Rate the advertising you see regularly as:  
☐ Usually honest      ☐ Sometimes honest      ☐ Rarely honest
- What do you think "to speak with a forked tongue" means?

## Beginning to Read

## Distinguishing Fact and Opinion

## TIP

It is important in IELTS reading to be able to distinguish opinions and factual statements.



# Puffery in Advertising

A

"Our coffee is loved by millions worldwide." Do you often see this kind of advertising in your country? Statements like this, that no one can prove, are called puffery. This is a term that has been developed for exaggerated claims that are made in advertising. Puffery is legal, even though such claims cannot be proved. In fact, puffery has been termed "a licence to lie", as it is vague enough to be classed as opinion, an expression of the salesperson's evaluation of the product, rather than an objective statement.

C

Puffery is nothing new. It has been identified in documents dating from as long ago as the sixteenth century, when the notion of "caveat emptor" or "let the buyer beware" developed in business transactions. **Although** this initially applied to property deals, it came to be used more generally. This Latin term basically meant that anyone buying a product had a responsibility to check it carefully before payment. The seller did not need to take responsibility for defects (unless a problem had been deliberately concealed). **In those days**, of course, there was no notion of consumer rights or returns policies.

E

**On the other hand**, a company that states their product is the "safest" or "cheapest" needs to show proof, because these claims can directly affect their competitors. Statements that are objective need to be backed up by proof or statistics, as consumer rights organisations can run tests to compare products such as washing machines and vacuum cleaners. They also investigate companies involved in insurance, finance, property, credit cards, and other such services. Companies and salespeople should, **therefore**, be very careful when making factual statements about a product, or assertions regarding the quality of goods and services. In most developed countries, there is likely to be an official organisation which oversees the validity of advertising claims. **In addition**, there may be a government council with the authority to take legal action against companies that overstep the limit.

B

Using puffery to raise awareness of products and to generate increased sales is a common advertising strategy. Goods and services are described in terms of superlatives, subjective opinions, and exaggerations; various kinds of general claims are made, with no specific facts. So, why do some people worry about puffery? One of the concerns is whether consumers are misled by false advertising. Legal guidelines and government controls are required to prevent dishonest advertising. Companies understandably object to untruthful ads which give a competitor an unfair advantage in the market. These claims can be tested in the courts, and the decisions that are made help to make the boundary between acceptable puffery and illegal advertising.

D

**These days**, however, if a company claims to sell the country's "best-loved" or "favourite" product, whether a brand of coffee or a make of car, this is held to be puffery, rather than an objective claim of market share. **Similarly**, the company does not have to produce proof that this claim is actually backed up by numbers or facts. **In other words**, claims such as "the world's best cup of coffee" are impossible to prove. They are also so exaggerated that it is expected that any consumer will understand how subjective they are. In effect, the company in question is said to be "boasting" rather than making objective claims. The claims are, therefore, not considered to be deceptive. **In fact**, puffery is often considered to add to the entertainment value of advertisements, especially television commercials.

F

A primary function of advertising is to create product awareness. As consumers, we need to know about competing products so we can make informed decisions on which one to buy. **While** it is important that advertisers are monitored to ensure they do not mislead consumers, it can be argued that puffery is a good technique for raising awareness of new products that, otherwise, would go unnoticed in a crowded market. As long as there are effective ways of monitoring the claims of advertisers, to prevent deliberate deception in terms of safety or particular aspects of performance, it seems that most puffery is relatively harmless. Rather, it should be seen as an integral part of advertising, which most consumers can detect and laugh at rather than being misled.

2 Consider these definitions, then complete the exercise below.

- a. objective means based on facts
- b. subjective means based on opinions & feelings

*Classify these nouns by writing them in the correct column. Use an English-English dictionary if you are not sure of any meanings. Knowing the meaning of these words will help you to decide if a reading passage contains facts (objective) or opinions (subjective).*

**statement      claim      data      assertion      boast      belief**

Objective	Subjective

3 Identify whether the sentences below are objective (O) based on facts, or subjective (S) based on opinions and feelings.

- a. \_\_\_\_\_ This coffee is the best – your friends will love you!
- b. \_\_\_\_\_ This cat food will make your cat purr with delight!
- c. \_\_\_\_\_ This all-wheel drive car will let you get 10kms for every litre of fuel.
- d. \_\_\_\_\_ We design the best houses in the world!
- e. \_\_\_\_\_ Sign up for this credit card now, and get a 10% discount on bank fees.
- f. \_\_\_\_\_ Bubbles! Kids' favourite soft drink...

### Skimming to Identify the Writer's Purpose

For IELTS reading, you need to be able to read **QUICKLY** to find the writer's purpose. Complete the activities below to practise how to do this. **Keep to the time limit!**

4 Read the first sentence **ONLY** of each paragraph in the reading passage. Take **NO MORE THAN FIVE MINUTES** to do this.

*Is this reading passage:*

- a. a description of how something is done?
- b. a discussion of an issue, ending with an opinion?
- c. a comparison and contrast of two things?
- d. a history of something?



### Skimming to Summarise the Reading Passage

5 Work with a partner to complete a brief summary of this reading text. Speak, do not write.

This passage is about...      It describes...      Consumers need to...

### IELTS-Type Questions: Reading for Details and for Main Ideas

Now, you should be able to read this passage quickly to find details and answer the following questions.

#### Matching Headings to Paragraphs

The reading passage has six paragraphs, A–F. Choose a correct heading for each paragraph from the list of headings below. Write the correct number, i–vii, next to the appropriate paragraph. There are more headings than paragraphs.

#### List of Headings

- i. History of Puffery
- ii. Checks on Deceptive Advertising
- iii. Examples of Companies Guilty of Deceptive Advertising
- iv. Reasons for Monitoring Advertising
- v. Summary of Role of Puffery in Advertising
- vi. Definition of Puffery
- vii. Puffery That Is Acceptable

1. \_\_\_\_\_ Paragraph A
2. \_\_\_\_\_ Paragraph B
3. \_\_\_\_\_ Paragraph C
4. \_\_\_\_\_ Paragraph D
5. \_\_\_\_\_ Paragraph E
6. \_\_\_\_\_ Paragraph F

#### Identification of Information

Do the following statements agree with the information given in the reading 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           |

#### TIP

These questions usually follow the order of the passage. You need to find the relevant parts of the passage to answer these questions.



7. \_\_\_\_ Some people argue against puffery because buyers might believe everything in advertising.
8. \_\_\_\_ A court case is a way of determining whether advertising is deceptive or not.
9. \_\_\_\_ Puffery dates from the days of television commercials.
10. \_\_\_\_ 'Caveat emptor' means that the seller has a responsibility for any problems with the item sold.
11. \_\_\_\_ 'The world's best coffee' is an example of puffery.
12. \_\_\_\_ 'The world's safest chainsaw' is an example of puffery.
13. \_\_\_\_ People should carefully check prices before they buy goods.

### Short Answers

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

14. In addition to legal guidelines, what else is necessary to stop companies from using deceptive advertising? \_\_\_\_\_
15. When was puffery first used? \_\_\_\_\_
16. What does the writer say about claims such as 'the world's best'? \_\_\_\_\_
17. What does puffery contribute to television commercials? \_\_\_\_\_
18. What should objective statements be supported by? \_\_\_\_\_
19. What is the main purpose of advertising? To \_\_\_\_\_
20. Why do consumers need information on competing products? To \_\_\_\_\_

### Global Multi-Choice

*Circle the letter for the correct answer.*

21. The writer's main idea is:
  - a. Puffery is part of advertising and is usually not harmful.
  - b. Puffery is a recent concern.
  - c. Puffery does not occur very frequently.
  - d. Puffery is an American problem.

#### TIP 1

You will usually find the answer to this question in the first and/or final paragraph(s).

#### TIP 2

Not all the four choices will be ideas from the passage. Your job is to choose the main idea, the one that sums up the whole text.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that will help you with the IELTS test.

### Vocabulary

<b>exaggerated</b>	<b>expression</b>	<b>evaluation</b>
<b>awareness</b>	<b>strategy</b>	<b>specific</b>
<b>to mislead...</b>	<b>understandably</b>	<b>to object to...</b>
<b>competitor</b>	<b>initially</b>	<b>to conceal...</b>
<b>deceptive</b>	<b>entertainment</b>	<b>to investigate...</b>
<b>validity</b>	<b>authority</b>	<b>to monitor...</b>

6 Match the words above to the meanings below.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>a. To give someone wrong information</li> <li>b. To hide something</li> <li>c. To watch something to see what is happening</li> <li>d. To find out information about something</li> <li>e. To state that you do not like something</li> <li>f. Made to sound bigger or better than it really is</li> <li>g. At the beginning</li> <li>h. Naturally, as expected</li> <li>i. Someone who makes the same kind of product</li> <li>j. The truth or reality of something</li> <li>k. Knowledge or realisation of something</li> <li>l. A statement of opinions or feelings</li> <li>m. Clear and detailed</li> <li>n. A plan or way of doing something</li> <li>o. An assessment of the value of something</li> <li>p. Encouraging the reader to believe something which is not true</li> <li>q. The power to take action on an issue</li> <li>r. Something that provides fun and enjoyment</li> </ul> | <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> |
|---|--|



7 Complete the following sentences, using the target vocabulary. You will not need all of the words in the list on the previous page. The first one has been done for you.

- a. Puffery is a term for exaggerated advertising claims about products, such as “These sports shoes are the best in the world.”
- b. Many advertisers use puffery for its \_\_\_\_\_ value to make people laugh.
- c. Some people worry that these subjective claims will \_\_\_\_\_ consumers.
- d. Also, competitors \_\_\_\_\_ to untruthful claims being made by another company.
- e. \_\_\_\_\_, they think it might give their competitor an unfair advantage.
- f. In some countries, consumer rights organisations \_\_\_\_\_ various products and services to check if the advertising is honest.
- g. They can publicise examples of \_\_\_\_\_ advertising that are likely to mislead the public.
- h. It is also important to have an official body to check the \_\_\_\_\_ of claims that advertisers make.
- i. Such official organisations need to have the \_\_\_\_\_ to take legal action if the claims are dishonest.
- j. In general, consumers also need to have an \_\_\_\_\_ of how advertising works so that they do not believe vague or exaggerated claims.

### Adjective or Adverb?

8 Decide the correct part of speech to complete these sentences.

- a. \_\_\_\_\_ statements are ones that do not give any specific facts. [Vague, Vaguely]
- b. Some advertisements intend to entertain viewers rather than \_\_\_\_\_ deceive them. [deliberate, deliberately]
- c. In the end, the writer decides that most puffery is \_\_\_\_\_ harmless. [relative, relatively]
- d. Vague claims that are made with no specific details are \_\_\_\_\_ considered to be puffery rather than dishonest advertising. [general, generally]
- e. The notion of “buyer beware” \_\_\_\_\_ applied only to property deals. [initial, initially]
- f. The seller did not need to take responsibility for defects, unless a problem had been \_\_\_\_\_ concealed. [deliberate, deliberately]
- g. Court decisions can help to clarify the boundary between \_\_\_\_\_ puffery and illegal advertising. [acceptable, acceptably]
- h. A company that states \_\_\_\_\_ that their product is “the safest” needs to provide proof of this. [specific, specifically]

## Signposts and Keywords

9 Consider the words below. You will find them in bold in the reading passage. Classify them, a-h, according to how they are used.

- a. to contrast two things (e.g. two companies, two different times)
- b. to add new information
- c. to compare two things or ideas
- d. to contrast one idea with another one
- e. to talk about a time in the past
- f. to talk about the present time
- g. to explain something more simply
- h. to introduce the logical result of something mentioned

\_\_\_\_\_ In fact

\_\_\_\_\_ Although

\_\_\_\_\_ In those days

\_\_\_\_\_ These days

\_\_\_\_\_ However

\_\_\_\_\_ In other words

\_\_\_\_\_ Similarly

\_\_\_\_\_ On the other hand

\_\_\_\_\_ Therefore

\_\_\_\_\_ In addition

\_\_\_\_\_ While

## Learning to Speak

## Warm up - Thinking about the Topic

## Language Quiz

1 Complete the following quiz on language learning with your partner. If you don't know, have a guess.

- |   |  |
|---|--|
| a. Which language has the most first language speakers?<br>I. English<br>II. Mandarin Chinese<br>III. Arabic          | e. How many living languages are there in the world today?<br>I. 500<br>II. 5,000<br>III. more than 5,000                                    |
| b. At what age do most babies learn to speak?<br>I. six months<br>II. one year<br>III. between one year and 18 months | f. Which languages are considered to be the most romantic?<br>I. French and Italian<br>II. German and English<br>III. Russian and Portuguese |
| c. Which is the language with the most words?<br>I. Spanish<br>II. English<br>III. French                             | g. A five-year-old child can understand how many words?<br>I. 500<br>II. 1,000<br>III. 2,000   |
| d. Which is the oldest language?<br>I. Greek<br>II. English<br>III. Egyptian  |  |

2 Discuss these questions with a partner.

- How many languages can you speak?
- How many would you like to learn?

## Beginning to Read

## TIP

To complete all three IELTS readings, you need to use skimming skills to understand the main idea of a reading passage and also scanning skills to locate specific information.

Do these activities quickly – try to take no more than 10 minutes in total for all activities.



# How We Learn to Speak

**A** No two human beings are exactly alike. Each one of us is different, yet we all have many features in common. One of these features is that when we are born, we all absolutely depend on others for all of our needs: food, shelter, clothes, protection, and love. Many important things happen during childhood, but central to the process of growing from a baby with little personality into an individual with unique qualities is the development of communication.

**B** The first way a baby communicates its needs is by crying, but eventually, babies realise that there are other and better ways of communicating. The baby listens to all the meaningless sounds around it, and it gradually gets used to the voices it hears. Day by day, week by week, and month by month, it learns to imitate those sounds, and so another language speaker is born. This, of course, is an extremely simple description of the very complex process of learning a language, but it is, nonetheless, true.

**C** When did you become a language speaker? Most children usually start talking when they are around one year old. For some, it happens before then, while for others it occurs sometime between their first birthday and eighteen months. Those children who learn to talk earlier than others are a source of immense pride to their parents. On the other hand, if children are slow to start talking, parents can worry that something is wrong. Experts declare that being a late starter is not a cause for concern or a sign that a child is not clever; after all, Einstein was three or four before he started speaking, and there was nothing lacking in his brain power! All normal children learn to talk, but at different rates.

**D** In the first few months of life, babies make noises that are nothing like words, but by six months, they are making nonsense noises that are beginning to sound like speech. After another six months, children will be making mama noises, and they will also try to repeat sounds that they hear. When they make these noises or say these 'words', people do things for them: they smile and pick them up, or they get attention and a cuddle. They are starting to realise that language is a very useful tool indeed.

**E** After another half year, most children can say up to 8 or 10 words. At this age, children on average can understand 5 words for every one word they can say. Around this age, children start to use two words together as if they were one word, daddy car, for example, which in adult language could mean either Daddy is in the car or it is daddy's car. If it is the first meaning, the child will stress the second word, car, and if it is the second meaning, the word daddy will be stressed. By the time they blow out the two candles on their next birthday cake, they will be able to utter approximately 40 words, and two years later, they will be able to handle between 200 and 300 different words. By the age of 5, the child will understand nearly 2,000 words. Then, it will be time for primary school and during this period of early schooling, the child's vocabulary will grow by roughly another 1,000 words each year.

**F** Learning a language is a very complicated process, but all human beings are born with language ability. The precise language they learn to speak depends on which language they hear all around them. When babies are making nonsense sounds, some people say that they are trying out all the possible sounds in all the world's languages before identifying those sounds that they hear around them. When they have narrowed down all possible sounds to the ones they hear every day, then those are the sounds they will produce and master, and the other sounds will disappear. An example may help to clarify this: some Chinese people find it hard to hear the difference between [l] and [r], lock and rock, for instance, and speakers of Japanese sometimes have this problem, too. However, a study showed that newborn Japanese babies could indeed hear the difference between [l] and [r], even though their parents could not. Surprisingly, though, the babies lost this ability around the age of six months and could then only hear the sounds their parents could hear and say.

**G** Learning a language takes persistence. It requires practice, practice, practice. Above all, it needs time. And if babies can do it, then so can you. Enjoy the adventure!



### Skimming to Identify the Writer's Purpose

3 *Skim the reading passage and choose the answer which best summarises the writer's purpose in the article.*

- a. A description of how babies begin to learn language
- b. A description of the process of language learning
- c. A comparison of how babies and adults learn language
- d. A discussion of how difficult it is to learn language

### Scanning for Specific Information

4 *Now, scan paragraphs D and E to find the specific information to fill the gaps.*

#### Babies

- a. 6 months old: making \_\_\_\_\_
- b. 1 year old: making \_\_\_\_\_, repeating \_\_\_\_\_
- c. 2 years old: knowing about \_\_\_\_\_
- d. 5 years old: understanding \_\_\_\_\_

### Recognising Paragraph Patterns

5 *Skim quickly to decide how this reading passage is organised. Do **not** include paragraph G.*

- |                                 |                 |
|---------------------------------|-----------------|
| a. Learning different languages | Paragraph _____ |
| b. The age for first speaking   | Paragraph _____ |
| c. Language up to age 5         | Paragraph _____ |
| d. Language up to age 1         | Paragraph _____ |
| e. Introduction                 | Paragraph _____ |
| f. Language for babies          | Paragraph _____ |

## IELTS-Type Questions: Reading for Details and for Main Ideas

Now, you should be able to read this reading passage quickly to find details and answer the following questions.

### Summary Completion

*Complete the summary of the passage, using words from the box below. There are more words than gaps.*

BEFORE you fill in the gaps:

- Decide if the missing word is a noun, adjective, verb, or adverb.

#### TIP

Use your grammar knowledge to help you complete summary questions quickly and accurately.

The skill of learning to speak is one which is 1. \_\_\_\_\_ to all cultures. As soon as they are born, babies cry in order to 2. \_\_\_\_\_ their needs to their parents and those around them. The 3. \_\_\_\_\_ of gradually listening to and learning to produce sounds is universal, but there is considerable individual 4. \_\_\_\_\_ in the age at which speech first occurs, although the average is at 5. \_\_\_\_\_ twelve months. However, an early or late beginning to language production is no indication of 6. \_\_\_\_\_, and nor is the 7. \_\_\_\_\_ at which language is learned.

<b>communicate</b>	<b>approximately</b>	<b>variation</b>	<b>nonsense</b>
<b>process</b>	<b>attention</b>	<b>adventure</b>	<b>tool</b>
<b>speech</b>	<b>intelligence</b>	<b>complicated</b>	<b>common</b>
<b>imitate</b>	<b>average</b>	<b>speed</b>	

### Matching

*Look at the following list of stages in the language learning process.*

*Match each statement with the correct age. Write the letter beside the description.*

*Note: You will not need to use all of the ages given.*

#### TIP

Which two paragraphs will you need to read closely to answer this question? Remember the scanning exercise in "Beginning to Read".



8. \_\_\_\_\_ speaking around 200 – 300 words
9. \_\_\_\_\_ making sounds unrelated to language
10. \_\_\_\_\_ copying the sounds of the local language
11. \_\_\_\_\_ large growth in word production
12. \_\_\_\_\_ producing the beginnings of speech sounds
13. \_\_\_\_\_ using two-word phrases

- A before 6 months old
- B 6 months to one year
- C at around one year old
- D at 18 months old
- E at 2 years old
- F at 4 years old
- G 5 to 10 years old

### Identification of Information

*Do the following statements agree with the information given in the reading 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

### TIP

With this type of question, be careful to only answer 'no' if you find information in the reading passage which is different to the information in the statement.

14. There is generally a problem with a child's language development if they start speaking later than 18 months. \_\_\_\_\_
15. Young children put words together in ways which may have several alternative meanings. \_\_\_\_\_
16. The language which human beings learn and produce depends on what is spoken by their family or caregiver. \_\_\_\_\_
17. Teenage children are still learning vocabulary at a fast rate. \_\_\_\_\_
18. At the age of eight months, Japanese babies were able to hear the difference between the sounds /l/ and /r/. \_\_\_\_\_
19. Children of different nationalities learn the sounds of their language in the same order. \_\_\_\_\_

### Global Multi-Choice

*Choose the correct letter, a, b, c, or d.*

20. The main idea in this passage is:
  - a. The process of learning language is very long and complex.
  - b. All humans have the same basic language learning process.
  - c. All children learn to speak at a different rate and time.
  - d. Learning language is very difficult and time-consuming.

## After You Read

### Vocabulary

6 Match the words on the left with their definitions on the right.

Word	Definition
1. feature (n.)	a. rely on
2. communicate (v.)	b. spoken language
3. depend on (v.)	c. basic necessity or requirement
4. imitate (v.)	d. someone who knows a lot about a topic; an authority
5. occur (v.)	e. roughly; nearly
6. expert (n.)	f. instrument
7. nonsense (n.)	g. characteristic
8. speech (n.)	h. exact
9. attention (n.)	i. express ideas, spoken or written
10. tool (n.)	j. copy
11. approximately (adv.)	k. awareness
12. complicated (adj.)	l. language which does not make sense
13. ability (n.)	m. happen
14. need (n.)	n. procedure
15. unique (adj.)	o. special; only one
16. precise (adj.)	p. skill
17. process (n.)	q. complex

7 Choose the best word from the left column above to fill in the gap in each sentence.

- Learning a language can be a difficult \_\_\_\_\_, but it is worth it when you can communicate with people from other cultures.
- Every baby is \_\_\_\_\_ and totally different to every other baby in the world!
- Babies always get a lot of \_\_\_\_\_ when they are very young and cute.
- Babies \_\_\_\_\_ their parents for food, shelter, and love.
- \_\_\_\_\_ is the main way in which human beings communicate with each other.
- She has the \_\_\_\_\_ to speak five different languages.
- Studying for the IELTS Reading test is \_\_\_\_\_ as there are many different question types and a lot of new vocabulary.
- Speaking a second language is a useful communication \_\_\_\_\_.



## Finding Synonyms

### TIP

Often, IELTS questions will use synonyms and paraphrases to repeat ideas from the reading passage. Complete the following activity to build your knowledge of synonyms.

8 Find words in the reading passage which have a similar meaning.

- a. complicated \_\_\_\_\_
- b. approximately \_\_\_\_\_
- c. alike \_\_\_\_\_
- d. different \_\_\_\_\_
- e. words \_\_\_\_\_
- f. happen \_\_\_\_\_
- g. say (2) \_\_\_\_\_
- h. noises \_\_\_\_\_
- i. important \_\_\_\_\_
- j. six months \_\_\_\_\_

## Word Form Practice

9 Complete the table with appropriate forms of the words taken from the reading passage.

	Verb	Noun
a	communicate	
b	occur	
c		dependence
d		imitation
e	utter	
f	identify	
g	produce	
h		difference

## Idiomatic Language – Verbs and Prepositions

10 Write the prepositions which go with the following verbs in the reading passage.

1. depend \_\_\_\_\_

3. listen \_\_\_\_\_

5. try \_\_\_\_\_

7. blow \_\_\_\_\_

9. born \_\_\_\_\_

2. get used \_\_\_\_\_

4. pick \_\_\_\_\_

6. grow \_\_\_\_\_

8. narrow \_\_\_\_\_



# UNIT 8

## The Environment

### Warm up - Thinking about the Topic

1 In pairs, discuss:

- What is your favourite car? Why do you like it?
- Do you own a car? If not, would you like to own a car?



2 In pairs, list as many advantages and disadvantages of owning a car as you can.

*The first ones have been done for you.*

Advantages of Owning a Car	Disadvantages of Owning a Car
Increased mobility	Expensive

### Beginning to Read

#### Scanning for Specific Information

You need to be able to read quickly as your time is limited in the IELTS test. Moving your eyes fast over the reading passage to scan for specific information is a vital skill.



# Tata Nono

**A** The twentieth century, starting with Henry Ford's Model-T in 1908, saw the start of man's love affair with the automobile. Some, however, might view the relationship between the car and the human race as more of a love-hate relationship. We love and cherish cars because they are undeniably convenient, have increased our personal mobility, and have permitted industry and commerce to grow and prosper. However, they unfortunately also have their downsides such as the increase in pollution and congestion that they cause.

**B** The problems caused by cars, however, may only get bigger in the future, because of a car that is smaller and cheaper. The car in question is the Tata Nono, manufactured in the Indian state of West Bengal in a purpose-built factory by the entrepreneur Ratan Tata and first launched in October 2008. Apart from the obvious profit motive, the admirable philosophy behind this venture is the desire to bring motoring and mobility within the reach of the poor people who up until now have been unable to afford the price of a car. At around what some have called an ultra-affordable \$2,500, the so-called 'People's Car' is now within easy reach of determined buyers. The Tata Nono will provide status and a higher degree of comfort and protection than previous vehicles did. Previously, people had to rely on their two-wheeled scooters or three-wheeled motorised rickshaws for transport, but now these eight million road users will have another option.

**C** So who exactly are the potential owners of these new vehicles? Who will buy them? In India, the average age is 25, and many of these young people have great dreams for a prosperous future. There is also a growing middle class with increasing spending power. Combine these facts with extensive advertising, and there will be a predictable explosion in the number of cars.

**D** Another way of looking at this development, though, is that all car owners can sit alongside each other in the inevitable traffic jams, for this is the downside of allowing everyone to have access to cars. Increasingly, voices are being raised in India and abroad, questioning the wisdom and warning of the consequences of sending such

a massive number of new cars onto the roads. Tata alone hopes to sell one million per year, and that does not take into account the existing car companies who are already in the market. However, what gives anyone the right to tell poor Indians that they cannot or should not have access to the same modern conveniences that other countries enjoy? India has only 1% of the world's cars, and the USA has 40%. Would anyone dream of even suggesting that the developed world should cut back on the number of cars on its roads? Yet, there are compelling arguments in favour of controlling the number of new cars on India's roads.

**E** As was seen during China's hosting of the Olympic Games in Beijing in 2008, there is a definite connection between the number of cars on the road and the amount of pollution in the air, and controlling one reduces the other. Enabling a million new drivers every year to take to the roads will worsen air quality in India's megacities, such as Delhi, Mumbai, and Kolkatta, where the amount of air pollution due to vehicles stands at 64%, 52%, and 30% respectively. Nearly 60% of Indian cities already have pollution levels that are at the critical level, and the release of the Tata Nono, in conjunction with all the other new cars, has the potential to dramatically affect those levels. Traffic congestion, already a major cause for concern, is yet another aspect of transport that will get further out of control, and instead of driving alongside each other, the poor and the rich may find themselves stuck alongside each other in massive traffic jams. And as if pollution and congestion were not enough, there is one more problem to face: fuel supply. India only has an estimated 0.5% of global oil reserves and imports approximately 70% of its oil needs from the Middle East. Increasing the number of cars will also increase India's dependence on imported oil and create unfortunate effects on the domestic economy.

**F** The Tata Nono, then, is a uniquely Indian solution to an Indian problem. It will have benefits and drawbacks. Many people will applaud the freedom of movement that it will give to the poorer sections of Indian society, while others will fear the environmental consequences. At the beginning of the next century, assuming that the human race is still here and that the personal car is still a major mode of transport, will our descendants look back at this development and regard it in the same favourable way that people looked at Henry Ford's original invention?



3 In **NO MORE THAN FIVE MINUTES**, answer the following questions as quickly as you can. Remember you are just looking for a specific word, a date, or a number in the reading passage.

- What year did Henry Ford develop the Model-T?
- What year was the Tata Nano launched?
- How much does the Tata Nano cost to buy?
- How many road users are there in India?
- How many cars does Ratan Tata hope to sell each year?
- What percentage of the world's cars does the USA own?
- What is the air pollution level due to vehicles in Kolkata?
- What percentage of Indian cities already has pollution levels at a critical level?
- What percentage of India's oil is imported?

#### TIP

In question i, you are only scanning for a percentage number and the words 'India' and 'oil'. In question a, you are only scanning for a date and the words 'Henry Ford's Model-T'.

### Reading between the Lines - Inferencing

Writers often do not state their meaning directly. Instead, the reader has to 'read between the lines' to understand the complete meaning of the reading passage.

*Read the following brief paragraph.*

At \$2,500, this car will provide a cheap alternative to more expensive conventional vehicles, and many people who previously could not have afforded to buy a car will finally be able to join the car owning elite. They will have the good fortune to join thousands of others in spending hours in traffic jams, thus adding to the air pollution of the major cities and contributing to our worsening global warming crisis.

4 Discuss these questions with a partner.

Sentence 1 - What are the advantages of the new car?

Sentence 2 - Is it good or bad fortune to spend hours in traffic jams? Is it good or bad fortune to add to air pollution problems?

Overall meaning - Does the writer think the new car is a good thing or a bad thing? Why?

## IELTS-Type Questions: Reading for Details and for Main Ideas

### Short Answers

*Answer the questions on the next page. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answer under the question.*



**TIP**

Follow instructions carefully:

If the instructions say to use words 'from the passage', you need to use the exact words and spell them correctly.

If the instructions say to write 'no more than three words' and you write four words, your answer will be marked as wrong. (Contractions count as one word.)

1. What have automobiles allowed business to do?  
\_\_\_\_\_
2. Ratan Tata wanted to develop a car that poor people could afford to buy. What was his other reason for developing this car?  
\_\_\_\_\_
3. What will Tata Nano provide for scooter and rickshaw drivers?  
\_\_\_\_\_
4. These cars will sell because many young people want a car and the middle classes have more money to spend. What another factor will help the cars to sell?  
\_\_\_\_\_
5. What will happen to India's big cities if there are a million more drivers every year?  
\_\_\_\_\_

**Table Completion**

Complete the table below. Use **NO MORE THAN THREE WORDS** or **A NUMBER** from the passage for each answer.

**TIP**

In this type of activity, the answers will usually come from one or two paragraphs or sections of the reading passage.

Benefits of Tata Nano	Drawbacks of Tata Nano
Poor people can afford to buy a car and 6. _____ will now be possible for them.	Air pollution in Mumbai due to cars stands at 9. _____. Tata Nano will significantly 10. _____ that figure.
Tata Nano brings status and increased 7. _____.	Traffic 11. _____ will also increase as the rich and poor alike are able to afford cars.
Poor people need no longer depend on 8. _____ for transportation.	More oil will need to be imported as Indian oil reserves stand at around 12. _____.

### Identification of Writer's Views

*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

13. Ratan Tata's only reason for developing his new car was so he could make a big profit. \_\_\_\_\_
14. The increasing number of new vehicles will have only benefits for India. \_\_\_\_\_
15. It is unfair that people in developing countries should be denied access to cars. \_\_\_\_\_
16. The Indian government should control the number of new cars on its roads. \_\_\_\_\_
17. Controlling the number of cars would help to decrease air pollution. \_\_\_\_\_
18. If more cars are allowed on India's roads, this will lead to problems for the Indian economy. \_\_\_\_\_
19. In the future, people will consider that the development of Tata Nono was a good thing. \_\_\_\_\_

### Global Multi-Choice

*Choose the correct letter, a, b, c, or d.*

20. The writer's main idea is:
- a. The availability of cheap cars will have many benefits for poor people in India.
  - b. The Tata Nono will have negative effects on the environment in India.
  - c. People in developing countries should have the same rights to car transport as those in rich countries.
  - d. Although the Tata Nono will help many people, it will also create problems for India and the planet.

## After You Read

### Vocabulary

Increasing your vocabulary and being able to recognise synonyms is vital for the IELTS Reading test.

- 5 Match the words or phrases with the same meanings.



Words or phrases	Words/phrases from the reading passage
a. very strong interest	1. profit motive
b. certainly true	2. entrepreneur
c. idea	3. rely on
d. a person who sets up businesses	4. ultra-affordable
e. doing something for money	5. status
f. ability to move around easily	6. philosophy
g. very inexpensive	7. option
h. position in society	8. undeniably
i. depend on	9. desire
j. choice	10. mobility

### Guessing the Meaning of Unknown Words

Don't panic when you can't understand the meaning of every word in the reading passages. Guessing the meaning of unknown words by looking at the words around them is a skill you can develop through practice.

6 Read the sentences and choose the most likely meaning from I-III for the underlined word. Do not use a dictionary.

- a. ... with the power of advertising and the natural human desire to have what everyone else has, there will be a predictable explosion in the number of cars.
  - I. decrease
  - II. importing
  - III. sudden burst
- b. Another way of looking at this development, though, is that they can sit alongside each other in the inevitable traffic jams, for this is the downside of allowing everyone to have access to cars.
  - I. expected
  - II. enjoyable
  - III. short
- c. Increasingly, voices are being raised in India and abroad, questioning the wisdom and warning of the consequences of sending such a massive number of new cars onto the roads.
  - I. small
  - II. very interesting
  - III. very large

- d. Enabling a million new drivers every year to take to the roads will worsen air quality in India's megacities. Nearly 60% of Indian cities already have pollution levels that are at the critical level.
- I. very dangerous
  - II. controlled
  - III. safe
- e. Traffic congestion is yet another aspect of transport that will get further out of control, and instead of driving alongside each other, the poor and the rich may find themselves stuck alongside each other in massive traffic jams.
- I. accidents
  - II. overcrowding
  - III. rules
- f. Many people will applaud the freedom of movement that Tata Nano will give to the poorer sections of Indian society, while others will fear the environmental consequences.
- I. approve
  - II. dislike
  - III. laugh at

### Referencing

A noun may be used in one sentence and in the following sentence, that noun is replaced by a pronoun, such as **he, she, they, it, those, this**. For example: 'automobiles' in the first sentence is referred to as 'they' in the second sentence.

*'These are some accepted advantages of automobiles. However, they unfortunately also have their downsides.'*

There may also be a synonym referring to the same thing. For example: 'these disadvantages' is referring to the word 'downsides'. They have the same meaning.

*'They unfortunately also have their downsides, and chief among these disadvantages is the huge number of people killed by them.'*

### 7 Underline the words or phrases in the following sentences that are referring to the same thing.

- a. In India, there are 100,000 deaths every year due to car accidents. And those chilling figures do not take into account the extra numbers maimed and injured.
- b. Its four wheels, four doors, and four seats provide status and a degree of comfort and protection missing from what the new purchasers had been used to. Previously, they had to rely on their two-wheeled scooters or three-wheeled motorised rickshaws for transport.



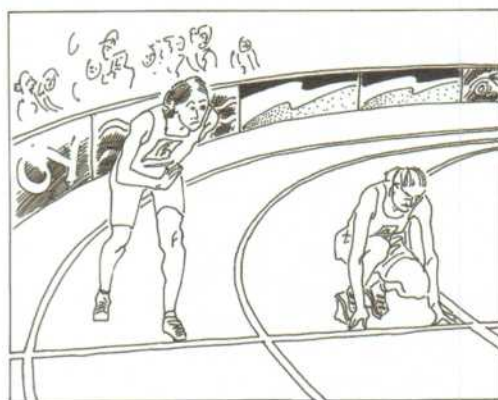
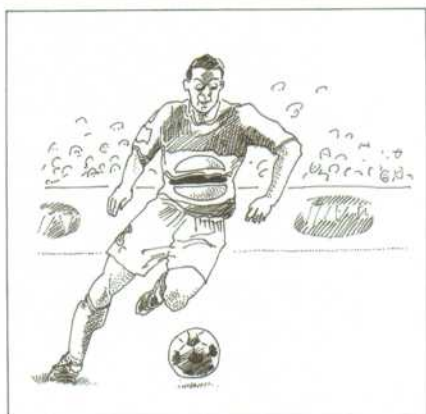
- c. Some of the protests were violent, but finally, a deal was reached, whereby some farmers had their land returned, and others received compensation.
- d. The poor can now drive alongside the rich on India's roads. Another way of looking at this development, though, is that they can sit alongside each other in the inevitable traffic jams.
- e. The Tata Nano, then, is a uniquely Indian solution to an Indian problem. It will have benefits and drawbacks.

## UNIT 9

## Sponsorship in Sport

## Warm up - Thinking about the Topic

Look at these images. Talk about them with your partner.



- 1 What is sponsorship? How do you think money influences sport?
- 2 Think of some famous sports sponsors in Vietnam.
- 3 Discuss with a partner the advantages and disadvantages of sponsorship in sport.

## Beginning to Read

## Surveying the Reading Passage

## TIP

If you take a few seconds to survey, or look over, the whole reading passage before you start reading, this can often help you to understand the reading passage more clearly and to find any special words or information that you might need to answer the questions.



# Sponsorship in Sport

**A** The commercialisation of sport has risen dramatically over recent times. Men and women athletes the world over have become marketable commodities. Sports teams are traded on stock markets, and sponsorship rights at major events often involve massive amounts of money. Most people concede that sponsorship in sport is necessary. However, while it gives with the one hand, it *subtly* takes with the other.

**B** Sponsorship in sport is usually in the form of financial assistance, or money, offered by a commercial organisation to a person, team, or sporting code in return for publicity. There are two main reasons for sponsorship becoming so necessary. Firstly, sport has become increasingly expensive to manage, and teams and players need money to be able to participate at a high level. Then, from a business point of view, watching sport has become a major form of social entertainment, so companies offer sponsorship to connect with consumers.

**C** Sponsorship of sporting events helps companies to promote their products and \*brands. Although the most important factor for most companies is improving sales, there are also other payoffs, and tax relief is one of these. Sponsors can claim a sponsored event against the taxes they have to pay, which means sponsorship can actually save companies money. The only negative aspects for a sponsor are if an athlete should play badly or misbehave, but generally, sport creates a good image for a company by conveying health and fitness. However, this has also

caused controversy for some major events because some people have questioned the choice of sponsor.

**D** The organisers of the Olympic Games have been harshly criticised for accepting sponsorship from fast food companies and fizzy drink manufacturers. Many people believe this is a double standard. They question why the Olympic Games and World Cup organisers take money from such companies. Public health experts believe if we really want to promote health alongside excellence in sport, then it should be linked by \*endorsements to products which support good health, and not to unhealthy products.

**E** Sponsorship is no longer restricted to major events and professionals. Now, local teams and young players are also sponsored. There is a trend also for amateurs to rely on sponsorship for equipment, clothing, travel and to cover their expenses of training and competing even though they are not full-time sportspeople.

**F** So, sponsorship in sport is essential. On the one hand, it enables major world events to become more prestigious and spectacular and to improve individual performances, and on the other hand, it promotes and encourages participation at \*grass-roots level. Sponsorship also brings sports to everyone. It enables us to view our favourite

sporting event on television in our own home, even though it is taking place on the other side of the world.

**G** However, such commercialisation also means compromise, and in fact, for some less popular sports, it may be a negative factor, and most significantly, it may even result in the end of that sporting code. Sponsorship affects fans, players, and the sports themselves. For instance, players have been upset by rule changes that sponsors have requested. Fans are angered by games played in atrocious weather conditions and at awkward hours to meet the *scheduling restrictions* of television. Changes have also been made to the timing and duration of events. Furthermore, players are being told what to wear. Finally, there is the crucial issue that while some sports have become too popular, others have difficulty getting any sponsorship.

**H** When sports clubs were state-funded, all sports were given an equal opportunity to attract members and to grow. Now, however, sports which are seen as lower profile, or less popular, and therefore, less commercially viable can no longer attract sponsors. In this respect, sponsorship in sport creates the situation of giving with the one hand and taking with the other. The uneven distribution of sponsorship could lead to the end of some less popular sports and could reduce our freedom of sporting choice.

## Glossary:

brand = trade name or mark which identifies a particular company and its product

endorsement = something which acts as support or provides approval

grass-roots = involving the people at the ordinary level of an organisation



4 Quickly look at the reading passage from beginning to end.

**TIP**

Look for the following features: **Bold type**, *italics*, 'speech marks', a \*footnote and a \*glossary. A footnote is used when information is written at the bottom of a page which relates to a word or phrase in the reading passage. A glossary comes at the end of the passage and explains the meaning of a word. The words in the reading passage will be identified by a number or an \*asterisk.

**Reading Overview**

5 Look quickly at the whole passage and answer the following questions with yes, no, or a number.

- How many paragraphs are there? \_\_\_\_\_
- Is there any bold type? \_\_\_\_\_
- Is there any italic type? \_\_\_\_\_
- Are there any speech marks? \_\_\_\_\_
- Are there any footnotes? \_\_\_\_\_
- Is there a glossary? \_\_\_\_\_

6 Find the glossary.

Complete the explanation given for each of the following words.

- endorsement                      a \_\_\_\_\_
- grass-roots                      p \_\_\_\_\_ at the o \_\_\_\_\_ level
- brand                              t \_\_\_\_\_ m \_\_\_\_\_

**IELTS-Type Questions: Reading for Details and for Main Ideas**

Now, you should be able to read this reading passage quickly to find details and answer the following questions. Try to do this within 30 minutes maximum.

**Locating Information**

The reading passage has eight paragraphs, A–H. Which paragraph contains the following information? Write the correct letter, A–H, beside each statement below.

Note: You may use any letter more than once. You may not need to use all the letters.

- \_\_\_\_\_ The reasons why sports teams and companies need sponsorship
- \_\_\_\_\_ The writer's prediction of what will happen to low-profile sports
- \_\_\_\_\_ An explanation of how sponsorship includes more than just professional athletes
- \_\_\_\_\_ A description of how sponsorship allows many people to enjoy world sporting events
- \_\_\_\_\_ Examples of how sponsors can benefit from sponsorship
- \_\_\_\_\_ Details of the effects of sponsorship on different groups of people
- \_\_\_\_\_ A discussion of sponsorship and unhealthy products

## Sentence Completion - Type A

Complete the following sentences below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

8. Sponsors will provide support to an individual or a team in return \_\_\_\_\_.
9. Sport has grown in popularity resulting in individuals needing to perform to a higher standard. This, in turn, means they \_\_\_\_\_.
10. It is in the interest of business companies to sponsor sport so that they can \_\_\_\_\_.
11. Sports fans and players often have to agree to compromises and restraints, such as what to wear, when to play, and the \_\_\_\_\_.
12. Some lower-profile sports find they cannot attract the financial support of sponsors. This inequality will inevitably result in the downfall of the \_\_\_\_\_.

## Identification of Writer's Views

Do the following statements agree with the views of the writer? 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

13. \_\_\_\_\_ The involvement of business in sport has declined dramatically over recent times.
14. \_\_\_\_\_ Promoting a brand to consumers will make the company successful.
15. \_\_\_\_\_ Sponsorship gives companies opportunities to promote their products.
16. \_\_\_\_\_ Companies should not be able to claim tax relief.
17. \_\_\_\_\_ Many people believe that sponsors should not be allowed to promote unhealthy products.
18. \_\_\_\_\_ When sports facilities were supported by government funding, most sports had similar chances to gain members.
19. \_\_\_\_\_ Sponsorship is happening across all codes at the same rate.

## Global Multi-Choice

What is the writer's most important message? Choose the correct letter, a, b, c, or d.

20. Sponsorship in sport...
  - a. is necessary to improve sporting performance.
  - b. means some sports are in danger of disappearing.
  - c. allows companies to advertise their unhealthy products to many people.
  - d. demands changes of when and how some sports should be played.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that will help you with the IELTS test.

## Vocabulary - Word Parts

- 7 Look at the parts of words in the table below. Work with a partner. Match the word ending (suffix) to a main word part to make a correct word. You will use some suffixes more than once.

Main Word Parts	Suffixes
alternat-	-able
atroc-	-ation
awk-	-ial
commerc-	-ious
dur-	-ity
endorse-	-ive
entertain-	-ment
equip-	-ward
financ-	
market-	
particip-	
potent-	
prestig-	
situ-	
vi-	

- 8 Match a word from Exercise 7 with a meaning below.

- impressive or influential
- comment provided as support
- length of time
- capable of becoming real
- very bad
- inconvenient

- 9 Complete the sentences by underlining the correct word.

- The (commercialisation, maximisation, organisation) of sport has recently risen. This is mostly due to the amount of money needed to hold large events such as the World Cup or Olympic Games.
- Sponsorship is when financial assistance is offered in return for (popularity, publicity, potential).
- Most people (concede, recede, succeed) that sponsorship in sport is necessary.
- Nations can no longer afford to pay the entire (costs, taxes, payoffs) involved in holding a major sporting event.
- (Controversy, Demise, Patronised) has occurred when sponsors of a particular sporting event did not encourage a healthy lifestyle.
- The organisers of the Olympic Games have been (subtly, harshly, dramatically) criticised for accepting sponsorship from fast food companies and fizzy drink manufacturers.
- Although sponsorship has assisted top (athletes, fans, spin-offs), sportspeople at (glimpses, double standards grass-roots) level are also being supported through the money they receive to buy equipment and clothing.



10 Find the meanings of the lexical items in the passage.

- Paragraph A
  - a. What is another word that means 'a lot'?
  - b. What is another word that means 'large'?
- Paragraph B
  - c. What is another word that means 'people who buy something for their personal use'?
- Paragraph C
  - d. What is another word that means 'a mark which identifies a company or its product'?
- Paragraph D
  - e. What is another word that means 'things which act as support or provide approval for something'?
- Paragraph E
  - f. What is another word that means 'people who play sport for their jobs'?
  - g. What is another word that means 'people who play sport in their free time'?
- Paragraph F
  - h. What is another word that means 'important and well known'?
- Paragraph G
  - i. What is another word that means 'people who like to watch sport'?
  - j. What is another word that means 'timetable'?
- Paragraph H
  - k. What is another phrase that means 'not well known'?

11 Collocations

Match the words which go together in the reading passage.

Refer to the reading passage, if necessary.

Adjective	Noun
lower	standard
less	events
major	opportunity
double	commodities
marketable	profile
uneven	viable
equal	distribution



## Reading Passage 1

## Terror in the Mountains

**A** What is incredibly beautiful yet absolutely terrifying and deadly at the same time? For anyone above the snowline in the mountains, there is little doubt about the answer. Avalanche – the word strikes fear into the heart of any avid skier or climber. For those unfortunate enough to be caught up in one, there is virtually no warning or time to get out of danger and even less chance of being found. The ‘destroyer’ of the mountains, avalanches can uproot trees, crush whole buildings, and bury people metres deep under solidified snow. Around the world, as more and more people head to the mountains in winter, there are hundreds of avalanche fatalities every year.

**B** A snow avalanche is a sudden and extremely fast-moving ‘river’ of snow which races down a mountainside (there can also be avalanches of rocks, boulders, mud, or sand). There are four main kinds. Loose snow avalanches, or sluffs, form on very steep slopes. These usually have a ‘teardrop’ shape, starting from a point and widening as they collect more snow on the way down. Slab avalanches, which are responsible for about 90% of avalanche-related deaths, occur when a stiff layer of snow fractures or breaks off and slides downhill at incredible speed. This layer may be hundreds of metres wide and several metres thick. As it tends to compact and set like concrete once it stops, it is extremely dangerous for anyone buried in the flow. The third type is an isothermal avalanche, which results from heavy rain leading to the snowpack becoming saturated with water. In the fourth type, air mixes in with loose snow as the avalanche slides, creating a powder cloud. These powder snow avalanches can be the largest of all, moving at over 300kmh, with 10,000,000 or more tonnes of snow. They can flow along a valley floor and even a short distance uphill on the other side.

**C** Three factors are necessary for an avalanche to form. The first relates to the condition of the snowpack. Temperature, humidity, and sudden changes in weather conditions all affect the shape and condition of snow crystals in the snowpack which, in turn, influences the stability of the snowpack. In some cases, weather causes an improvement in avalanche conditions. For example, low temperature variation in the snowpack and consistent below-freezing temperatures enable the crystals to compress tightly. On the other hand, if the snow surface melts and refreezes, this can create an icy or unstable layer.

**D** The second vital factor is the degree of slope of the mountain. If this is below 25 degrees, there is little danger of an avalanche. Slopes that are steeper than 60 degrees are also unlikely to set off a major avalanche as they ‘sluff’ the snow constantly, in a cascade of loose powdery snow which causes minimal danger or damage. This means that slabs of ice or weaknesses in the snowpack have little chance to develop. Thus, the danger zone covers the 25- to 60-degree range of slopes, with most avalanches being slab avalanches that begin on slopes of 35 to 45 degrees.

**E** Finally, there is the movement or event that triggers the avalanche. In the case of slab avalanches, this can be a natural trigger, such as a sudden weather change, a falling tree or a collapsing ice or snow overhang. However, in most fatal avalanches, it is people who create the trigger by moving through an avalanche-prone area. Snowmobiles are especially dangerous. On the other hand, contrary to common belief, shouting is not a big enough vibration to set off a landslide.

**F** Anyone moving through snow in the mountains should understand the danger signals and follow some basic rules. Taking an approved avalanche safety course is an essential first step. Skiers and climbers should be up to date with local warning systems and check any avalanche forecast hotline or website. They should also be aware of their surroundings, avoid areas that have signs of previous avalanche activity, and monitor the weather conditions carefully. Basic equipment should include a rescue beacon with fresh batteries, an inexpensive inclinometer to measure the angle of slopes and an avalanche probe.

**G** Beautiful but deadly, avalanches kill increasing numbers of winter sports enthusiasts every year as more and more people enjoy the mountains in winter. As it is easier to avoid an avalanche than to survive one, it is vital for snow enthusiasts to recognise the three basic factors which contribute to avalanches. An awareness of the condition of the snowpack, the angle of the slope, and the ways in which an avalanche may be triggered can be the difference between life and death in the mountains.



## Matching Headings to Paragraphs

The reading passage has seven paragraphs, A-G. Choose a correct heading for each paragraph from the list of headings in the box below. There are more headings than paragraphs.

### List of Headings

- i. Examples of Major Avalanches
- ii. Stability of the Snowpack
- iii. What Sets Off an Avalanche?
- iv. How to Avoid Avalanches
- v. An Expert's Comments
- vi. Awareness Is the Key
- vii. Steepness of Mountains
- viii. Avalanche Peril
- ix. An Avalanche Risk Table
- x. Types of Avalanche

1. \_\_\_\_\_ Paragraph A
2. \_\_\_\_\_ Paragraph B
3. \_\_\_\_\_ Paragraph C
4. \_\_\_\_\_ Paragraph D
5. \_\_\_\_\_ Paragraph E
6. \_\_\_\_\_ Paragraph F
7. \_\_\_\_\_ Paragraph G

## Table Completion

Complete the table below. Use **NO MORE THAN TWO WORDS** from the reading passage for each answer.

Type of avalanche		Characteristics
I	8. _____ snow avalanches	also known as sluffs; steep slopes, over 60 degrees; 9. _____ shape; minor risk
II	slab avalanches	thick layer of snow breaks off; possibly hundreds of metres wide, several metres 10. _____; set very hard once they stop; cause about 90% of 11. _____
III	12. _____ avalanches	caused by weight of 13. _____ mixed in with the snow
IV	14. _____ avalanches	develop a cloud of loose snow mixed with 15. _____; 16. _____ of all types of avalanche; move fast and cover a huge distance, even travelling 17. _____

### Sentence Completion - Type B

Choose the correct ending, A–K, from the box below to complete each sentence.

18. There are three essential factors involved in \_\_\_\_\_.
19. The condition and shape of the ice crystals in the snowpack are influenced by \_\_\_\_\_.
20. Alternating warm and freezing weather can cause the formation of \_\_\_\_\_.
21. Large avalanches are unlikely on very steep 60+ degree slopes, due to \_\_\_\_\_.
22. Slopes of 35–45 degrees are considered to be \_\_\_\_\_.
23. Natural triggers for avalanches include \_\_\_\_\_.
24. Human triggers include vibrations such as \_\_\_\_\_.

- A an unstable slab of snow
- B the danger zone covers the 25- to 60-degree range of slopes
- C changes in the weather, a tree falling or an overhang of ice or snow collapsing
- D the degree of slope of the mountain
- E the formation of an avalanche
- F movement in risky areas and the use of snowmobiles, but not the shouts of climbers or skiers
- G the sluffs of loose snow that occur at regular intervals
- H moving through an avalanche-prone area
- I temperature, humidity, and abrupt changes in the weather
- J which causes minimal danger or damage
- K the most dangerous



## Reading Passage 2

## World Solar Challenge

**A** Bored by the *vroom-vroom* of V8s and Indie 500? Find out instead about the World Solar Challenge. This is a car race with a difference! Based in Australia, it is advertised as 'the ultimate challenge in sustainable energy'. About 40 teams of enthusiasts with an interest in alternative energy solutions compete feverishly every two to three years. They come from research institutions, universities, and technical colleges and businesses, plus a few representing the major car manufacturers. First, they have to build a car that is capable of crossing Australia from Darwin to Adelaide powered only by sunlight, then they need to race the 3,000kms in the glare and dust storms of this difficult north-south route to prove that their design is the best. This race is a testing ground for young engineers who are passionate about sustainability and vehicle design. It is also a wonderful meeting place of minds, out in the Australian wilds, with great camaraderie both within and between the teams.

**B** The solar challenge has been running since 1987, with the next race scheduled for 2009. The concept was dreamed up by the Danish-born adventurer, Hans Thstrup. He considered the race to be a contribution to the search for sustainable transport alternatives for future generations. The first race consisted of a field of 23 cars, with the winner achieving an average speed of 67 kph. By 1993, one car travelled 803 kilometres in one day and the event had become a resounding success. In 1996, for the first time ever, the winner finished in four days; however, 32 of the other competitors took up to six more days to cross the finish line. In

1999, an Australian team won for the first time. The Dutch University of Technology team, Nuna, won the next four races, averaging 90kph under new design rules in 2007, compared to their winning average of 103kph under the old design rules in 2005.

**C** Until 2007, apart from overall specifications concerning vehicle dimensions and brake efficiency, there were few restrictions on the design of the cars, which tended to be weird and wonderful. With solar power becoming a realistic option, the organisers looked at relating the solar challenge more closely to practical transport solutions. Thus, for the 2007 race, some new design rules were established. The driver now has to be in a normal sitting position, rather than reclining as had been the rule, and must be able to get in and out of the vehicle unaided. This means that there is a loss of aerodynamic advantage; in other words, the car is less streamlined. The number of solar cells permitted has also been cut by 25 per cent, which means that power generation capacity is also reduced. These changes were partly due to safety concerns; the solar cars were able to exceed the road speed limits in South Australia and the Northern Territories. Overall, the aim is to design cars that could, with a little modification, eventually be used on a day-to-day basis. Over its 20 years' history, this race has already functioned as a test area for various vehicle components, such as tyres, battery packs, and recharging systems, as well as other aspects of car design.

**D** A number of basic rules cover actual race procedures. The solar cars are

expected to obey local traffic regulations as they are using public roads. The daily travelling times are fixed, with racing only allowed between 8 a.m. and 5 p.m. Each team must register at least two but no more than four drivers, who should meet a minimum weight requirement. Batteries can be fully charged for the start of the race but may not be replaced during it. There are now two classes of solar cars, the Challenge class (new rules) and Adventure class (old rules); direct sunlight is the only source of energy permitted for these. However, there is also a companion race for fuel-efficient vehicles, which can run on low carbon fuels, ethanol, and other alternatives to petrol-based fuel, including a mix of waste oil and water.

**E** In a world where countries feel themselves held to ransom by the oil companies, the World Solar Challenge is the premier R & D (Research and Development) event in the search for sustainability. It is no longer the only one, though, as a number of similar events have been set up in other parts of the world. These challenges promote technical excellence as well as providing a direct practical component to engineering and other related areas of study. In fact, due to the power of this integration of technical and scientific expertise across a range of disciplines, almost 100 of the world's top educational institutions are now involved in such solar car projects. A network of bright young people is thus being created, who will probably be the leaders in their fields in the future. Peak oil suddenly seems less of a monster!



### Multiple Choice

*Choose the appropriate letter, a, b, c, or d.*

25. The cars in the solar challenge travel from
- a. north to south.
  - b. south to north.
  - c. east to west.
  - d. west to east.
26. Hans Thstrup
- a. won the first solar race.
  - b. had the idea for the solar race.
  - c. averaged 67kph in 1987.
  - d. finished in 4 days.
27. New design rules were established
- a. after 10 years of racing.
  - b. after 15 years of racing.
  - c. after 20 years of racing.
  - d. after 25 years of racing.

### Identification of Information

*Do the following statements agree with the information in the reading passage? Write:*

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

28. From the beginning of the World Solar Challenge races, there were rules governing the effectiveness of the braking systems and the size of the cars.
29. Before the new design rules were introduced, the driver was allowed to be partly lying down in the car.
30. The new design rules have reduced the number of solar cells by a fifth.
31. During racing, the solar cars are not bound by usual speed limits.
32. There is no racing after 1,700 hours.
33. Both men and women can race in the World Solar Challenge.
34. A solar car driven by a driver in the reclining position would enter the Adventure class.

### Flow Chart – Timeline Completion

*Complete the flow chart on the next page. Choose NO MORE THAN THREE WORDS, A DATE, or A NUMBER from the reading passage.*



1987: first race: 35. \_\_\_\_\_ cars, winner: average speed of 67kph.

↓ 1993: record single-day distance established: 36. \_\_\_\_\_ kms.

↓ 37. \_\_\_\_\_: winner finished in 4 days, other cars took up to 38. \_\_\_\_\_ days.

↓ 1999: winners were 39. \_\_\_\_\_, for the first time.

↓ 2001 – 2007: Nuna, a 40. \_\_\_\_\_ university team won all four races.

↓ 2009: next World 41. \_\_\_\_\_ Challenge race.

### Summary Completion

*Complete the summary, using words from the box below.*

The World Solar Challenge, which is always held in Australia, is a car race focused on developing 42. \_\_\_\_\_. transport alternatives for future generations. Held every two to three years, it is contested by around 40 teams of alternative energy enthusiasts who are passionate about sustainability and vehicle 43. \_\_\_\_\_. By 2005, the solar cars, powered only by direct 44. \_\_\_\_\_, were becoming too fast to be safe to race on public roads. At this point, the design rules were tightened up with the aim of producing vehicles that would not need very much alteration to become 45. \_\_\_\_\_ cars for daily use. Although the Darwin to 46. \_\_\_\_\_ race is no longer the only solar car race in the world, it remains the 47. \_\_\_\_\_ research and development event for those interested in achieving sustainable alternatives to oil-driven vehicles. It is also seen as a valuable practical component for 48. \_\_\_\_\_ and other technical students, in addition to creating a powerful 49. \_\_\_\_\_ of young people who will be future leaders in their various fields.

practical  
alternatives  
sustainable  
network

research  
technical  
excellence  
Darwin

engineering  
design  
Adelaide  
success

sunlight  
premier  
expertise  
advantage

## UNIT 11

## Transport

## Warm up - Thinking about the Topic

Look at these photos. Talk about them with your partner.



- 1 In your city, do more people ride bikes or drive cars?
- 2 Think about traffic congestion. Are bicycles 'part of the problem' or 'part of the solution'?

## Beginning to Read

## Skimming to Identify the Author's Purpose and Passage Structure

Complete the activities on the next pages to practise how to do this. **Keep to the time limit!**

## TIP

For IELTS reading, you need to be able to read QUICKLY to find the author's purpose and the main structure of the reading passage.



# Cycling in the City

**A** How much time do you spend stuck in traffic, breathing in diesel fumes as you commute to work or to college every day? Traffic congestion in the big cities is one of the key issues facing city planners these days. It has only continued to get worse, despite the attempts to solve these problems. Expensive solutions such as new flyovers, bus-only lanes, and park-and-ride options are all under consideration in many big cities. But these are all car-friendly solutions. What about the humble bicycle?

**B** Cycling is a key way of reducing traffic congestion and has other benefits as well. It saves fuel, is healthier for the cyclists (if they survive the trip unharmed), and reduces air pollution for all other commuters who walk or travel on other forms of transport. It provides a more cost-effective and efficient use of city space by reducing the need for enormous parking buildings and inner-city motorways. Another point is that cycling is a cheaper alternative than car ownership with its registration fees, fuel costs, and regular mechanical expenses. At present, many people drive over relatively short distances that could equally be travelled by bike. However, often the fear of cycling in heavy commuter traffic keeps such people off their bikes.

**C** Take a moment to think about those who risk the dangers of busy city roads on a bicycle. Cyclists are the most vulnerable people in heavy traffic. They move fast, they are balanced on two wheels, and they have no outer metal shell to protect them. If they are on their way to work, they may well be carrying work-related documents in a backpack or pannier, which increases the balance problem. As cyclists are much smaller than vehicles, drivers frequently do not even notice them and accidents are common. Often, especially in hot weather, cyclists only wear light clothing, which means the injuries they suffer are likely to be serious. Even helmets cannot always prevent fatal head injuries.

**D** What needs to happen for cyclists to feel comfortable cycling to work? The first major requirement is changing our ideas so that cycling becomes a sensible transport choice and cyclists are safe on the roads. Public education is an essential part of this to ensure that other road users are more considerate to cyclists and learn how to drive safely when bicycles are sharing the roads. Employers also need to be aware of cyclists' needs. These usually range from secure cycle racks to prevent theft to the provision of showers and lockers so people can change from cycling to business clothes once they arrive at work. Larger companies might also find that providing 'fleet cycles' to enable employees to go on errands during work hours is an effective policy.

**E** The second major necessity is the development of a safe, convenient network of cycling pathways that link different parts of the city, but ideally are separate from the regular road system. These cycle paths should also allow for some separation of cyclists and pedestrians, as people walking can be badly injured or even killed if a cyclist collides with them. In areas where this is not possible, city streets should have clearly marked cycle lanes with restrictions to prevent drivers from using them.

**F** Some cities, for example, Copenhagen and Amsterdam, have made a particular effort to achieve this. They have developed areas that are either car-free (only for pedestrians and cyclists) or 'pedestrian priority', where pedestrians and cyclists have the right-of-way and cars are only permitted to move at low speeds. Planners believe that the presence of cyclists at all hours of the day and evening keeps the city safer. Since 1995, there has been a city bike system in Copenhagen which allows anyone to borrow a bike from one of 110 bike stands around the city for a small deposit. Once the bike is returned to the same or another stand, this money is refunded. There has also been an active policy of establishing bike lanes, adding bike crossings to intersections, and reducing the number of car parks to discourage cars in the central city. Currently, about 34% of commuters in Copenhagen cycle to work.

**G** Cycling is clearly a healthy and effective alternative to the private car in our congested cities. The greater the proportion of cyclists to other vehicles, the safer cycling becomes. As some forward-thinking cities have demonstrated, there are many ways in which local city governments can actively encourage and subsidise cycling as a positive option for commuters. The most important of these requires some brave decisions to curb the dominance of the private car, and the gridlock experienced in all major cities shows that such action has become essential.



- 3 Read the first sentence *ONLY* of each paragraph in the reading passage. Take **NO MORE THAN FIVE MINUTES** to do this.

What is the writer's purpose in this passage?

- A A description of types of transport in modern cities
- B An analysis of traffic congestion problems
- C A discussion of how cyclists are vulnerable
- D A description of cycling as a solution to traffic problems

### Predicting the Content from Topic Sentences

- 4 Look at the following topic sentences which come from the reading passage. The first paragraph is **NOT** included. Underline the key words in each topic sentence and then discuss with your partner the likely topic of each paragraph.

- B. Cycling is a key way of reducing traffic congestion and has other benefits as well.
- C. Take a moment to think about those who risk the dangers of busy city roads on a bicycle.
- D. What needs to happen for cyclists to feel comfortable cycling to work?
- E. The second major necessity is the development of a safe, convenient network of cycling pathways that link different parts of the city...
- F. Some cities, for example, Copenhagen and Amsterdam, have made a particular effort to achieve this.
- G. Cycling is clearly a healthy and effective alternative to the private car in our congested cities.

## IELTS-Type Questions: Reading for Details and for Main Ideas

### Matching Headings to Paragraphs

The reading passage has seven paragraphs, A-G. Choose a correct heading for each paragraph from the list of headings below. There are more headings than paragraphs.

#### List of Headings

- i. Cyclists at Risk
- ii. Necessity for Action
- iii. Educating Drivers and Employers
- iv. Reasons for Cycling
- v. Planning to Reduce Traffic Congestion
- vi. Problems of Traffic Congestion
- vii. Examples of Effective Cycle-friendly Developments
- viii. Safe Cycling Networks



- |                      |                      |
|----------------------|----------------------|
| 1. _____ Paragraph A | 5. _____ Paragraph E |
| 2. _____ Paragraph B | 6. _____ Paragraph F |
| 3. _____ Paragraph C | 7. _____ Paragraph G |
| 4. _____ Paragraph D |                      |

### Multiple Choice

#### TIP

These questions usually follow the order of the reading passage.

8. Traffic planners are thinking about new solutions to traffic congestion. Which TWO of the following are NOT described in the reading?  
*Choose TWO letters, a–e.*
  - a. overbridges for vehicles
  - b. expansion of road networks
  - c. making streets wider
  - d. special lanes for buses
  - e. parking areas for motorists to change to public transport
  
9. The reading passage describes some reasons for encouraging cycling. Which ONE of the following is NOT listed?  
*Choose the correct letter, a, b, c, d, or e.*
  - a. to lower the number of cars on the streets
  - b. to move quickly through heavy traffic
  - c. to lessen pollution of city air
  - d. to provide an option that costs less than using a car
  - e. to lessen need for car parks and roads
  
10. The reading passage discusses requirements for cycling to work. Which THREE of the following are NOT listed?  
*Choose THREE letters, a–f.*
  - a. laws preventing cyclists from carrying documents in backpacks
  - b. education of drivers
  - c. action taken by employers to support employees who cycle
  - d. laws requiring cyclists to wear helmets
  - e. system of cycling pathways or special lanes for cyclists
  - f. policies requiring cyclists to wear bright-coloured clothing
  
11. In the examples given, a number of cycling-friendly developments are described. Which TWO of the following are NOT included?  
*Choose TWO letters, a–f.*
  - a. areas without vehicle access
  - b. areas where people walking or on bikes have priority
  - c. free, covered bike parks
  - d. bikes that anyone can borrow and return later
  - e. additional taxes on petrol and diesel
  - f. fewer car parks

### Locating Information

The passage has seven paragraphs, A-G. Which paragraph contains the following information? Write the correct letter, A-G, beside each statement below.

Note: You may use any letter more than once. You may not need to use all the letters.

12. \_\_\_\_\_ Statistics to show that cycle-friendly policies are effective
13. \_\_\_\_\_ A description of company facilities for employees who cycle to work
14. \_\_\_\_\_ The fact that cyclists are often not noticed by drivers
15. \_\_\_\_\_ Solutions from city planners that favour private cars
16. \_\_\_\_\_ Reasons why cyclists should not use the same paths as people who are walking
17. \_\_\_\_\_ A comparison of the cost of owning a bike and a car

#### TIP 1

You will usually find the answer to this question in the first and/or final paragraph(s).

### Global Multi-Choice

Circle the letter for the correct answer.

18. The writer's main idea is:
  - a. In the future, cars will need to be banned from cities.
  - b. Automobiles are shaping our city planning.
  - c. Cycling is the key to a reduction of traffic congestion.
  - d. Some city governments have encouraged cycling.

#### TIP 2

Not all the four choices will be ideas from the passage. Your job is to choose the main idea, the one that sums up the whole reading passage.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that will help you with the IELTS test.

### Vocabulary - Adjectives

**humble**

**mechanical**

**fatal**

**ideal**

**forward-thinking**

**efficient**

**vulnerable**

**essential**

**separate**

**congested**

**enormous**

**frequent**

**considerate**

**particular**

5 Match the words above to the meanings below.

a. being at risk of harm

b. necessary



- c. modern, progressive \_\_\_\_\_
- d. happening very often \_\_\_\_\_
- e. special, focused \_\_\_\_\_
- f. perfect \_\_\_\_\_
- g. causing death \_\_\_\_\_
- h. crowded \_\_\_\_\_
- i. simple, modest \_\_\_\_\_
- j. not joined or linked \_\_\_\_\_
- k. related to machines \_\_\_\_\_
- l. effective, without wasted time or effort \_\_\_\_\_
- m. huge \_\_\_\_\_
- n. thinking about the needs of others \_\_\_\_\_

6 Complete the following sentences, using the adjectives above or adverb forms if necessary.

- a. Given that traffic congestion is worsening, official action to encourage cycling has become \_\_\_\_\_.
- b. \_\_\_\_\_, cycle paths will be divided from the regular road system by walls or hedges.
- c. Most parking buildings are \_\_\_\_\_ and ugly.
- d. Copenhagen and Amsterdam are both cities with \_\_\_\_\_ policies for cyclists.
- e. Cyclists are at risk in heavy traffic, as drivers \_\_\_\_\_ do not even notice them.
- f. Drivers need to be educated to be \_\_\_\_\_ to cyclists.
- g. Sadly, a collision between a cyclist and a car is often \_\_\_\_\_ for the cyclist.
- h. Equally, pedestrians are \_\_\_\_\_ when cyclists and pedestrians share the same paths.

### Other Vocabulary

**fumes**

**commuters**

**pannier**

**errands**

**intersections**

**expansion**

**alternative**

**requirement**

**restrictions**

**dominance**

**pedestrians**

**registration**

**provision**

**priority**

7 Complete the following sentences, using the target vocabulary above. You will not need all of the words.

- a. \_\_\_\_\_ means making something bigger.
- b. An \_\_\_\_\_ is another option.
- c. \_\_\_\_\_ are people moving around on foot.

- d. A \_\_\_\_\_ is a bag on the side of a bike.  
 e. A \_\_\_\_\_ is something that is essential.  
 f. \_\_\_\_\_ are things that limit what can be done.  
 g. The \_\_\_\_\_ of showers means they are made available.  
 h. \_\_\_\_\_ are people who regularly travel to work in the city.  
 i. Diesel \_\_\_\_\_ are the gases from buses and trucks.  
 j. \_\_\_\_\_ are short trips to collect or deliver things.  
 k. Having \_\_\_\_\_ means being the most important.

### Comparatives and Superlatives

- 8 In the reading passage, there is a number of cases of comparatives and superlatives. Find as many as possible and highlight them. Then, try to complete the following chart and identify what is being compared in each case.

Base	Comparative	Superlative	... compared to...?
bad	worse	worst	traffic congestion now / traffic congestion before
healthy			
efficient			
cheap			
vulnerable			
considerate			
large			
safe			
important			

### Referencing

- 9 Consider these parts of the main reading passage. Words, such as **it**, **they**, **them**, **this**, and **these**, which refer to something previously mentioned in the passage are in bold. Identify (highlight or underline) which word or words each one refers to. The first one has been done for you - **It** refers to 'traffic congestion'.



## Cycling in the City

A ... Traffic congestion in the big cities is one of the key issues facing city planners these days. **It** has only continued to get worse, despite the attempts to solve these problems.

B Cycling is a key way of reducing traffic congestion... **It** saves fuel, is healthier for the cyclists (if they survive the trip unharmed), and reduces air pollution for all other commuters who walk or travel on other forms of transport. **It** provides a more cost-effective and efficient use of city space by reducing the need for enormous parking buildings and inner-city motorways.

C Take a moment to think about those who risk the dangers of busy city roads on a bicycle. Cyclists are the most vulnerable people in heavy traffic. **They** move fast, **they** are balanced on two wheels, and **they** have no outer metal shell to protect **them**. ... As cyclists are much smaller than vehicles, drivers frequently do not even notice them and accidents are common. Often, especially in hot weather, cyclists only wear light clothing, which means the injuries **they** suffer are likely to be serious.

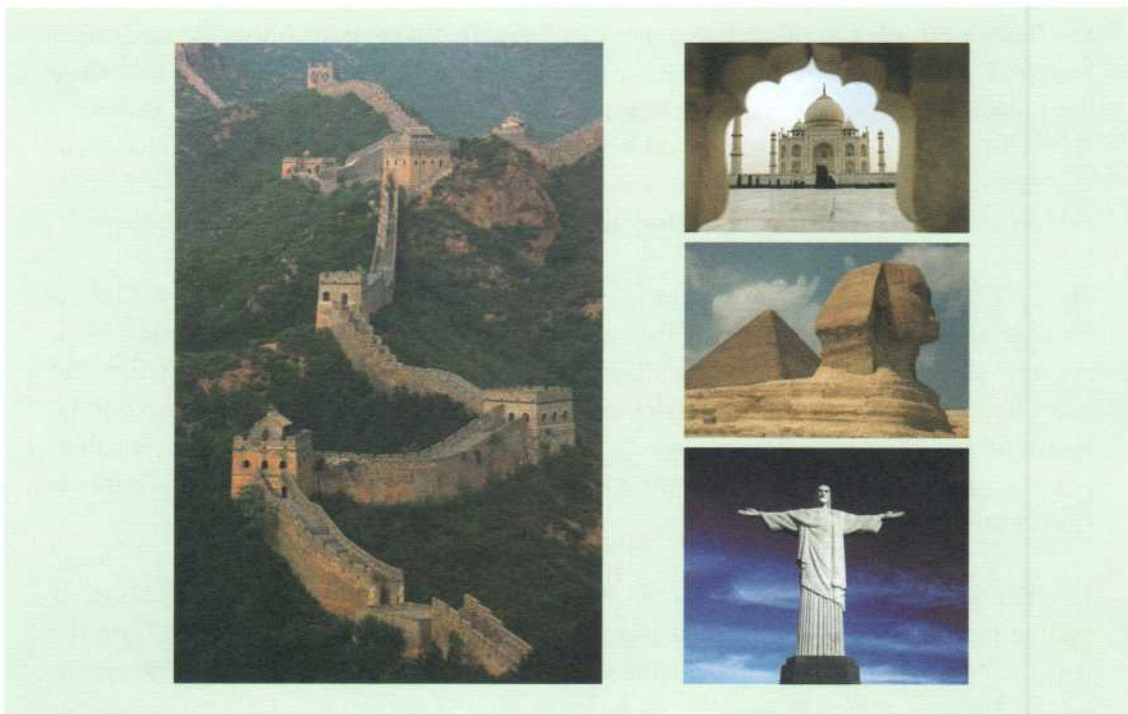
D ... The first major requirement is changing our ideas so that cycling becomes a sensible transport choice and cyclists are safe on the roads. Public education is an essential part of **this** to ensure that other road users are more considerate to cyclists and learn how to drive safely when bicycles are sharing the roads. Employers also need to be aware of cyclists' needs. **These** usually range from secure cycle racks to prevent theft to the provision of showers and lockers so people can change from cycling to business clothes once they arrive at work.

E The second major necessity is the development of a safe, convenient network of cycling pathways that link different parts of the city, but ideally are separate from the regular road system. **These** cycle paths should also allow for some separation of cyclists and pedestrians, as people walking can be badly injured or even killed if a cyclist collides with **them**. In areas where **this** is not possible, city streets should have clearly marked cycle lanes with restrictions to prevent drivers from using **them**.

G ... As some forward-thinking cities have demonstrated, there are many ways in which local city governments can actively encourage and subsidise cycling as a positive option for commuters. The most important of **these** requires some brave decisions to curb the dominance of the private car, and the gridlock experienced in all major cities shows that such action has become essential.

## Warm up - Thinking about the Topic

*Look at these photos. Talk about them with your partner.*



- 1 *What sorts of places are these?*
- 2 *Try to identify them and name the countries where they can be found.*
- 3 *Which is the most recent one?*
- 4 *Work with a partner to make some sentences about the images.*

## Beginning to Read

## Scanning for Specific Information



# The Weird and the Wonderful – That's Tourism!

**A** The Beijing Olympics started on 08.08.08, but on 07.07.07, there was an event of almost equal importance. On that earlier date, the new Seven Wonders of the World were announced. These replaced most of the original ancient ones, although Egypt's Pyramids were given an honorary place. The final revised list included the ancient stone city of Petra in Jordan and the ruined city of Machu Picchu in Peru. Italy's Colosseum, India's Taj Mahal, and Mexico's Chichen Itza were three magnificent buildings that were included, and Brazil's towering statue of Christ the Redeemer, which was only built in 1931, joined the older members of the list. And, needless to say, the updated list would have been incomplete without the inclusion of China's Great Wall, which was built to defend the country from invaders.

**B** Those sites are very popular, and people travel from all over the world to view them, but other than looking at them, there's very little else to do. Tourist companies in cities, towns, or villages want to get people to come and have a good time and spend their money, so they have to dream up ways of attracting the tourists. Then, they have to keep them there by providing them with something different, exciting, or even downright dangerous to do; the trick, though, is to think of something unique.

**C** That could be something like New Zealand's original bungee jumping, for example, where a stretchy rope is tied around your ankles and you jump from a great height, stopping (hopefully) just before the ground. Or it could be dragon boat races, for instance, which take place in China each year on the fifth day of the fifth month according to the Chinese lunar calendar. If you say *bungee*, people immediately think of New Zealand, and if you say *dragon boat*, people at once think of China, but you can do bungee jumps in other parts of the world, and you can see dragon boat racing in Singapore or other places overseas.

**D** Big cities usually have many attractions to keep tourists happy, but smaller towns or villages find it difficult and they sometimes struggle. Some fail, but others manage to put themselves on the map and attract large numbers of visitors. They do this by organising events

that are not available anywhere else in the whole wide world. Take Cooper's Hill in England for instance: they roll a large cheese down a steep hill and hundreds of people chase after it. Many fall and are hurt, but the last person standing at the bottom of the hill can keep the cheese.

**E** A similar downhill event takes place in Suwa, Japan, where men only sit on a huge log, one behind the other, and try to ride it down a steep hill without falling off and being injured or worse. Why do they do it? Other than the sense of pride and relief at making it to the bottom of the hill in one piece, there is no prize, no money, nothing. Or take the town of Sonkajärvi in Finland; it organises a yearly wife-carrying competition in which the man must carry the woman and run along the ground and through water. The first couple to cross the winning line get the prize... the wife's weight in beer!

**F** Then, there's Buñol, Spain. On the last Wednesday in August, they have a food fight. It's called La Tomatina, and up to 40,000 people can gather in the streets and throw ripe tomatoes at each other. As you can imagine, it's very, very messy, but great fun. Another fun festival which is just as messy, if not messier, occurs every summer in Boryeong, South Korea. During the annual Mud Festival, people, especially foreigners, let their hair down and play and wrestle in the mud. Most of these events, apart from the Finnish one, which has been imitated elsewhere, are truly unique because they can't be found anywhere else in the world.

**G** From a tourism provider's point of view, tourism is all about how to attract people to your area, and then keep them there long enough to spend money. There needs to be a 'point of difference', something that makes your site, festival, or attraction really stand out in a crowded market. Some places are lucky enough to have one of the great wonders of the world. Others have a special annual festival or event which is too good to be missed. The rest have to rely on spectacular scenery, seasonal conditions, such as winter snow, or unique activities and adventure sports to keep the flow of tourists rolling in.



- 5 Quickly SCAN the first paragraph of the reading passage and fill in the details of the man-made structures in the table below.

	Country	Wonder	Type of Structure
1	Mexico		
2		Petra	
3			statue
4			ruined city
5		Colosseum	
6	India		
7			fortification (for defence)

### Skimming to Summarise the Reading Passage

- 6 Look at the FIRST sentence of each paragraph, and then work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about... and about...

It gives examples of...

### Understanding Idiomatic Language

- 7 Complete the following phrases, using the words given below.

at	down	for	for
in	on	to	up

a. dream \_\_\_\_\_

b. \_\_\_\_\_ example

c. \_\_\_\_\_ instance

d. let your hair \_\_\_\_\_

e. needless \_\_\_\_\_ say

f. \_\_\_\_\_ once

g. \_\_\_\_\_ one piece

h. put \_\_\_\_\_ the map



8 What do the phrases mean? Match these meanings with the phrases on the previous page by writing the letters, a-h, in the gaps below.

- i. \_\_\_\_\_ immediately
- ii. \_\_\_\_\_ make somewhere famous
- iii. \_\_\_\_\_ of course
- iv. \_\_\_\_\_ relax and have a good time
- v. \_\_\_\_\_ used to give something which shows what you are talking about (2 phrases)
- vi. \_\_\_\_\_ think of something new
- vii. \_\_\_\_\_ unhurt, not damaged

## IELTS-Type Questions: Reading for Details and for Main Ideas

### Multiple Choice

*Circle the correct letter. Some questions may have MORE THAN ONE correct answer, and this will be indicated in the instructions.*

### TIP

These questions usually follow the order of the reading passage.

1. The announcement made on 07.07.07 was
  - a. the date for the Beijing Olympics.
  - b. the modern Seven Wonders of the World.
  - c. the original Seven Wonders of the World.
  - d. All of the above
2. The Pyramids in Egypt are
  - a. first on the new list.
  - b. only included on the old list.
  - c. included on the new list as a special extra.
  - d. All of the above
3. The new Seven Wonders of the World include
  - a. three old cities and two splendid buildings.
  - b. two old cities and three splendid buildings.
  - c. four old cities and one splendid building.
  - d. All of the above
4. The defence structure which is included in the new Seven Wonders of the World is in
  - a. Jordan.
  - b. India.
  - c. China.
  - d. All of the above

### Short Answers

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

5. What is the name for the New Zealand's activity where people "fall" from a high place? \_\_\_\_\_
6. What sort of Chinese competition is described in the reading passage? \_\_\_\_\_
7. In both the Cooper's Hill and Suwa competitions, what sort of place is necessary for the event? \_\_\_\_\_
8. In addition to relief at not being injured, what the other feeling do the male competitors at Suwa have? \_\_\_\_\_
9. How often does the Finnish race take place? \_\_\_\_\_
10. What do people do in La Tomatina? \_\_\_\_\_
11. Which group of people particularly enjoy the Korean event that is described? \_\_\_\_\_
12. Compared to the competition in Finland, how can those in England, Japan, Spain, and Korea be described? They are \_\_\_\_\_.

### Locating Information

The reading passage has seven paragraphs, A-G. Which paragraph contains the following information? Write the correct letter, A-G, beside each number. You may use any letter more than once.

13. \_\_\_\_\_ Some small towns succeed in hosting special events that are very popular with tourists.
14. \_\_\_\_\_ A tourist event takes place according to the moon calendar.
15. \_\_\_\_\_ India has a wonderful old building which is world-famous.
16. \_\_\_\_\_ People compete in a dangerous event even though there is no reward.
17. \_\_\_\_\_ The Seven Wonders of the World sites almost do not provide activities for tourists.
18. \_\_\_\_\_ Some events are associated with certain countries.
19. \_\_\_\_\_ Two of the new Wonders of the World are in South America.

### Global Multi-Choice

20. Choose the correct letter, a-d.

The writer's main idea is:

- a. Egypt should have been one of the new Seven Wonders of the World.
- b. Competitions like those in Suwa and Finland are the most

### TIP

These questions usually follow the order of the reading passage.

### TIP

Read the whole reading passage to answer this set of questions.



popular tourist attractions these days.

- c. These days, the new Seven Wonders of the World are the most significant tourist attractions in the world.
- d. A tourism industry needs to have some special or unique activity, festival, or scenic location.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that will help you with the IELTS test.

### Vocabulary

**to announce**

**magnificent**

**inclusion**

**ankle**

**injured**

**original**

**towering**

**downright**

**for instance**

**pride**

**honorary**

**updated**

**unique**

**to attract (tourists)**

**competition**

9 Match the words above to the meanings below.

- a. wonderful, splendid
- b. the joint between your foot and your leg
- c. very, very high
- d. revised to match new information
- e. one of a kind
- f. for example
- g. hurt
- h. being the first example of something
- i. to publicly state something
- j. a feeling of satisfaction with what you've done
- k. completely, totally
- l. describing a special title or position
- m. to draw them to visit your area
- n. an event where people try to be the best
- o. the opposite of exclusion

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## Guessing Meaning from Context

10 Sometimes, it's not necessary to understand every word in an article. Can you guess the meanings of the words from the context? Write the letters of the meanings, a-f, in the gaps next to the words.

Words from Passage	Meanings
i. ____ magnificent (paragraph A)	a. dirty and untidy
ii. ____ towering (paragraph A)	b. extremely or completely
iii. ____ downright (paragraph B)	c. fight by pushing, pulling, and rolling someone
iv. ____ steep (paragraphs D, E)	d. (a slope) on a sharp angle, not gentle
v. ____ messy (paragraph F)	e. very tall
vi. ____ wrestle (paragraph F)	f. wonderful

## Referencing

First, study these two sentences.

*The new Seven Wonders of the World* were announced.

*These* replaced most of the original ancient ones.

*These* refers back to *The new Seven Wonders of the World*.

11 Now, read paragraphs A-D again. What do the **bolded** words refer to? Highlight or underline the words they refer to in the paragraphs.



A The Beijing Olympics started on 08.08.08, but on 07.07.07, there was an event of almost equal importance. On that earlier date, the new Seven Wonders of the World were announced. **These** replaced most of the original ancient ones, although Egypt's Pyramids were given an honorary place. The final revised list included the ancient stone city of Petra in Jordan and the ruined city of Machu Picchu in Peru. Italy's Colosseum, India's Taj Mahal, and Mexico's Chichen Itza were three magnificent buildings that were included, and Brazil's towering statue of Christ the Redeemer, which was only built in 1931, joined the older members of the list. And, needless to say, the updated list would have been incomplete without the inclusion of China's Great Wall...

B **Those** sites are very popular, and people travel from all over the world to view **them**, but other than looking at them, there's very little else to do. Tourist companies in cities, towns, or villages want to get people to come and have a good time and spend **their** money, so **they** have to dream up ways of attracting the tourists. Then, they have to keep **them** there by providing them with something different, exciting, or even downright dangerous to do; the trick, though, is to think of something unique.

C **That** could be something like New Zealand's original bungee jumping, for example, where a stretchy rope is tied around your ankles and you jump from a great height, stopping (hopefully) just before the ground. Or **it** could be dragon boat races, for instance, **which** take place in China each year on the fifth day of the fifth month according to the Chinese lunar calendar. ...

D Big cities usually have many attractions to keep tourists happy, but smaller towns or villages find **it** difficult and **they** sometimes struggle. **Some** fail, but **others** manage to put themselves on the map and attract large numbers of visitors. **They** do this by organising events that are not available anywhere else in the whole wide world. Take Cooper's Hill in England for instance: **they** roll a large cheese down a steep hill and hundreds of people chase after **it**. **Many** fall and are hurt, but the last person standing at the bottom of the hill can keep the cheese.

## Warm up - Thinking about the Topic

Look at these images. Talk about them with your partner.



- 1 What is the English name for each item?
- 2 How are these items changing?
- 3 What will happen to the way these items work in the future?

*Examples: The TV might show movies from the Internet.*

*The fridge might be connected to the supermarket.*

## Beginning to Read

## Scanning to Find Specific Words



# Techno-Wizardry in the Home

**A** Techno-wizardry sounds like something for the future, but actually homes with advanced technological ability are already in existence. If you want a home that is not only convenient but far safer than a conventional one, then a techno-savvy home is for you. A techno-savvy house is basically a network of appliances, light switches, and various assorted items which inter-communicate so that the whole house operates a lot more efficiently and smoothly.

**B** Cutting-edge technology is being integrated into homes everywhere. In simple terms, a techno-savvy house has a 'brain'. Techno-savvy systems rely on a control panel, switches, or a touch screen to access the desired function. The connections are made using cabling within walls, ceilings, and under floors of the house, or an internal wireless system or a combination of both of these.

**C** In order for the system to meet the needs of the home's occupants, it should not be too complex; it must be both convenient and time-saving. This means the architect, developer, and home owner have to co-plan very carefully in order to achieve a truly integrated, easy-to-use system. An integrated house system operates and manages all the electrical equipment in a home to increase comfort, flexibility, communication, safety and security, and also to reduce energy consumption.

**D** A techno-savvy home can have a tremendous impact on the occupants' lives. Many chores or jobs can be done more simply, as it allows all sorts of electronic gadgets and appliances to perform a variety of tasks. For example, an alarm clock can be programmed to send a message to the coffee maker to begin brewing the morning coffee. In another example, the refrigerator can suggest what could be eaten as a snack based on what it has inside. It then communicates with the microwave or oven to suggest a cooking time. It seems hard to believe that these types of refrigerators already exist. They can talk to the Internet and download recipes; they can even order new groceries as required, because they are able to scan and log bar codes of food items taken from inside.

**E** Although there are many smart appliances available on the market and many more becoming available, probably one of the first aspects that is fully automated in a home is the entertainment system. While it

is not necessarily making the lives of the occupants easier or making them any safer, it is fun being able to change channels by speaking to the TV and to use the Internet in conjunction with the television.

**F** A techno-savvy house can save energy by lowering the temperature setting and switching off appliances and lights that are not required. It can also manage heaters, the air conditioning, and fans in such a way as to save energy. For example, if the outside temperature is only slightly more than the setting on the thermostat, then a smart home will use fans instead of the air conditioner, which uses a lot more energy. Also, if the television is not in use, then it will completely turn off the energy outlet, which also saves a small amount of energy. Over an extended period of time, these actions can mean a considerable saving.

**G** Being able to monitor security from a central system makes the home a safe haven for all occupants. With a single push of a button, an alarm system puts the entire home into security mode. All the windows and doors close and lock, and the security systems are activated. Absent owners can check their security system via the Internet, due to hidden surveillance cameras around the house which send information. A further useful feature is that lights can be programmed to go on and off at random times when nobody is at home to make it look like somebody is there. This feature acts as a major deterrent to criminals.

**H** In an emergency, people can panic and not react in the best possible manner. However, a techno-savvy house can help here. For example, at the time of a fire, the fire alarm would activate and the techno-savvy house's 'brain' immediately calls the fire brigade. It would also turn on the lights that lead to an exit and unlock all the windows and doors to make the escape route easier.

**I** However, any techno-savvy home has a major vulnerability; it relies on a power supply. If this were to be interrupted, chaos would prevail. Being connected to a battery system is essential, so there is a back-up energy supply should there be a power cut. It is essential that safe entry and exit points to the home are always available. Provided the system is safe, it will save power and increase security and pleasure for house occupants of the future.



- 4 Here is a list of key words from the IELTS-type questions you are going to answer shortly. Find these words in the reading passage, underline them, and write which paragraph(s) they are found in.

*Note: Some words may be mentioned more than once.*

a. brain	Paragraph(s) _____
b. security	Paragraph(s) _____
c. energy	Paragraph(s) _____
d. Internet	Paragraph(s) _____
e. entertainment	Paragraph(s) _____
f. emergency	Paragraph(s) _____

### Predicting Content from Topic Sentences

- 5 Look at the **FIRST** sentence of paragraph A - what is the topic of this article?

Para. A - MAIN topic \_\_\_\_\_

Now, look at the **FIRST** sentence of **EACH** paragraph and write down **ONE** or **TWO WORDS** which give the topic of that paragraph.

Write the topics on the lines below.

Para. B - topic	_____
Para. C - topic	_____
Para. D - topic	_____
Para. E - topic	_____
Para. F - topic	_____
Para. G - topic	_____
Para. H - topic	_____
Para. I - topic	_____

### Skimming to Summarise the Reading Passage

- 6 Work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about...      It describes...

## IELTS-Type Questions: Reading for Details and for Main Ideas



Now, you should be able to read this passage quickly to find details and answer the following questions.


### Labelling a Diagram


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





### A Techno-Savvy House


programme from the  to the  to brew  
1. \_\_\_\_\_


re-order consumed items using  
2. \_\_\_\_\_ 



change 3. \_\_\_\_\_  
by voice communication 

be vulnerable during a  
9. \_\_\_\_\_ 

 **A techno-savvy house can...**

4. \_\_\_\_\_  
power by making smart choices 

7. \_\_\_\_\_  
an alarm and use lights  
to clearly mark  
8. \_\_\_\_\_ 

make the home a 5. \_\_\_\_\_  
for its occupants because cameras  
6. \_\_\_\_\_ the entire home  

### Matching Headings to Paragraphs

The reading passage has nine paragraphs, A–I. Choose a correct heading for the seven paragraphs given from the list of headings below. Write the correct number, i–x, next to the appropriate paragraph.

Note: There are more headings than paragraphs. Paragraphs E and H are NOT used.

#### List of Headings

- i. Saving Power for the Home
- ii. Entertainment Management
- iii. Planning and Integration
- iv. Techno-Savvy Homes of the Future
- v. Emergency Management
- vi. Power Failures
- vii. Techno-Savvy Homes at Present
- viii. The Central System
- ix. Managing Home Security
- x. Kitchen Wizardry

10. \_\_\_\_\_ Paragraph A
11. \_\_\_\_\_ Paragraph B
12. \_\_\_\_\_ Paragraph C
13. \_\_\_\_\_ Paragraph D
14. \_\_\_\_\_ Paragraph F
15. \_\_\_\_\_ Paragraph G
16. \_\_\_\_\_ Paragraph I

## Sentence Completion – Type B

Complete each sentence with the correct ending, A–G, below. There are more endings given than beginnings.

- 17. To be convenient for the home owner, the central system \_\_\_\_\_
- 18. One of the main functions of the central system \_\_\_\_\_
- 19. The central system \_\_\_\_\_
- 20. Connecting items to the system \_\_\_\_\_
- 21. Surveillance cameras \_\_\_\_\_
- 22. A back-up power supply \_\_\_\_\_

- A. is to reduce energy consumption.
- B. is very important for safety reasons.
- C. should be simple and easy to use.
- D. provide home owners with a means of checking security.
- E. can be done by switches or a touch screen.
- F. manages all the electrical equipment in a techno-savvy house.
- G. can be done by wireless or cables or a system of both.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that will help you with the IELTS test.

### Vocabulary – Word Groups

7 Look at the words below. Write the words into the correct box.

Work with a partner, if necessary. The first one has been done for you.

occupant

fan

owner

refrigerator

criminal

stove

brigade

light

architect

microwave

alarm clock

television

heater

developer

coffee maker

air conditioner



Appliances	People
fan	occupant

8 Match a word from Exercise 7 with a meaning below.

- a. someone who designs and supervises the construction of a building \_\_\_\_\_
- b. something which regulates the temperature of a house \_\_\_\_\_
- c. something which keeps food at a cool temperature \_\_\_\_\_
- d. someone who breaks the law \_\_\_\_\_
- e. someone who lives in a place or house \_\_\_\_\_

9 Choose one of the following words to add to each of the word groups below.

Each group of words has a related meaning. The first one has been done for you.

snack	ceiling	surveillance	use (n.)	thermostat
cutting-edge	brigade	energy	activate	

- |                 |                 |              |
|-----------------|-----------------|--------------|
| a. security     | safe            | surveillance |
| b. consumption  |                 |              |
| c. power        | battery         |              |
| d. groceries    | recipe          |              |
| e. command      | push            | operate      |
| f. smart        | techno-savvy    |              |
| g. refrigerator | air conditioner |              |
| h. floor        | walls           |              |
| i. fire         | alarm           |              |

### Complete the Table: Word Forms

10 Write the correct word forms into the boxes below.

Adjective	Verb	Noun	Adverb
	secure		
	XXXXXXXXXX		efficiently
	XXXXXXXXXX	safety	
	integrate		XXXXXXXXXX
	XXXXXXXXXX	convenience	

### Expressing Purpose (To + Infinitive)

Example: We need improved systems **to save power**.  
 Saving power is the **purpose of** the improved systems.

#### TIP

We use 'to + infinitive' to say why we do something.

11 Which of the following sentences use 'to + infinitive' to express purpose?

- Techno-savvy systems rely on a control panel or touch screen to access the desired function.
- This means the architect, developer, and home owner have to co-plan very carefully.
- In order to achieve a truly integrated system, there must be careful planning.
- It allows all sorts of electronic gadgets and appliances to perform a variety of tasks.
- An alarm clock can be programmed to send a message to the coffee maker.
- It seems hard to believe that these types of refrigerators already exist.
- They can talk to the Internet.
- They are able to scan and log bar codes of food items.
- The system can manage heaters and air conditioning in a way as to save energy.



- j. One way to make the home a safe haven is to monitor security.
- k. When nobody is at home, the lights randomly turn on and off to make it look like someone is there.
- l. Home owners can check their security due to hidden surveillance cameras.
- m. The system turns on lights that lead to an exit and unlocks the windows.
- n. If the power supply was to be interrupted, chaos would prevail.

## Warm up - Thinking about the Topic

Look at the images. Talk about them with your partner.



- 1 What do you know about these items? Think about their value.
- 2 All these items have been used as money at some time in history. Discuss with a partner how each of them was used in the past or is still being used now.
- 3 Make a list of all the different currencies you know in the world today - yuan, dollar,...

## Beginning to Read

## Predicting Content from the Title of the Passage



# Money Through the Ages

**A** From the earliest of times, money has been central to our communities and our organised way of life. Over the centuries, various monetary systems have directed our lives. Today, it has wide social, psychological, and political influence. It has developed since the beginnings of our history.

**B** From the beginning of humankind, the system of barter, or exchange, has been used to buy goods. Personal items of value such as crops or animals were exchanged for goods or services wanted. This kind of exchange still exists today.

**C** There is a problem with using perishable commodities such as salt, tea, tobacco, cattle, pigs, or seeds as money, because the storage and transportation of these items become a problem. Consequently, over time, the bartering system evolved so that people could sell their pigs at the best possible time and receive coins which could later be used to buy grain when the wheat was harvested.

**D** However, coins to pay for these items developed at different times in different parts of the world. Coins appeared as a natural progression from the use of shells and beads for money. In China, around 1200 BCE, cowry shells were used. Other people, for example, the North American Indians, beaded together clam shells as their means of money. As time went by, the Chinese began making mock cowry shells out of metal. This metal currency is considered the origin of metal coins as they are known in the modern

world. These original coins were made with holes in the middle so they could be chained together.

**E** Later, around 700 BCE, the Lydians, who lived in the area known as Turkey, were the first people to make silver coins. From around 550 BCE, they produced pure silver and gold coins with their gods and emperors imprinted on the surface. From the fourth century BCE, the Egyptians used gold bars as a means of exchange. Coins were now in wider use. The Greeks and Romans used the more scarce metals of bronze, gold, and silver to make their coins, which meant the coin itself became quite valuable, whereas the earlier Chinese coins had been made of more common base metals.

**F** In China, around 118 BCE, as the metals available for coin making diminished, leather money developed. This early form of paper money was made of white deer skin edged in bright colours. This was given in exchange for goods. Paper money more resembling that which we use today became commonly issued in China from around 960 CE onwards, but it developed much later in the Western world.

**G** The system of representative money, where a piece of paper was representation of goods or money accumulated, developed from the commodity money system. Banks stored precious goods, which were usually in the form of silver or gold bars, and offered a paper receipt for their value. These paper receipts were soon being traded as a form of money. The expression 'as good as gold' developed from

this practice as it was generally accepted that although the receipt itself was of very little value, it had a significant value since it was backed by the promise to pay the amount stated on the receipt. As a consequence of this practice, in 1694, the Bank of England issued the first permanently circulating banknotes, but it was not until the eighteenth century that the use of printed notes of a fixed value came into use.

**H** Another system of money which evolved over time was that of fiat money. This is not based on the representation of any commodity or precious metal stored in a bank. Instead, it is money which is given value by a government. Fiat money has become the standard form of national currency in the world today. This trend began in 1971 when the United States declared its dollar would no longer be backed by any commodity.

**I** Throughout history, coins have been by far the most important form of money. In an auction at Sotheby's in London in July 1995, 200 ancient coins sold for over two million pounds. One coin, minted in 460 BCE, was sold for one hundred and thirty two thousand pounds. For someone to pay that much for a coin, they must be made of money. Just think, an old coin stashed away in a drawer somewhere or dug up in the garden could make a mint in an auction. If you are hard up, finding an old coin may be just what you need to help make ends meet. In fact, if you were lucky enough to find a very rare coin, you, too, could end up with money to burn!

4 Look at the title of the reading passage: 'Money Through the Ages'

Ask yourself:

- a. What is the main topic of the passage?
  - i. History
  - ii. Money
  - iii. People
- b. What is the main idea (the aspect of the topic) that will be discussed in the passage?
  - i. In ancient times
  - ii. In modern times
  - iii. At all times in history

**TIP**

Always read the title and ask yourself the following questions.

**Scanning for Specific Information**

5 Scan the passage quickly to find the following key words. Which people are mentioned in the passage? Write the letter(s) of the paragraph(s) beside each one.

- a. North American Indians \_\_\_\_\_
- b. Chinese/China \_\_\_\_\_
- c. Lydians \_\_\_\_\_
- d. Egyptians \_\_\_\_\_
- e. Greeks \_\_\_\_\_
- f. Romans \_\_\_\_\_

6 Which monetary systems are discussed in the passage? Write the letter(s) of the paragraph(s) beside each one.

- a. Commodity \_\_\_\_\_
- b. Representative \_\_\_\_\_
- c. Fiat \_\_\_\_\_

**Skimming to Summarise the Reading Passage**

7 Work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about...      First, it describes...      Then, it talks about...



## IELTS-Type Questions: Reading for Details and for Main Ideas

## Table Completion

Complete the table below. Use **NO MORE THAN THREE WORDS, A DATE, or A NUMBER** from the reading passage for each answer.

Event	Date
Shells were used as money	1. _____
First 2. _____ coins	700 BCE
Coins with markings on them were produced	3. _____
Base metal reserves for producing coins reduced	4. _____
5. _____ in China	960 CE
6. _____ were used in England	1694
The US dollar is no longer supported by a gold reserve	7. _____
Coin made in 8. _____ was sold for £132,000	1995

## Matching

Look at the following list of people.

Match the correct people, A–E, with the correct statements, 9–15.

## TIP

Read the instructions carefully. You may use some options more than once.

9. \_\_\_\_\_ used clam shells as money
10. \_\_\_\_\_ made substitute cowry shells
11. \_\_\_\_\_ made coins out of bronze
12. \_\_\_\_\_ made the first silver coins
13. \_\_\_\_\_ used gold bars as payment
14. \_\_\_\_\_ made coins from less expensive metals
15. \_\_\_\_\_ made the earliest paper money from animal skins

## List of People

- A. North American Indians
- B. Lydians
- C. Egyptians
- D. Greeks and Romans
- E. Chinese

## Classification

According to the information in the reading passage, classify the following statements as being associated with one of the following monetary systems.

- A Commodity
- B Representative
- C Fiat

Write the correct letter, A, B, or C, in the gaps.

16. \_\_\_\_\_ is supported by the promise of gold or silver bars as payment.
17. \_\_\_\_\_ is also a system of barter, or exchange.
18. \_\_\_\_\_ uses items that cannot be easily stored or moved around.
19. \_\_\_\_\_ is the most common system in modern times.
20. \_\_\_\_\_ provides a receipt as a pledge for an equivalent amount of a commodity or valuables that is or are being stored.
21. \_\_\_\_\_ has a monetary worth set by the state.
22. \_\_\_\_\_ is not supported by a stored product or commodity.

## After You Read

### Vocabulary - Idiomatic Expressions

- 8 Match the beginning of an expression (Column A) with an ending (Column B).

#### Column A

- a. a nest \_\_\_\_\_
- b. to be \_\_\_\_\_
- c. to be made of \_\_\_\_\_
- d. to make \_\_\_\_\_
- e. to make ends \_\_\_\_\_
- f. as good \_\_\_\_\_
- g. money \_\_\_\_\_
- h. to have money \_\_\_\_\_

#### Column B

- i. a mint
- ii. to burn
- iii. as gold
- iv. egg
- v. hard up
- vi. talks
- vii. money
- viii. meet

#### TIP

Check that your answers are grammatically correct.

- 9 Match a common expression above with a meaning below.

Note: Number vi has two correct answers.

- i. to have enough money to survive \_\_\_\_\_
- ii. to have very little money \_\_\_\_\_
- iii. a sum of money put aside for future needs \_\_\_\_\_



- iv. people with a lot of money have power and influence \_\_\_\_\_
- v. to gain a lot of money \_\_\_\_\_
- vi. to be extremely rich \_\_\_\_\_
- vii. everything is fine (as promised) \_\_\_\_\_

**10** Complete the following sentences, using one of the common expressions.

- a. My friend has just won a million dollars. Now, he has \_\_\_\_\_.
- b. Our neighbours are already struggling to \_\_\_\_\_. I really don't think they can afford to have another child.
- c. The oil company paid the farmers money to walk off their land. \_\_\_\_\_, you know.
- d. He went to Las Vegas and \_\_\_\_\_ in one of the casinos there. He won an incredible amount of money!
- e. Can you lend me fifty dollars? I'm a bit \_\_\_\_\_ at the moment.
- f. Leave your bag behind the desk. It'll be \_\_\_\_\_ there.
- g. I think he's \_\_\_\_\_. Look! He's wearing a genuine Rolex watch and Pierre Cardin suit, and now, he's driving a Ferrari.
- h. Well, he must have certainly used money from his \_\_\_\_\_ to pay for that!

**Matching Words and Phrases in the Question to the Information in the Reading Passage**

In IELTS Reading tests, there are several ways that words or phrases in the questions match with the information in the reading passage.

**This activity relates back to the IELTS Matching-type questions 9-15 on page 109.**

Look at the examples on the next page.

In **Column A** are the key words or phrases from each question, and in **Column B** is the information in the passage which helps you to give the correct answer.

**TIP**

If you look for these patterns, A-F, on the next page, it will be easier for you to find the correct answer.

Pattern Type	Column A: key words and phrases in the question	Column B: key words and phrases in the passage
A: the same key words in the passage	shells	shells
B: words with similar meanings in the passage	clam shells	cowry shells
C: paraphrasing of the key words or phrases in the passage	as payment	as a means of exchange
D: the same words and phrases in a changed order in the passage	made the first silver coins	were the first... to make silver coins
E: short sentences in longer sentences in the passage	used clam shells as money	... used... clam shells as (their means of) money
F: a combination of any of these patterns in the passage	made the earliest paper money from animal skins	this early form of paper money was made of white deer skin
Inferred: sometimes the meaning of words and phrases in the question is <b>inferred</b> in the passage. That is, the meaning is not stated specifically, but rather, it is hinted at.	made coins from less expensive metals	coins had been made of more common base metals



### Matching Key Words and Phrases in the Question to the Information in the Reading Passage

Now, you are going to look again at the IELTS Classification-type questions, which are repeated below. This time, the key words and phrases in the questions are underlined for you.

- 11 Find the words or phrases in the reading passage that relate to those in each question and underline them.

*According to the information in the reading passage, classify the following statements as being associated with one of the following monetary systems.*

- A Commodity
- B Representative
- C Fiat

*Write the correct letter, A, B, or C, in the gaps.*

- a. \_\_\_\_\_ is supported by the promise of gold or silver bars as payment.
- b. \_\_\_\_\_ is also a system of barter, or exchange.
- c. \_\_\_\_\_ uses items that cannot be easily stored or moved around.
- d. \_\_\_\_\_ is the most common system in modern times.
- e. \_\_\_\_\_ provides a receipt as a pledge for an equivalent amount of a commodity or valuables that is or are being stored.
- f. \_\_\_\_\_ has a monetary worth set by the state.
- g. \_\_\_\_\_ is not supported by a stored product or commodity.

## Practice 3

## Reading Passage 1

## Graffiti - Art or Crime?



**A** People love to make their mark, and graffiti such as initials or drawings written or spray-painted onto subways, walls, or footpaths is a universal phenomenon. It has existed since ancient times, and one of the oldest pieces of still-existing graffiti is an advertisement for a brothel in the ancient town of Ephesus, in Greece. There are many types of graffiti, and also a variety of views about it. Some see it as an art form, some use it as a form of protest against authority, others regard it as needless and destructive vandalism, and it is often seen as the precursor of gang-related crime in a neighbourhood.

**B** The heyday of graffiti was in New York City in the 1970s. At that time, there was little money for the policing of graffiti, and artists targeted the subways and subway cars in particular. Graffiti became so popular at this time that artists wanted to identify their own particular work. They began to create distinctive stylised signatures, and thus, the art of tagging was born. Sales of spray paint increased significantly at this time, as more and more street artists began to explore this new medium of expression, and graffiti became bigger and more elaborate. Artists were competing to cover the whole city of New York with their work, and finally, the Metro Transit Authority (MTA) began to battle with graffiti artists, locking gates and removing pictures from subway trains. At the same time, graffiti began making its way into art galleries, as the established art world began to recognise it as a legitimate modern art form.

**C** By the 80s, graffiti culture in New York was beginning to decline. It was becoming associated with the local drug scene, and legal penalties for vandalism became more severe at this time. In particular, the MTA hugely increased its anti-graffiti budget, and it became much harder for artists to create elaborate pieces on subway cars, so graffiti was restricted to the streets, where it has stayed until today. By mid-1986, the 'war on graffiti' was being won, and there were fewer graffiti artists in New York. In the 90s, under Mayor Rudolph Giuliani, the anti-tagging task force set out to eradicate graffiti vandals by banning sales of spray paint to under 18s and by hugely increasing fines for the offence.

**D** Of course, graffiti is not only a North American phenomenon, and there are thriving cultures throughout the world, especially in Brazil where graffiti is endemic. Some people say that the huge gap between rich and poor in the country has fuelled the growth of graffiti as a form of anonymous political protest against economic injustice. It is also becoming more common in various countries in the Middle East, probably also as a protest by people who feel marginalised or repressed by existing political regimes. In general, cities around the world have problems with graffiti artists, who are often seen by the establishment as mindless, drug-fuelled vandals.

**E** This is particularly the case with tagging, as one common use of tags is as turf markers for gangs, who use them to mark out territory in a neighbourhood. Tagging is seen as the first sign of gang activity in an area and, consequently, many cities seek to stamp it out to prevent the growth of crime and lawlessness. Common methods for fighting graffiti include banning sales of spray paint, the creation of online tagging databases, fines, and even imprisonment, but the taggers continue, seeing an arrest as a badge of honour rather than as a deterrent. At the same time, graffiti has become a recognised art form with commercial uses by companies such as Sony and even ultra-conservative IBM, which was recently fined to pay for the cleanup of a graffiti-based advertising campaign.

**F** So is graffiti a form of mindless, criminal vandalism, or is it a vibrant and exciting modern art form? As with so many phenomena of modern life, this is all in the eye of the observer.



## Multiple Choice

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

1. Graffiti includes
  - A drawings on walls.
  - B initials on footpaths.
  - C drawings and initials on subways.
  - D All of the above
2. According to the reading passage,
  - A graffiti was common in ancient Greece.
  - B one of the oldest known examples of graffiti is in Ephesus.
  - C graffiti has only existed in the last hundred years.
  - D All of the above
3. The 'heyday' of graffiti means
  - A the time it was the most popular.
  - B the time there was the least graffiti.
  - C the way graffiti artists talked to each other.
  - D All of the above
4. 'Tagging' refers to
  - A graffiti done with spray paint.
  - B graffiti on subway cars and walls.
  - C personal stylised signatures.
  - D All of the above
5. To say graffiti became a 'legitimate modern art form' means
  - A it was often sold for large sums of money.
  - B it was not removed, like other graffiti was.
  - C some people considered it a valid style of art.
  - D All of the above

## Identification of Information

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

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

6. \_\_\_\_\_ More and more graffiti artists were creating graffiti in New York in the 1980s.
7. \_\_\_\_\_ During the 1980s, the fines for graffiti became a lot higher.
8. \_\_\_\_\_ During the 1980s, many graffiti artists were imprisoned because of their graffiti activities.

9. \_\_\_\_\_ The MTA spent a lot more money on graffiti removal.
10. \_\_\_\_\_ Because of this, very detailed graffiti appeared on the subways.
11. \_\_\_\_\_ During the 1990s, laws were passed to prevent young people buying spray paint.
12. \_\_\_\_\_ The fines for graffiti under Mayor Giuliani were unchanged.

### Classification

*Write the correct letter, A-E.*

*According to the information in the reading passage, classify the following as being:*

- A graffiti as personal art expression
- B graffiti as a marker of territory
- C graffiti as protest against political repression
- D graffiti as protest against economic inequality
- E graffiti as an advertisement

13. \_\_\_\_\_ graffiti in Ephesus
14. \_\_\_\_\_ graffiti in New York in the 1970s
15. \_\_\_\_\_ graffiti in Brazil
16. \_\_\_\_\_ graffiti in the Middle East
17. \_\_\_\_\_ graffiti used by gangs

### Sentence Completion - Type A

*Complete the sentences below. Choose NO MORE THAN THREE WORDS or A NUMBER from the reading passage for each answer.*

18. Graffiti can be seen as an art form, a kind of \_\_\_\_\_, or as vandalism.
19. By the late 1970s, the MTA was beginning to fight graffiti on the subways by \_\_\_\_\_ and eradicating graffiti images.
20. In the 1980s, people in New York associated graffiti with the \_\_\_\_\_.
21. Giuliani's anti-graffiti campaign focused on preventing teenagers under 18 years old from buying \_\_\_\_\_, as well as increasing fines for the offence.
22. Graffiti artists in Brazil are believed to be protesting against \_\_\_\_\_.
23. Many people consider that graffiti artists are thoughtless, \_\_\_\_\_.
24. Gang members usually use tags to \_\_\_\_\_ in the areas they control.
25. Despite bans on spray paint, fines, prison sentences, and other such controls, many tag artists think that being arrested is a \_\_\_\_\_.



## Reading Passage 2

## Great Minds

**A** Emotional intelligence. Colour psychology. Personality according to place in the family. Do you hear references to issues such as these and wonder what they are about? Join the thousands who click on Google to satisfy their curiosity! Along with medical issues, psychology is one of the most popular topics researched on the Internet. Many people want to increase their knowledge and understanding of their own thought processes as well as the behaviour of other people. It is also a subject area with varied branches of study, such as cognitive, clinical, developmental, and social psychology, just to name a few examples. In July 2002, a ranking of the 99 most important psychologists of the past 100 years was published in the *Review of General Psychology*. The ranking was developed on the basis of survey responses of 1,725 members of the respected American Psychological Association, as well as evidence the frequency with which other writers referred to them in journals and textbooks. The final position in the top 100 was left open as the reader's choice. Today, we are going to consider a small group of these influential thinkers. They are all people who have made important contributions to the development of psychology as a significant field of study.

**B** Top of the list was B.F. Skinner, who became a full professor at Harvard in 1948. His theories explained human and animal behaviour in terms of conditioning. He based his theory of 'operant conditioning' on experiments with rats, which learned to obtain more food by pressing a lever. In other words, he argued that what happens after we do something will affect how we behave in

the future. If we do something and get a reward, we will repeat this action; however, if something bad happens, we will quickly stop. His theories dominated his peers' thinking, and behaviourism underlies some therapy techniques still in use today. His theories influenced education as well as psychology, as he applied them to overcoming difficulties in learning.

**C** Another very influential thinker was Sigmund Freud, writing in Austria in the early part of the 1900s. His most important insights related to his belief that not all mental illnesses can be traced back to physiological causes. He also investigated how cultural differences affect people's psychology and behaviour. The work done by Freud has had a lasting influence on the areas of clinical psychology, human development, and the study of abnormalities in psychology. He also contributed a great deal to our understanding of personality differences.

**D** An eminent psychologist who expanded our knowledge of how children think and develop was a Swiss named Jean Piaget. His observations, which were truly original when first published in 1936, were described as being so obvious that it took a genius to think of them. His research provided evidence that a child thinks differently to an adult, and he identified stages in the development of children's brains. His work contributed to various branches of psychology, such as cognitive psychology, developmental psychology, and educational reform.

**E** Next, consider Erik Erikson, who was born in Germany. He studied psychoanalysis with Anna Freud, the daughter of Sigmund Freud, and

later moved to the United States where he first published in 1950. He became renowned for his focus on psychosocial development, human development through the lifespan from childhood to adulthood to old age. His studies also added to the understanding of the development and shaping of personality over the course of people's lives.

**F** There are many other significant names in the history of psychology; we can only mention a few more. Ivan Pavlov (Russian), who died mid-20th century, is remembered for his contribution to the development of behaviourism through his work on conditioned reflexes and his experiments with dogs. Albert Bandura (Canadian), who began his career at Stanford University in 1953, stressed the importance of observation, imitation, and modelling in learning. Carl Rogers (American), who was nominated for the Nobel Peace Prize in 1987, is renowned for his emphasis on human potential. Finally, there is Carl Jung, another Swiss, who studied under Freud; he focused on the unconscious and is considered to be the founder of analytical psychology.

**G** Even such a brief survey of some of the eminent thinkers in psychology shows the variety of approaches and perspectives in this field. None of these men has worked alone; as with any scholar, they can be said to have 'stood on the shoulders of giants'. But these are some of the key names that have emerged in the field of psychology, and whose work has contributed so much to our current understanding of human thought processes, brain development, and social organisation.



### Identification of Writer's Views

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

26. \_\_\_\_ The Internet is the best way to find information on health problems.  
27. \_\_\_\_ Many people use the Internet to read about popular issues in psychology.  
28. \_\_\_\_ These Internet users' main research interest is researching famous psychologists.  
29. \_\_\_\_ The report on influential psychologists aimed to establish their order of importance.  
30. \_\_\_\_ The ranking of the most influential psychologists of the 20th century was based solely on the responses of 1,725 members of the American Psychological Association.  
31. \_\_\_\_ The 99 psychologists who were chosen have all improved our knowledge of psychology.

### Matching

Look at the following theories (Questions 32–37) and the list of psychologists below. Match each theory with the psychologist associated.

Note: You may use any letter more than once.

32. \_\_\_\_ – development over course of life from birth to old age  
33. \_\_\_\_ – learning through watching, imitating, and following models  
34. \_\_\_\_ – operant conditioning  
35. \_\_\_\_ – analytical psychology  
36. \_\_\_\_ – clinical psychology  
37. \_\_\_\_ – a child's mental growth and thought processes

- |            |            |
|------------|------------|
| A. Skinner | E. Pavlov  |
| B. Freud   | F. Bandura |
| C. Piaget  | G. Rogers  |
| D. Erikson | H. Jung    |

### Table Completion

Complete the table on the next page. Choose NO MORE THAN ONE WORD from the reading passage.



Name	Nationality	Contribution
Freud	Austrian	investigated physiological causes of 38. _____ illness
Jung	Swiss	founder of 39. _____ psychology
Pavlov	40. _____	conditioned reflexes; dog experiments
Skinner	American	explained animal and human behaviour in terms of 41. _____
42. _____	Swiss	identified stages in development of children's brains
Erikson, Bandura, Rogers	Various	various fields of 43. _____

### Summary Completion

*Complete the summary, using words from the box below.*

Many people want to understand more about how they think and why other people 44. \_\_\_\_\_ the way they do, so psychology is high on the list of things that people research on the Internet. A study of some of the most 45. \_\_\_\_\_ psychologists of the previous hundred years leads to famous names such as Freud, Jung, Pavlov, Skinner, and Piaget. Others who have emerged during the latter half of the 20th century include Erikson, Bandura, and Rogers. Psychology is a subject area with many different 46. \_\_\_\_\_ of study, and this is illustrated by the range of areas 47. \_\_\_\_\_ to by the eight psychologists mentioned above. Some examples include behaviourism, clinical psychology, analytical psychology, cognitive psychology (the stages of development of children's 48. \_\_\_\_\_), psychosocial development, and the importance of 49. \_\_\_\_\_ and modelling in learning. Although these scholars have certainly earned their fame, many other researchers have also contributed to our 50. \_\_\_\_\_ of how human brains develop and how people think.

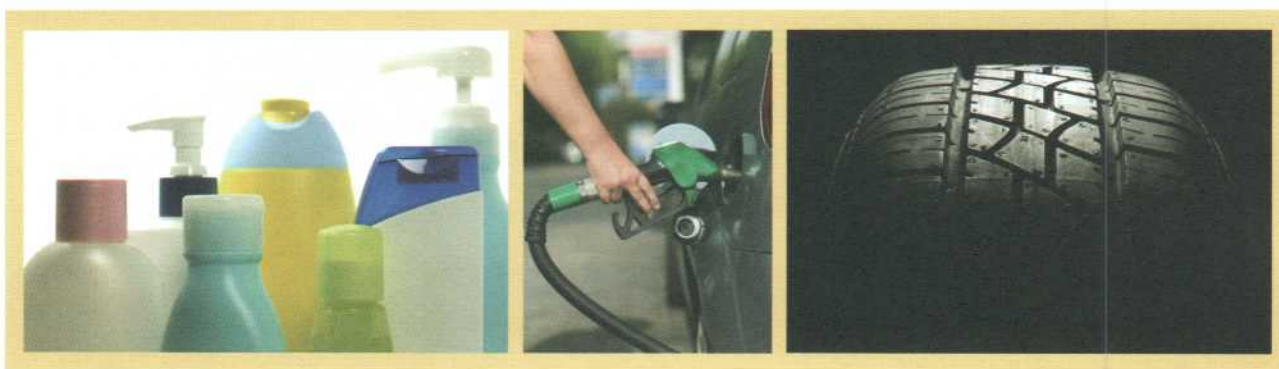
branches	understanding	imitation	contributed
organisation	eight	social	Jung
Skinner	brains	perspectives	behave
psychology	survey	influential	emphasis

## UNIT 16

## Commodities

## Warm up - Thinking about the Topic

Look at these images. Talk about them with your partner.



1 What do you know about these items?

All of these items have been made from \_\_\_\_\_.

2 Discuss with a partner what you know about this commodity.

- Make a list of other uses for oil.
- What other items are made from oil?
- Where do we get oil from?
- How is it processed?
- What has happened recently to the world price of oil?

## Beginning to Read

## Identifying the Writer's Purpose



# The Refining of Oil

**A** Imagine a world without petroleum; a world without cars, plastics, aviation fuel, tyres, or tar-sealed roads, in fact, a world without most of the everyday items and systems we take for granted. The reality is that our modern lifestyle could not exist without petroleum.

**B** No one knows exactly how oil was formed, but this is the generally accepted theory. Sometime between 200 and 400 million years ago, dead organic matter accumulated on the sea floor. As this decaying organic matter built up in the sediment, it acted as a coating that stopped oxidation. Then, through the actions of microbes and chemical changes, the decaying matter was turned into a greasy, waxy material. As layers of this material became buried in the sediment, the temperature and pressure increased, and over a period of time, perhaps as long as 10 million years, petroleum was created. Today, most petroleum, also known as crude or unprocessed oil, is found in what are believed to be ancient sea beds.

**C** Crude oil is a valuable fossil fuel because it contains hydrocarbons, which are important for two reasons. Firstly, they contain vast reserves of usable energy. Secondly, petroleum can be used to manufacture a wide variety of products because hydrocarbons come in many sizes, shapes, and weights. The smallest hydrocarbon chain is methane ( $\text{CH}_4$ ), a gas lighter than air, whilst the heaviest compounds, tar and asphalt, are made up of multiple rings of over 70 carbon atoms.

**D** The primary purpose of oil refining is to separate out these hydrocarbons into usable substances, as petroleum is useless in its unprocessed form. This is achieved through the relatively simple process of *fractional distillation*. Hydrocarbon chains have different boiling points depending on the length of their chain. For example, petroleum gas (methane, ethane, propane, butane) which is used for heating, cooking, and making plastics will boil before the temperature reaches 104°F (degrees Fahrenheit). Gasoline, however, requires a boiling range of 104 to 401°F, while kerosene boils between 350 to 617°F. Lubricating oil, a liquid used in motor oil, grease, and other lubricants, requires temperatures between 572 and 700°F before it will vaporise, and heavy gas (fuel oil) used as industrial fuel needs to be between 700 to 1,112°F. Even the solid residuals of the refining process are useful. Residuals require a temperature of over 1,112°F to vaporise.

**E** Fractional distillation occurs as the crude oil is heated and then boils to form vapour gases. As the vapour rises up the fractional distillation column, which is fitted with various trays and plates to trap the different hydrocarbon gases, it cools. (Substances with a higher boiling point will condense at a lower point in the column.) When a hydrocarbon vapour reaches the place in the column where the temperature is equal to its boiling point, it begins to condense and form a liquid. As the liquid forms, it is either filtered off into a condenser to cool completely and then to be put into storage tanks, or it goes to another part of the refinery for further processing.

**F** Most of the product that comes out of the fractional distillation process requires further chemical refining. This is done using one of three chemical processes, the first of which is *cracking*. In the cracking unit, large hydrocarbon chains are broken into smaller ones. For example, residual from the distillation process is heated to over 900°F until it 'cracks' into heavy oil, gasoline, and naphtha, and the residue from this process is sold as pure carbon, coke. In some versions of the cracking process, a *\*catalyst* is used, often in the form of a hot liquid (1,000°F) that 'cracks' heavy gas oil into diesel oil or gasoline. *Unification* is another common operation in oil refining. This is a chemical process in which smaller hydrocarbons are unified, or combined, to make larger ones. Platinum or platinum-rhenium is often used as a catalyst when unifying naphtha into aromatics used in chemical manufacture and in blending gasoline. The third process is *alteration*, a chemical process in which the molecular structure is rearranged to produce a new compound. Low-weight compounds such as propylene and butylene are mixed in the presence of a catalyst such as hydrofluoric acid or sulphuric acid to form high-octane hydrocarbons, which are used when blending gasoline.

**G** The products of distillation and the various chemical processes must then be treated to remove any impurities. Sulphuric acid is used to remove a range of impurities including nitrogen and oxygen compounds. A drying agent removes water, and then chemical scrubbers remove the sulphur. The treated products are then cooled and, if necessary, blended together to form new products ready for use.

**H** The next time you start your car or pick up a plastic container, spare a thought for the extraordinary fate of a dying plant or animal millions of years ago whose energy is now being harnessed to fuel your modern lifestyle.

*\*catalyst* a substance that makes a chemical reaction happen faster without being changed itself



3 Quickly look at the whole reading passage. What is the main purpose of the passage?

- a. Give a history of something
- b. Describe how something is done
- c. Compare and contrast two things
- d. Discuss a problem and give a solution

### Scanning for Numbers

4 Scan the reading passage quickly to find the following numbers or symbols. Then match the numbers or symbols with the ideas below.

#### TIP

You will not understand all of the words in the passage – but you can still match the numbers to the words. This is an IMPORTANT IELTS reading skill! Most first language English speakers do not know these technical words either.

200 and 400 million years

CH<sub>4</sub>

1,112°F

70

over 900°F

10 million years

350°F

700°F

- a. age of oil
- b. time taken to create petroleum
- c. smallest hydrocarbon – methane
- d. number of carbon atoms in one ring of heavy hydrocarbons
- e. lowest boiling point of kerosene
- f. highest boiling point of lubricating oil
- g. lowest boiling point of residuals
- h. temperature at which residual oil ‘cracks’

### Identifying the Passage Structure

5 Read the first sentence only of each paragraph. Decide which of the following questions best matches the information given in the sentence? Write the letter of the paragraph beside the question that matches best. Paragraph H is NOT included.

- a. Why is petroleum so valuable? \_\_\_\_\_
- b. What happens when crude oil is heated? \_\_\_\_\_
- c. What is the chemical refining process? \_\_\_\_\_
- d. How does petroleum affect my lifestyle? \_\_\_\_\_
- e. How can the products of the refining process be further improved? \_\_\_\_\_
- f. Why does petroleum need to be processed? \_\_\_\_\_
- g. How is crude oil formed? \_\_\_\_\_



6 Work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about...

It describes...

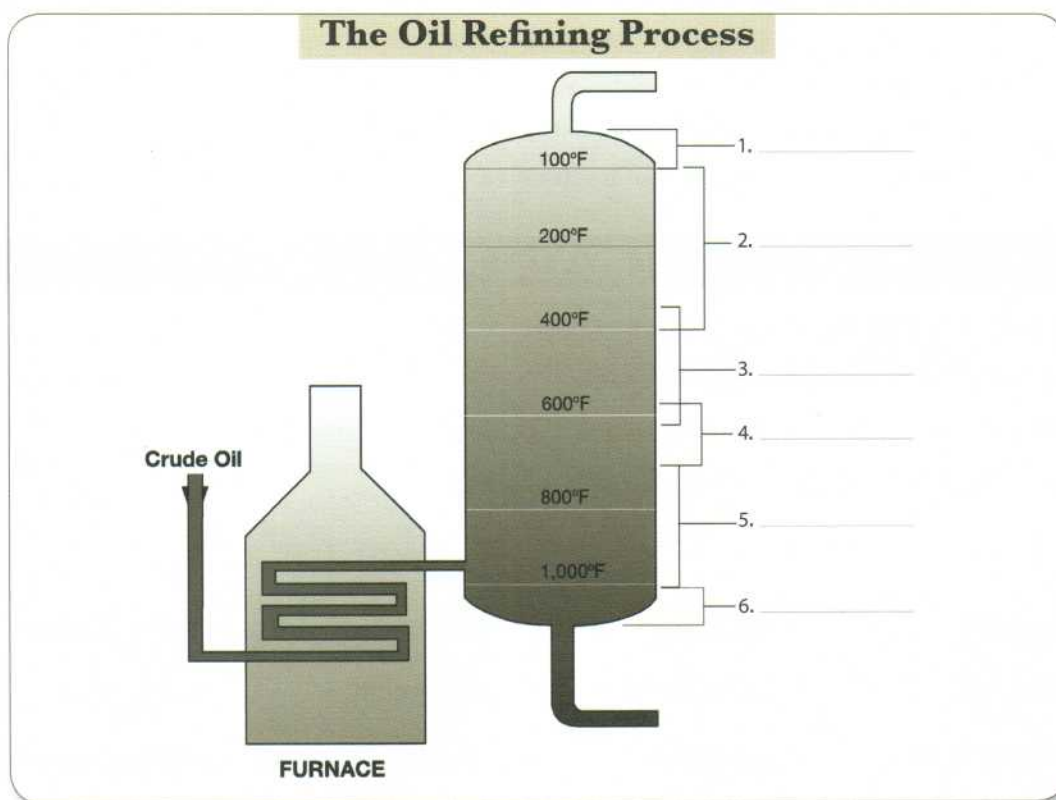
## IELTS-Type Questions: Reading for Details and for Main Ideas

Now, you should be able to read this reading passage quickly to find details and answer the following questions.

REMEMBER – The language in this passage is highly technical, but the structure of the passage is simple and the questions are also relatively simple. Don't panic – just use your reading skills and fill in the gaps!

### Labelling a Diagram

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



### Classification

According to the information in the reading passage, classify the following statements according to when they occur.

- A. Before the fractional distillation process
- B. During the fractional distillation process
- C. After the fractional distillation process

Write the correct letter, A, B, or C, beside each statement.

1. \_\_\_\_\_ hydrocarbons are divided out.
2. \_\_\_\_\_ organic matter accumulates.
3. \_\_\_\_\_ hydrocarbons exist in crude oil.
4. \_\_\_\_\_ chemicals process the product.
5. \_\_\_\_\_ petroleum gases are distilled.
6. \_\_\_\_\_ sediment causes oxidation to cease.
7. \_\_\_\_\_ vapours rise up the distillation tube.

### Matching

Look at the following statements based on the refining process. Match each statement with the correct process, A–C. Write the correct letter beside the statement.

8. \_\_\_\_\_ Large hydrocarbons are formed from small ones.
9. \_\_\_\_\_ Molecules are altered to form a new substance.
10. \_\_\_\_\_ Carbon in its purest form is a by-product.
11. \_\_\_\_\_ Hydrocarbons are processed into small ones.
12. \_\_\_\_\_ Butylene is transformed by another substance.
13. \_\_\_\_\_ Platinum is used as a transforming substance.

### List of Processes

- A. Cracking
- B. Unification
- C. Alteration

## After You Read

### Vocabulary – Substance or Process

- 7 Work with a partner, if necessary. Sort the following nouns from the reading passage into two lists, substance and process.

### TIP

Look at the suffix of the word. What does the suffix ‘-ation’ mean?

**residue**

**catalyst**

**distillation**

**residuals**

**oxidation**

**impurities**

**sediment**

**unification**

**compound**

**kerosene**

**manufacture**

**substance**

**alteration**



Substance Nouns which name something we can see, smell, or touch	Process Nouns which name a process

8 Match these words with the meanings below.

oxidation	residue	sediment	unification
condenser	kerosene	distillation	

- a device for changing vapour into liquid
- a small amount of something that is leftover after everything else has gone
- another name for this product is paraffin oil
- small grains of solid material which settle at the bottom of liquid
- the chemical process when one substance oxidises with another
- the process whereby a liquid is heated to become a vapour and then is cooled again to liquid form
- two or more things coming together to form one

### Describing a Process

We use the present simple verb form to talk about the facts involved in the process.

We use sequencing words to explain the order in which the events occur, for example, **when, as, while, then.**

We use the passive voice to express how the process is achieved.

9 Identify the language used in the following sentences to describe a process.



Put a circle around the present simple verb forms used to express a fact.



Put a box around the sequencing words used to explain the process.

Underline the passive verb forms.

- Petroleum is useless in its unprocessed form.
- Fractional distillation occurs as the crude oil is heated and then boils to form vapour gases.

- c. A drying agent removes water, and then chemical scrubbers remove the sulphur.
- d. As the liquid forms, it is either filtered off into the condenser to cool completely and then goes into storage tanks, or it goes to another part of the refinery for further processing.
- e. When a hydrocarbon vapour reaches a particular place in the column, it begins to condense and form a liquid.

### Sentence Completion - Type B

10 Complete the following sentences by matching a beginning, a-m, with an ending, i-xiii, below. These sentences all contain the \_\_\_\_\_ verb form.

- a. \_\_\_\_\_ The beginnings of petroleum...
  - b. \_\_\_\_\_ Decaying matter...
  - c. \_\_\_\_\_ Petroleum...
  - d. \_\_\_\_\_ Petroleum...
  - e. \_\_\_\_\_ Tar and asphalt...
  - f. \_\_\_\_\_ When crude oil...
  - g. \_\_\_\_\_ Small hydrocarbons...
  - h. \_\_\_\_\_ The molecular structure...
  - i. \_\_\_\_\_ As the liquid forms, it...
  - j. \_\_\_\_\_ Platinum...
  - k. \_\_\_\_\_ Large hydrocarbons...
  - l. \_\_\_\_\_ Separating out hydrocarbons...
  - m. \_\_\_\_\_ Crude oil...
- 
- i. can be used to manufacture a variety of products.
  - ii. is filtered off into the condenser.
  - iii. are unified to form larger ones.
  - iv. is heated, fractional distillation occurs.
  - v. are broken into smaller ones.
  - vi. is known as a fossil fuel.
  - vii. was created as much as 10 million years ago.
  - viii. can be achieved relatively easily through distillation.
  - ix. is rearranged to produce a new compound.
  - x. was turned into a greasy, waxy material.
  - xi. is often used as a catalyst when unifying naphtha.
  - xii. are buried in the ancient history of the earth.
  - xiii. are made from compounds with many rings of carbon atoms.



11 Complete the sentences below, using the words provided.

You will have to use some words more than once and change some of the verb forms.

boil	use	have	as	cool
then	be	rise	make	

- a. \_\_\_\_\_ the vapour \_\_\_\_\_ up the fractional distillation column, it \_\_\_\_\_.
- b. The smallest hydrocarbon chain \_\_\_\_\_ methane.
- c. Hydrocarbon chains \_\_\_\_\_ different boiling points.
- d. Kerosene \_\_\_\_\_ between 350°F and 617°F.
- e. Even the solid residuals of the refining process \_\_\_\_\_ useful.
- f. Unification \_\_\_\_\_ a process in which smaller hydrocarbons \_\_\_\_\_ unified to \_\_\_\_\_ larger ones.
- g. \_\_\_\_\_ sulphuric acid \_\_\_\_\_ to remove impurities.
- h. The treated products \_\_\_\_\_ and \_\_\_\_\_ into new products.

## Warm up - Thinking about the Topic

Look at these images.



- 1 Talk about them with your partner. What do you know about these items? Where are they used?
- 2 Make a list of words associated with the images.
- 3 Discuss with a partner how each of these devices could be used in society. Think about the arguments for and against using these devices.

## Beginning to Read



# Technology in the Workplace Violates Workers' Privacy

**A** We are living in a world where data, or information, has become a powerful commodity. Massive advances in computer technology are having a two-pronged effect. They are not only making it possible to collect information that at one time went largely unrecorded, but they are also making it relatively easy to store, analyse, and retrieve information in ways which, until quite recently, were impossible. It is perhaps not surprising that computer technology is being used in government intelligence agencies to monitor people and practices. However, what is less obvious is the rapid rise in the use of surveillance in companies.

**B** The amount of information already being collected as a matter of routine would surprise most people. For example, any spending that involves a credit or bank debit card, in fact, most financial transactions, is automatically recorded on computer databases. A telephone call to any government agency will most likely be monitored. Mobile phone companies have equipment that allows them to track the location of anyone who has a phone switched on. Supermarkets, through their checkout processes, electronically record every item being bought by their customers. Electronic tollbooths and traffic-monitoring systems record the movement of individual vehicles. Closed-circuit television cameras now scan most city centres. The increasing widespread use of surveillance technologies and techniques has led to fears that soon there will be no personal privacy to protect.

**C** These large organisations and companies, however, are not only monitoring their customers, they are just as interested in their employees. A 1997 survey by the American Management Association (AMA) of 900 large companies found that nearly two thirds admitted to some form of electronic surveillance of their workers. Another AMA survey of 526 companies in 2005 found that more than half of the companies surveyed used video surveillance. 86% of the companies surveyed notified their employees of the practice with 80% notifying the employees of when they are actually being watched. The study found that the number of companies using video surveillance to monitor employees' on-the-job performance is increasing.

**D** To employers, video surveillance is a means to expose misconduct, theft, vandalism, violence, and even sabotage. It is a way to reduce security risks and legal liability. It is also a cheaper alternative to other forms of security and supervision. However, employees

claim video surveillance has the potential to dehumanise their working environment, denying them a reasonable expectation of privacy. They also believe it harasses individuals by putting them under constant view.

**E** Another common form of workplace surveillance is to monitor e-mail messages sent or received by employees. According to the AMA study, the largest increase in workplace surveillance was in the storage and review of e-mail messages. Businesses argue that by monitoring e-mails, they will be able to catch employees who send offensive or abusive e-mail messages. Another assertion commonly used by companies to support the use of e-mail surveillance is that it stops employees from sending confidential files to rival firms. However, this argument does not mean it can stop company secrets from leaking out by other means such as printing, photocopying, photographing, or by fax.

**F** Powerful new software makes it easy for bosses to monitor and record not only all e-mail messages, but every keystroke and telephone conversation as well as the exact whereabouts of employees. Tracking devices through mobile phones and on company vehicles can monitor employees' movements outside of the office, while the use of access cards and 'active badges' monitor individual's movements inside the office. According to employers, vehicle tracking is used to increase efficiency, to enhance customer service, for security, and to comply with safety requirements. However, employees complain they do not want their employers to secretly track their movements. Others resent employers tracking their every movement throughout the day, including during break times. They also fear that tracking devices will be used to unfairly discipline drivers.

**G** The modern workplace is undergoing great changes caused primarily by the information processing ability of high-powered computers and advanced software. Companies compete against each other, and there is intense competition in the marketplace. Anything which might improve a firm's efficiency and productivity could mean the difference between success and failure. However, the fact remains, if particular systems can be used to monitor a computer or an individual's movements without the knowledge of the computer user or the person concerned, then it is very likely that such systems will be used for purposes other than their intended purpose.



## Predicting Content from the Title

4 Look at the title of the reading passage:

*'Technology in the Workplace Violates Workers' Privacy'*

Ask yourself:

What is the main topic of the passage?

- a. Computers and software
- b. Electronic surveillance devices
- c. Employers versus employees

TIP

Always read the title and ask yourself the following question.

## Skimming to Predict the Author's Purpose

5 Look quickly through the reading passage. Take **NO MORE THAN FIVE MINUTES** to do this.

What is the purpose of the passage?

- a. To describe a process
- b. To tell a story about something
- c. To compare and contrast two things
- d. To discuss an issue and provide an opinion

## Reading between the Lines - Emotive Language

A reading passage that provides a strong opinion or argues for or against a particular point of view usually contains quite powerful words. The writer appeals to the reader's emotions through their careful use of 'emotive' language.

6 Read the following pairs of sentences.

i. Decide which sentence, A or B, provides the 'stronger' or more powerful message.

ii. Underline the 'emotive' words in the stronger sentence.

a.

- A. To employers, video surveillance is a means to expose misconduct, theft, vandalism, violence, and even sabotage.
- B. To employers, video surveillance is a way to uncover misconduct, theft, vandalism, violence, and sabotage.

b.

- A. Another assertion commonly used by companies to support the use of e-mail surveillance is that it stops employees from sending confidential files to rival firms.
- B. Another reason used by companies to support the use of e-mail surveillance is that it stops employees from sending files to other firms.



- c.
- A. However, employees say they do not want their employers to follow their movements.
  - B. However, employees complain they do not want their employers to secretly track their movements.
- d.
- A. Others do not like employers following their movements throughout the day, including break times.
  - B. Others resent employers overtly tracking their every movement throughout the day, including during break times.

7 Discuss with a partner. What message is the writer trying to give to the reader when he uses the emotive language above?

## IELTS-Type Questions: Reading for Details and for Main Ideas

Now, you should be able to read this passage quickly to find details and answer the following questions.

### Table Completion

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

	video surveillance	monitoring e-mails	tracking devices
Arguments supporting...	exposes misconduct; exposes theft; is a less expensive 1. _____ to other forms of security	catch people who send offensive or abusive messages; stop people sending 5. _____ to rival firms	monitor movements outside the office; increase 7. _____; comply with safety requirements
Arguments opposing...	has the potential to 2. _____ workplaces; denies right to 3. _____; 4. _____ people by putting them constantly under view	do not stop company secrets from 6. _____ by means such as photo- copying or printing	secret tracking of move- ments by employers; every movement being followed even at 8. _____; fear drivers will be unfairly disciplined

## Classification

*According to the information in the reading passage, classify the following information as being associated with:*

- A. video surveillance
- B. monitoring e-mails
- C. tracking devices

*Write the correct letter, A, B, or C, beside each statement below.*

- 9. \_\_\_\_\_ a cheaper alternative to supervision
- 10. \_\_\_\_\_ access cards
- 11. \_\_\_\_\_ intercepting unpleasant communication
- 12. \_\_\_\_\_ preventing giving information to competitors
- 13. \_\_\_\_\_ using mobile phones to find out where employees are
- 14. \_\_\_\_\_ can detect damage to property
- 15. \_\_\_\_\_ making the firm more efficient
- 16. \_\_\_\_\_ being likely to make the workplace mechanical and impersonal

## Locating Information

*The reading passage has seven paragraphs, A-G. Which paragraph contains the following information? Write the correct letter, A-G, beside each statement below.*

*Note: You may use any letter more than once. You may not need to use all the letters.*

- 17. \_\_\_\_\_ There is a concern that soon our personal privacy will disappear.
- 18. \_\_\_\_\_ Results of an AMA study found the greatest growth of employment surveillance was in the storing and reviewing of e-mails.
- 19. \_\_\_\_\_ An AMA study found that nearly 66% of companies electronically monitor their employees.
- 20. \_\_\_\_\_ Supermarkets and city centres are regularly monitored.
- 21. \_\_\_\_\_ Surveillance helps companies to compete.
- 22. \_\_\_\_\_ Modern technology is enabling data to be collected when previously it was not possible to do so.

## Global Multi-Choice

- 23. Which of the following statements is the writer's main point of view?
  - a. Technology can provide employers with useful workplace surveillance.
  - b. Technology can be used to check on the work efficiency and movements of employees.
  - c. Technology has the potential to be used unfairly despite its advantages.
  - d. Companies need to monitor workplace efficiency and productivity in order to be successful.



## After You Read

## Vocabulary - Language of Argument

to claim	to track	to expose	to assert	to believe	to reduce
to monitor	to fear	to resent	to dehumanise	to enhance	to comply
to complain	to harass				

8 Decide which words are used to express an opinion or argument. Write the verbs in the table above into the correct box.

Verbs used to express an opinion or argument	Other verbs
<p>1. I <b>think</b> that the government should do more to help the poor.</p> <p>2. She <b>believes</b> that the company will succeed.</p> <p>3. They <b>feel</b> that the new policy is unfair.</p> <p>4. He <b>considers</b> the situation to be very serious.</p> <p>5. We <b>regard</b> this as a major achievement.</p> <p>6. The committee <b>views</b> the proposal with skepticism.</p> <p>7. I <b>am of the opinion</b> that we should wait.</p> <p>8. She <b>is convinced</b> that the evidence is solid.</p> <p>9. They <b>are of the view</b> that the project is viable.</p> <p>10. He <b>holds the belief</b> that honesty is the best policy.</p>	<p>1. The government <b>plans</b> to increase funding for education.</p> <p>2. The company <b>expects</b> a strong growth in the next quarter.</p> <p>3. They <b>decide</b> to postpone the meeting until next week.</p> <p>4. He <b>manages</b> the team very effectively.</p> <p>5. We <b>achieve</b> our goals through hard work and dedication.</p> <p>6. The committee <b>recommends</b> the implementation of the new policy.</p> <p>7. I <b>am</b> very happy with the results.</p> <p>8. She <b>was</b> surprised to find out the truth.</p> <p>9. They <b>will</b> be attending the conference next month.</p> <p>10. He <b>has</b> been working on this project for years.</p>

9 What is the noun form of the following verbs?

to claim \_\_\_\_\_

to assert \_\_\_\_\_

to complain \_\_\_\_\_

to believe \_\_\_\_\_

to resent \_\_\_\_\_

10 Match the words from the exercises on the previous page to the meanings below.

- a. To act in a way that is expected \_\_\_\_\_
- b. To say in a particularly direct manner \_\_\_\_\_
- c. To describe a feeling of bitterness \_\_\_\_\_
- d. To uncover or reveal \_\_\_\_\_
- e. To improve or increase the quality of \_\_\_\_\_
- f. To constantly trouble or torment in some way \_\_\_\_\_
- g. To follow \_\_\_\_\_

### Emotive Language

11 Complete the sentences below, using the following 'emotive' words.

<b>secretly</b>	<b>exact</b>	<b>primarily</b>	<b>very</b>
<b>great</b>	<b>constant</b>	<b>unfairly</b>	

- a. It harasses individuals by putting them under \_\_\_\_\_ view.
- b. Powerful new software makes it easy to monitor the \_\_\_\_\_ whereabouts of employees.
- c. Employees do not want their employers to \_\_\_\_\_ track their movements.
- d. They also fear that tracking devices will be used to \_\_\_\_\_ discipline drivers.
- e. The workplace is undergoing \_\_\_\_\_ changes \_\_\_\_\_ caused by the information processing ability of high-powered computers.
- f. It is \_\_\_\_\_ likely that such systems will be used for purposes other than their intended purpose.

Note: The writer has added these words to the passage to appeal to our emotions. Try reading these sentences again leaving out the words you have just written into the gaps. Each sentence will still make sense but it will not provide such a powerful message.



## Text Structure

12 Match a paragraph, A-G, from the reading passage with a description, a-g, below.

- a. \_\_\_ It focuses on tracking devices.
- b. \_\_\_ It focuses on video surveillance.
- c. \_\_\_ It provides the background to why technology is useful in society.
- d. \_\_\_ It provides statistical support from a survey.
- e. \_\_\_ It provides the writer's viewpoint on the likelihood of technology being misused.
- f. \_\_\_ It focuses on e-mail monitoring.
- g. \_\_\_ It gives examples of ways technology is used generally in society.

## Drugs and Sport

## Warm up - Thinking about the Topic

Look at the images below. Talk about them with your partner.



- 1 Think of a sentence to describe each picture.
- 2 Work with a partner to make some sentences about the problem of drug use in sport. Speak, do not write.

Drugs have always...

These days, drugs...

## Beginning to Read

## Skimming and Scanning to Find the Text Organisation and the Main Idea

For IELTS reading, you need to be able to read QUICKLY to find main ideas and the structure, or organisation, of the passage.



## History of Drug Use in Sport

**A** These days, the use of drugs to improve athletic performance is banned by most sporting organisations, due to long-term damage to health plus the need to ensure equality of opportunity for all athletes. The list of banned substances includes various stimulants, hormones, chemicals, and steroids, as well as blood doping and the use of substances to mask drug use.

**C** There is evidence of drug use by athletes in the early 1800s, such as laudanum (opium) in an endurance walking race in 1807. Towards the end of the century, racers were given cocaine-based treatments to enable them to keep going in brutal 6-day cycling races. The winner of the 1904 Olympic marathon was given injections of strychnine, a deadly poison, and a glass of brandy in the last stages of the race to ensure he could finish. Although he nearly died and never raced again, at that time, the use of drugs for long-distance races was considered positive, rather than being seen as either unfair or damaging to health.

**D** By the 1920s, the cyclists in the Tour de France were publicly commenting on the drugs they used to get them through the week. The rule book distributed in 1930 even reminded riders that they would not be officially supplied with drugs; in other words, they would have to find their own. It is also believed that amphetamines were first used in sport at the 1936 Olympics.

**F** The International Amateur Athletic Federation made drug use illegal in 1928. However, as there were no effective tests available at that time, this ban on drug use was only based on a policy of trusting the athletes' honesty. Much later, in 1966, the governing bodies of soccer and cycling banned illegal drug use; the International Olympic Committee (IOC) did the same the following year. The IOC tested athletes for the first time at the 1968 Olympics.

**H** Although the ability to test effectively for drugs always seems to lag behind the development of new forms of performance-enhancing drugs, more and more drug cheats are now being detected. It is clear, though, that many athletes are still prepared to take the risk of being caught. Major sporting occasions such as the Tour de France and the Olympics regularly result in top athletes being stripped of their awards due to drug use. A silver medalist had to give up her medal after the 2008 Olympics. In addition, even a horse was caught! A bronze-medal winner was removed from his team after his horse tested positive for a banned substance.

**B** Historically, athletes have always searched for diets or training methods that would give them an advantage. It is said that the ancient Olympics were abandoned because of problems caused by drug use. The winners received rich rewards, so drug use and cheating were common. Similarly, drugs were used in other ancient competitions, such as by the Roman gladiators (professional fighters).

**E** Weightlifters were beginning to use anabolic steroids by 1954, for bulk and strength. Over the period from 1956 to 1972, statistics for Olympic shot putters showed their weight increased by 14%, compared to 7% for a group of runners. When a research team tried to set up a study on the effect of steroids, they could not find a control group of weightlifters and throwers who were not using these drugs. In 1962, players in the English soccer league commented publicly on their use of amphetamines. In other words, there was still no sense of a need to conceal their drug use.

**G** During the 1970s, anabolic steroids were added to the list of banned substances as a test for these had become available. The opening of official secret police records in 1993 showed that doping had been a systematic state policy in East Germany for the past thirty years, often without the knowledge of the young athletes involved. Many still suffer from the effects, both physical and mental, of this extensive drug use. In the late 1990s, the use of human growth hormones (HGH) became widespread, followed by the use of EPO (erythropoietin) in blood doping. By 1999, the World Anti-Doping Agency (WADA) was formed.

**I** Given that new drugs and practices such as stem-cell doping are constantly being developed, it is a struggle for WADA to come up with a test to detect each new substance. It is estimated that the many different types of blood booster alone make up a \$12 billion market. However, most people believe it is essential to research illegal substances, develop detection tests, and continue testing athletes to find drug cheats. Educating the next generation of young athletes about the dangers of drug use is also vital.



3 Highlight any dates and time references in the body paragraphs, B-H, in the reading passage (i.e. excluding the introduction and conclusion). Take **NO MORE THAN FIVE MINUTES** to do this.

4 What is the **main** idea of this passage?

- A A description of the type of sports involved in drug use
- B The history of drug use in sport in chronological (i.e. date) order
- C An argument about the pros and cons of drug taking in sport

5 Now, quickly read the introduction and conclusion and then work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about...

It describes...

The main idea is...

### Reading between the Lines - Understanding the Author's Opinion

6 Look at these sentences from the reading passage and then discuss the questions that follow with a partner.

... **at that time**, the use of drugs for long-distance races **was considered positive**, rather than being seen as **either unfair or damaging to health**.

- a. What is the meaning of 'at that time'? Is this statement still true today? What does the author think about the use of drugs in sport?

**In 1962**, players in the English soccer league commented **publicly** on their use of amphetamines. In other words, there was **still no sense of a need to conceal** their drug use.

- b. What two times is the author comparing? What is the author suggesting about drug use in sport today?

... more and more **drug cheats** are **now being detected**. It is clear, though, that many athletes are still **prepared to take the risk** of being caught.

- c. Is a 'cheat' good or bad? What is usually detected? What is the author's opinion about athletes who take drugs today?

## IELTS-Type Questions: Reading for Details and for Main Ideas

Now, you should be able to read this passage quickly to find details and answer the following questions.

### Matching Headings to Paragraphs

The reading passage has nine paragraphs, A-I. Write a letter for each of the body paragraphs, B-H, that matches each of the headings on the next page.

Note: Paragraphs A and I are **NOT** used.



1. \_\_\_\_ Drug use in 1920s and 1930s
2. \_\_\_\_ Bans imposed by sports organisations
3. \_\_\_\_ Drug use in mid-1900s
4. \_\_\_\_ Ancient Olympics
5. \_\_\_\_ Drug use in late 1900s
6. \_\_\_\_ Endurance races
7. \_\_\_\_ Recent drug cheats

**TIP**

Watch for words with similar meanings. Also, note that sometimes exact words are used, but these may occur in more than one paragraph.

**Table Completion**

Fill in the gaps in the table, using words or dates from the reading passage. Use **NO MORE THAN TWO WORDS** and/or **A DATE** for any gap.

Date	Event
8. ____	Use of opium to increase stamina
End of 19th century	9. ____ for long-distance cyclists
10. ____	Use of drugs in cycling races was written into official race documents.
1950s - 1970s	First use of 11. ____ to increase body and muscle mass and weight
12. ____	First time, drug use was officially banned in sport.
13. ____	Use of hormones to improve athletic performance

**Identification of Information**

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

**TIP**

These questions usually follow the order of the text.

14. \_\_\_\_ The major reasons for banning drug use in sport are moral and medical.
15. \_\_\_\_ Some banned drugs do not actually improve sporting performance.
16. \_\_\_\_ Drug use in sport is not just a modern problem.

17. \_\_\_\_ In the mid-1900s, weightlifters and cyclists used the same type of drugs.
18. \_\_\_\_ The drug ban imposed by the International Amateur Athletic Federation was not very effective.
19. \_\_\_\_ The East German athletes were not greatly affected by the drug taking they experienced.
20. \_\_\_\_ The drugs given to horses in Olympic competition are the same as those for human athletes.

### Global Multi-Choice

*Choose the correct answer from a-d.*

21. The writer's main idea is:
  - a. Drug use in sport is unavoidable.
  - b. Drug use in sport needs to be prevented.
  - c. Drug use in sport is worse now than in the past.
  - d. Drug use in sport does not affect all sports.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that will help you with the IELTS test.

### Vocabulary - Transitive Verbs

These are verbs which are followed by an object.

**to ban...**

**to abandon...**

**to detect...**

**to ensure...**

**to comment on...**

**to be stripped of...**

**to mask...**

**to enhance...**

7 Complete the sentences below, using the verbs above. You may need to change the form of the verb. Then, underline the words that are the object of each transitive verb.

- a. The World Anti-Doping Agency is constantly developing new tests to \_\_\_\_\_ illegal drug use by athletes.
- b. Most sporting organisations \_\_\_\_\_ the use of drugs.
- c. Some people argue that the Olympics should be \_\_\_\_\_ due to the continuing problems of drug use by athletes.
- d. In the past, athletes freely \_\_\_\_\_ the drugs they were using.



- e. Athletes use drugs to make them stronger or faster; in other words, they aim to \_\_\_\_\_ their performance.
- f. A common practice is for athletes to take substances to \_\_\_\_\_ the other drugs they are using to improve their performance.
- g. In 2007, Jones was \_\_\_\_\_ her five medals from the 2000 Olympics because of her use of illegal steroids.
- h. It is important to control drug use by athletes to \_\_\_\_\_ fair competition for all.

### Other Vocabulary

**athletic**

**endurance**

**effective**

**illegal**

**opportunity**

**systematic**

**governing body**

**rewards**

**extensive**

**performance**

### 8 Match the words above to the meanings below.

- a. A chance \_\_\_\_\_
- b. Money or gifts given to recognise an achievement \_\_\_\_\_
- c. Widespread, happening often \_\_\_\_\_
- d. Happening in a regular and controlled way \_\_\_\_\_
- e. Involving hardship and stress \_\_\_\_\_
- f. Connected with sporting activities \_\_\_\_\_
- g. Sporting 'output' of any kind \_\_\_\_\_
- h. Done well \_\_\_\_\_
- i. Not permitted by law \_\_\_\_\_
- j. Organisation in charge \_\_\_\_\_

### 9 Complete the following sentences, using the target vocabulary.

- a. Athletes use drugs to improve their sporting \_\_\_\_\_.
- b. There are big financial \_\_\_\_\_ for most Olympic medal winners.
- c. An example of an Olympic \_\_\_\_\_ sport is the long-distance cycling race.
- d. The International Olympic Committee is the \_\_\_\_\_ of the Olympics.
- e. It is believed that there is \_\_\_\_\_ drug use in international cycling.
- f. It is \_\_\_\_\_ for athletes to take certain cold medicines because of the drugs that they contain.
- g. Most athletes hope to have the \_\_\_\_\_ to compete at the Olympics.
- h. Above all, they hope to achieve \_\_\_\_\_ glory by winning a gold medal.

- i. This usually requires \_\_\_\_\_ training and a controlled lifestyle for many years.  
j. To achieve success, an \_\_\_\_\_ coach is also vital.

### Specialised or Technical Vocabulary

- 10 Look at the words below and then **QUICKLY** answer the questions.  
DO NOT check your dictionary for these words.

stimulants	hormones	steroids
blood doping	laudanum (opium)	cocaine
strychnine	brandy	amphetamines
anabolic steroids	human growth hormones	EPO (erythropoietin)

- a. The title of the passage for this unit is: \_\_\_\_\_  
b. All these words relate to: \_\_\_\_\_

### Verb Forms in a Chronological Passage

This passage is mainly organised in chronological order (in the order of events). [You observed this when you highlighted all the time phrases and dates in the body paragraphs, B–H, in Exercise 3 of this unit.]

- 11 Underline the time phrases and dates in the sentences on the next page. Next, choose the correct verb tense and voice for the **bolded** verbs.  
Choose from:

- i. present perfect  
ii. past simple  
iii. past simple passive

### TIP

You don't need to know the meaning of specialised vocabulary in an IELTS test. Use the title and general topic to help you identify what the words relate to. This is an **IMPORTANT** IELTS reading skill!



### History of Drug Use in Sport

- a. \_\_\_\_\_ Historically, athletes **have** always **searched** for diets or training methods that...
- b. \_\_\_\_\_ It is said that the ancient Olympics **were abandoned** because of problems (that **were**) **caused** by drug use.
- c. \_\_\_\_\_ The winners **received** rich rewards, so drug use and cheating **were** common.
- d. \_\_\_\_\_ Similarly, drugs **were used** in other ancient competitions...
- e. \_\_\_\_\_ Towards the end of the century, racers **were given** cocaine-based treatments...
- f. \_\_\_\_\_ The winner of the 1904 Olympic marathon **was given** injections of strychnine...
- g. \_\_\_\_\_ Although he nearly **died** and never **raced** again, at that time, the use of drugs for long-distance races **was considered** positive...
- h. \_\_\_\_\_ The rule book (that **was**) **distributed** in 1930 even **reminded** riders that they would not be officially supplied with drugs...
- i. \_\_\_\_\_ It is also believed that amphetamines **were** first **used** in sport at the 1936 Olympics.

12 Now, discuss the following questions with a partner.

- a. There is only one example of **present perfect**. Where is it and why is it used there?
- b. Why is the **past simple** used?
- c. Find three examples of the **past simple passive**. Why is the passive voice used in these sentences?

## Warm up - Thinking about the Topic

Look at these photos. Talk about them with your partner.



- 1 What emotion do you feel? Are you smiling? We say laughter is infectious. What do you think that means?
- 2 What can you say about laughter and age?
- 3 Work with a partner to make a sentence about each picture.

## Beginning to Read

## Scanning to Find Names

Quickly scan this article to find and underline the names below in the reading passage:

Greek, Hebrews, Sultanoff, Encyclopaedia Britannica, Old Testament, Aristophanes, Olympic Games, Jonathan Swift, George Orwell, Hitler and Stalin.



# The Role of Humour

**A** How important is humour in your life? When you turn on the television, do you watch the news or a comedy programme? When you read your local newspaper, do you turn to the comics first of all? Is your best friend the one who makes you laugh the most? There is an old saying, 'Laughter is the best medicine.' Numerous studies now show that there is a lot of truth in that idea.

**B** The official term for the scientific study of laughter is Gelotology. It has been shown that laughter results in a number of measurable physical reactions that are beneficial for health. According to the Encyclopaedia Britannica, these include increases in the heart rate and circulation, a reduction in blood pressure, an improvement in lung capacity and blood oxygen levels, and an overall relaxation in muscle tension. It has also been shown to increase tolerance of pain (by Sultanoff, a psychologist, in an article for WebMD). Laughter changes our mood and creates a sense of well-being. It is vital for human interaction; in fact, to be described as 'humourless' is a criticism. Even in times of distress, humour can provide temporary relief. For all these reasons, laughter therapy sessions are often prescribed to help people cope with physical, mental, and spiritual issues.

**C** Laughter is considered to be a motor reflex, much like the way the pupil in an eye contracts in bright light. The only biological function that it seems to serve is relief from tension. It involves a physical response to a comment or action. This response

is an involuntary contraction of 15 facial muscles, along with the associated, often uncontrollable, noise that we term laughter. The mystery is the relationship of this simple physical response to a sophisticated mental activity. This is a phenomenon that has puzzled philosophers for centuries. It also means there is a clear indicator of the presence of that elusive quality, humour. If people do not laugh, then the joke was not funny!

**D** In ancient society, much humour was considered to be malicious or based on contempt for the unfamiliar to be enjoyed at the expense of someone else. Laughter was even likened to a dagger. The ancient Hebrews' sense of humour tended to emphasise contempt and derision; of a range of references to laughter in the Old Testament, 13 were mocking but only two were joyful. Similarly, the ancients laughed at foreigners; they regarded them as only pretending to be human. By the 5th century BC, there was evidence of humour in ancient Greek art, with jokes about the Olympians and the Olympic Games. Humour moved into literature soon after, with the Greek comedies of Aristophanes.

**E** In more recent times, in the English-speaking world, we have had many examples of social satire, for example, Jonathan Swift's *Gulliver's Travels* in the 18th century and the 20th century publication of George Orwell's *Animal Farm*. On the other hand, in dictatorships such as those of Hitler and Stalin, political humour was seen to be dangerous and was not permitted. However, this did not mean it did

not exist, but rather it was forced underground, which only added to its power.

**F** These days, humour in the West is very influenced by the mass media. The canned laughter of sitcoms on television and the wide audiences reached by popular comedians have led to a rather 'commercialised' style of humour. It is widely used in advertising in an attempt to make ads more memorable and enjoyable, but this is not always successful – especially given the repetition of viewings of such ads. A response to this has been the creation of humorous sites, blogs, and videos, such as those on YouTube, which are imaginative and reach a huge audience.

**G** Humour is an important form of communication that is common to all societies although the same things are not always considered funny in different cultures. The use of humour influences interaction patterns within a group and affects the social structure of the group. In a positive form, humour increases the fun factor of a work or social situation by generating warmth and trust. Sharing laughter is a signal of acceptance within the group. Equally, of course, humour can be abrasive, resulting in friction and uneasiness in a social group; used inappropriately, it can lead to job loss or social isolation. Ideally, though, it will function in a positive way to enhance interpersonal relationships by reducing tension, improving communication, and helping individuals cope with day-to-day situations.



## Skimming to Find the Text Structure and the Main Idea

- 4 Read the first sentence *ONLY* of each paragraph in the reading passage. Take **NO MORE THAN FIVE MINUTES** to do this.

What kind of passage is this?

- A description
- B problem – solution
- C comparison – contrast
- D cause and effect

- 5 Work with a partner to complete a brief summary of this reading passage. Speak, do not write.

This passage is about...

It describes...

## IELTS-Type Questions: Reading for Details and for Main Ideas

### Identification of Information

Do the following statements agree with the information given in the reading 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. \_\_\_\_\_ Physical reactions to laughter all occur in the brain.
2. \_\_\_\_\_ Laughter is a response to a physical stimulus.
3. \_\_\_\_\_ In past times, humour was seen as making fun of people.
4. \_\_\_\_\_ Modern humour in western countries is affected by television.
5. \_\_\_\_\_ Television was invented as a form of amusement for people.
6. \_\_\_\_\_ A joke will be laughed at in any country in the world.
7. \_\_\_\_\_ Someone who uses humour in an unacceptable way can lose their job or friends.

### Matching

Match each idea, 8–13, with the publication, person, or group named in the reading passage, A–F. Write the letter from the box beside each idea.

8. \_\_\_\_\_ Laughter linked to contempt and mockery
9. \_\_\_\_\_ Social satire
10. \_\_\_\_\_ Improved blood circulation
11. \_\_\_\_\_ Banning of political humour
12. \_\_\_\_\_ Easier to bear pain
13. \_\_\_\_\_ First art making fun of sportsmen

### TIP

Which one of the "Beginning to Read" activities will help with this question?



**Publication, person, or group**

- A the early Greeks
- B the early Hebrews
- C Sultanoff
- D George Orwell
- E Encyclopaedia Britannica
- F dictators (e.g. Stalin)

**Flow-Chart Completion**

Complete the flow chart, using words from the box below.

14. \_\_\_\_\_  
response to something that is  
seen or heard


**Two physical responses**

15. \_\_\_\_\_ of noise called  
16. \_\_\_\_\_ muscles in face 17. \_\_\_\_\_


**Resulting physical reactions in body**

faster 18. \_\_\_\_\_ rate and circulation  
better 19. \_\_\_\_\_ capacity  
improved blood 20. \_\_\_\_\_ levels  
relaxed muscle 21. \_\_\_\_\_

heart	mental	lung	contraction
improvement	laughter	facial	oxygen
fifteen	blood	overall	physical
tension			

## Global Multi-Choice

Circle the letter for the correct answer.

22. The writer's main idea is:

- a. Laughter is usually cruel.
- b. Laughter in the mass media is rather false.
- c. The relationship between a joke and someone laughing is puzzling.
- d. Laughter is good for people and social groups.

## After You Read

This section of the reading units will include some activities to help you to understand and practise reading skills that will help you with the IELTS test.

### Vocabulary

**circulation**

**tolerance**

**mystery**

**satire**

**capacity**

**distress**

**indicator**

**to enhance**

**tension**

**contraction**

**contempt**

**friction**

6 Match the words above to the meanings below.

- a. Unhappiness
- b. To make something better
- c. Condition where the muscles are tight
- d. Movement or flow around something
- e. Ability to put up with something
- f. A puzzle
- g. The total amount something can contain
- h. The tightening of muscles
- i. Use of humour to criticise people or society
- j. Disagreement, conflict
- k. A signal
- l. A feeling that a person is of low worth

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____



## Adjectives

scientific	beneficial	temporary	spiritual
involuntary	malicious	memorable	imaginative
abrasive	inappropriate		

7 Complete the following sentences, using the words above.

- An \_\_\_\_\_ video is full of creative and original ideas.
- \_\_\_\_\_ humour does not fit the occasion where it is used.
- \_\_\_\_\_ humour is intended to harm someone.
- Something that is \_\_\_\_\_ is good for us.
- A \_\_\_\_\_ investigation is carried out carefully and systematically.
- Something that is \_\_\_\_\_ will be remembered for a long time.
- \_\_\_\_\_ issues relate to people's religion or beliefs.
- Something that is \_\_\_\_\_ only lasts for a while.
- Somebody who is \_\_\_\_\_ is difficult to get along with.
- An \_\_\_\_\_ movement is one that you cannot control.

## Vocabulary for Types and Stages of Laughter

Note: Most of these function as both a verb and a noun.

giggle	grin	smile
chuckle	laugh	to be in stitches

8 Complete this ranking from mild to strong. Use the words above.

- (mild) \_\_\_\_\_
- (stronger) \_\_\_\_\_
- (stronger) giggle, chuckle
- (stronger) \_\_\_\_\_
- (strongest) to be in stitches

9 Match the beginnings and endings to make adjectives for humour and laughter.

## Beginnings

am _____	com _____	ent _____
f _____	hil _____	hum _____

## Endings

-ertaining	-unny	-arious	-orous
-using	-ic		

### TIP

#### Tricky words

- 'Laughable' has a negative meaning; it means something is really stupid.
- To laugh with someone is friendly.
- 'To laugh at someone' means you are taking pleasure in their bad luck or problem.
- 'Funny' means "It made me laugh."; 'fun' means "I enjoyed it."  
So, we say "The joke was funny." and "The party was fun."

## Indicating Negative or Opposite Meanings

Prefixes: In English, there is a range of prefixes which are added to adjectives, verbs, and nouns to show a negative or opposite meaning. Here are some common ones.

- 10 Work with a partner and try to write the words below into these appropriate columns. Note that some of these words are not in the reading passage.

un-	in-	im-	dis-	il-	ir-	anti-

voluntary	rational	familiar
accurate	successful	appropriate
legal	responsible	agree
mobile	belief	active
believable	patient	literate
complete	mature	correct
moral	imaginative	relevant
social	regular	sophisticated

Suffixes can also be used to indicate either positive or negative meanings.



11 Complete the table below.

Positive	Negative
harmless	_____
useful	_____
_____	joyless
_____	graceless
thankful	_____
_____	hopeless
careful	_____

Note: ‘-less’ means without, and ‘-ful’ means having the qualities of; whether the suffix has a positive or negative meaning depends on the meaning of the main word. For example, as ‘harm’ has a negative meaning, being ‘without harm’ is a positive quality.

Also, some words take one suffix but not the other.

E.g. beautiful, grateful, successful – these words do NOT take ‘-less’  
pointless, speechless – these words do NOT take ‘-ful’

### Antonyms

Some other words do not take a prefix or suffix, but a word with the opposite meaning is used.

12 Consider these adjectives from the reading passage and select the appropriate antonym (opposite meaning) for each one from the box below.

Adjectives	Antonyms
temporary	_____
physical	_____
dangerous	_____
beneficial	_____
malicious	_____

kind

harmful

safe

mental

permanent

## Reading Passage 1

# Wildfires



**A** There are varying names for wildfires in different parts of the world, but the reality is much the same. Wildfires are uncontrolled fires in wilderness areas, forest plantations, and national parks which destroy everything in their path. Hundreds of acres of forests or native bush are lost; thousands of birds, reptiles, mammals, and insects are burned to cinders. All too often, firefighters are overcome by smoke, flames, and dehydration. Sometimes, such fires spread to settled areas, with the destruction of homes and agricultural crops, and further losses of human lives. A wildfire is a tragedy for all concerned, and the wildlife can take years to recover to the previous levels.

**B** There are a multitude of possible causes of a wildfire. One of the most common natural causes is lightning; for example, in Australia, it is the cause of 26 per cent of all bushfires (as wildfires are known there). The original meaning of wildfire was

specifically a fire caused by lightning. Other natural causes include volcanic eruptions and underground coal fires, although these occur less frequently. Heat waves and droughts also increase the risk of wildfires. A big problem is human carelessness, especially due to discarded cigarette butts or campfires not properly extinguished by campers and hikers. Rubbish fires allowed to burn out of control can be another cause. Deliberate causes of fires include slash-and-burn agriculture in certain parts of the world. Humans also deliberately set off wildfires through arson; sadly, this is a surprisingly common cause of wildfires.

**C** Places that are vulnerable to wildfires have enough moisture for the growth of trees and other vegetation, combined with long dry periods in summer or autumn. During the dry periods, there is a build-up of vegetation which becomes highly flammable as it dries out. Certain species of trees, such as the



eucalypts, have a high oil content in their leaves which adds to the intensity of any fire. In such wooded areas, the combination of drought and high winds leads to a very high risk of wildfire. With strong winds fanning the flames, wildfires can move extremely fast – up to 60kms or so in a day, consuming up to 1,000 acres per hour. The winds provide fresh oxygen, which enables the fire to keep burning. In eucalypt forests, especially, the high temperatures can lead to explosions which spread burning material far afield. If the canopy of a forest catches fire, this sets up a 'crown fire' which spreads very rapidly and is difficult for firefighters to control as the canopy is so high.

**D** The consequences of wildfires are not limited to the immediate damage and loss that occurs; the secondary effects of wildfires are also significant. These include erosion, landslides, the introduction of non-native species, and changes in water quality. All of these impact on the recovery of the wildlife that is depleted by such fires, as well as the regeneration of vegetation. They may result in a greater risk of flood damage once the rains begin.

**E** However, in some cases, a certain amount of burning contributes to the regeneration of wilderness areas and is, therefore, a natural part of the ecosystem. Certain plants have evolved a variety of strategies to survive fires, such as having fire-resistant seeds, which enable them to remove competition from other species. The smoke and heat of a fire serves to pop open seed pods and stimulate their germination in many cases. For some species, fire is actually an essential trigger for germination. However, the increased fire frequency that is occurring in many

areas due to human carelessness has a destructive effect on native species, leading to their replacement by weeds which fail to offer a suitable habitat for the wild creatures that used to live in that area. In this way, little by little, the nature of the wilderness changes irreversibly.

**F** The longer the gap between fires in any area, the more severe the fire that eventually results. For this reason, in any area prone to fires, the fire service usually carries out a programme of 'prescribed burning'. This includes manual scrub clearance and controlled burning of strips (firebreaks) to prevent wildfires from spreading into developed areas. Another technique is 'back-burning', using low-intensity fires to clear undergrowth and prevent more severe, uncontrollable fires. While rural people usually understand the need for such programmes, city people in the fringe zone between settled and wilderness land often object as they consider that fires are destructive and pollute the atmosphere. They fail to distinguish between prescribed burning early in the season for prevention and out-of-control fires that threaten life and property late in the dry season.

**G** There can be no doubt about the terror of a major wildfire or bushfire for those who are caught up in it, whether trying to control it or attempting to flee for their lives. The destruction of vast areas of forests, plus all the other plants and creatures that live within the ecosystem, is a terrible outcome. Where such fires are due to natural causes, there is little point in laying blame. But all too often, it is a human action, either careless or deliberate, that is responsible for this tragedy.

### Matching Headings to Paragraphs

*The reading passage has seven paragraphs, A–G. Choose a correct heading for each paragraph from the list of headings on the next page.*

*Note: There are more headings than paragraphs. Paragraphs A and G are NOT used.*

- i. Introduction
- ii. Other consequences of wildfires
- iii. Benefits of occasional wildfires
- iv. Conclusion
- v. Common causes of wildfires
- vi. World-famous examples of wildfires
- vii. How wildfires develop
- viii. Fire prevention techniques
- ix. How to fight a wildfire

- 1. \_\_\_\_ Paragraph B
- 2. \_\_\_\_ Paragraph C
- 3. \_\_\_\_ Paragraph D
- 4. \_\_\_\_ Paragraph E
- 5. \_\_\_\_ Paragraph F

### Classification

*According to the information in the reading passage, classify the following types of fires as being:*

- A wildfires caused by natural causes
- B wildfires caused by people
- C prescribed burning - fires used to reduce wildfire risk

*Write the letter, A, B, or C, in the gaps.*

- 6. \_\_\_\_ volcano erupting
- 7. \_\_\_\_ an uncontrolled rubbish fire
- 8. \_\_\_\_ a dropped cigarette end
- 9. \_\_\_\_ creation of a firebreak
- 10. \_\_\_\_ lightning causing a fire
- 11. \_\_\_\_ a campfire left burning
- 12. \_\_\_\_ using fire to clear forest for agriculture

### Sentence Completion - Type B

*Complete each sentence with the correct ending.*

- 13. Wildfires not only burn wilderness areas but \_\_\_\_
- 14. One of the major causes of wildfires is human activity, either \_\_\_\_
- 15. Areas that are prone to wildfires have sufficient rainfall to \_\_\_\_
- 16. Wildfires also have other effects such as \_\_\_\_
- 17. In certain cases, wildfires have a \_\_\_\_
- 18. In areas that are prone to wildfires, the fire service \_\_\_\_
- 19. Urban people often complain about such 'prescribed burning' activities \_\_\_\_



- A. beneficial effect on the germination and growth of plants.
- B. generate growth, followed by long dry spells.
- C. because of the smoke that results.
- D. can also spread into settled areas, destroying buildings and causing deaths.
- E. erosion and landslides.
- F. it is difficult to control because the canopy is so high.
- G. carries out a fire prevention programme to reduce the risk of a major fire.
- H. deliberate or through carelessness.
- I. a greater chance of flooding when it begins raining again.

### Short Answers

*Answer the questions below. Choose NO MORE THAN THREE WORDS or A NUMBER from the reading passage.*

20. In addition to birds and creatures like snakes and lizards, what other creatures are killed in wildfires?  
\_\_\_\_\_
21. How does the author describe cases such as a burning campfire or a dropped cigarette butt causing a wildfire?  
\_\_\_\_\_
22. What is the word for a wildfire that is deliberately started by a person? \_\_\_\_\_
23. What causes eucalypts especially to burn very intensely? \_\_\_\_\_
24. In a wooded area that is in a dry period, which two factors increase the chance of a wildfire?  
\_\_\_\_\_
25. What is the term for a blazing canopy in a forest wildfire? \_\_\_\_\_

# The Perfect Flight

**A** Let's go to Sydney this weekend! Or maybe have a week in Tonga? In the 21st century, people love flying and take it for granted for both business and leisure. The prospect of flights both increasing in price and radically reducing in number due to fuel costs, carbon emissions, and worries about global warming is horrifying for those addicted to travel. Airlines are struggling in the recent tricky financial climate, with the failure of a number of airlines. This means there is huge pressure to develop environmentally efficient flights and retain the customer flow that is essential to maintain profitability.

**B** The sudden increase in fuel costs has had a very negative effect on airline business. Fuel purchases cost millions of dollars per day for the bigger airlines, and the ability of an airline to manage its fuel use now plays a significant role in determining its viability. In addition, airlines are thought to contribute approximately three per cent of the world's carbon dioxide emissions. Many of today's travellers are concerned about the 'carbon footprint' of their flights, and this has an effect on passenger numbers. Over the year to mid-2008, 26 airlines in Europe and the United States went bankrupt, with at least another 20 airlines looking shaky. Airlines all over the world are, therefore, concentrating on ways to reduce their fuel consumption and emissions through technological advances and new patterns of flying.

**C** With this in mind, airlines are testing 'tailored flights'. This means using technology and controlled conditions at the airports at each end

to test flight and fuel efficiency. Some US airlines have already tried full and partial 'tailored flights' in the US, and similar flights are also being done across the Atlantic. They are seen as being the way ahead for the airline industry, both in terms of reduced fuel costs and an improved emissions record.

**D** The first 'tailored flight' across the Pacific, an Air New Zealand one from Auckland to San Francisco in September 2008, was part of a programme called ASPIRE, Asia and Pacific Initiative to Reduce Emissions. This programme monitors every aspect of the flight, including the time spent on the ground with engines running as well as the rate of climb, the route taken and a smooth glide into land (rather than using power thrusts of the engine in the conventional way). Overall, the flight used four per cent less fuel (a saving of 4,600 litres) than normal on the route, and the emissions of carbon dioxide were calculated to be 281 instead of the usual 290 tonnes. Overall, the flight landed five minutes early.

**E** It was termed a 'perfect flight' as it used optimal flying conditions, plus relying on the cooperation of aviation and airport authorities in NZ, Australia, and the USA. This cooperation was essential to minimise fuel wastage caused by delays in takeoff and landing. The plane was only fuelled just before departure, which meant there was an accurate measure of the weight of the plane, once all passengers and their luggage were loaded, saving about 240 litres, plus additional savings resulting from reducing the weight of fuel on board. During loading, the plane used local on-ground electricity to power its lights and

air conditioning rather than running its back-up engine. This was said to save 210 litres of fuel.

**F** While in flight, updated weather reports were sent electronically to on-board computers at regular intervals, meaning that the pilots could avoid bad weather or head winds by changing their flight paths. Three deviations were made during the flight, one of which saved close to 350 kgs of fuel and two minutes of flying time. These were possible because air traffic control authorities had agreed to a flexible use of air space over the Pacific. The combination of the size of the Pacific plus the relatively low number of flights on any particular day made this possible. In the crowded air space of Europe, with military as well as commercial flights, achieving this flexibility would probably be more difficult. The landing was also carefully controlled: a smooth continuous descent saved about 700 litres of fuel, as well as being slightly quicker.

**G** Potential annual fuel savings of 37 million litres of fuel are estimated, if 'tailored flights' are extended to cover 156 flights a week over the Pacific; this would amount to CO<sub>2</sub> savings of over 100,000 tonnes. Combined with existing plans to reduce excess weight in planes (a kilogramme of plane weight adds about \$450 to the fuel bill annually) and a commitment to buy more fuel-efficient planes, these savings might be enough to enable commercial airlines to continue to operate profitably. In an era where air travel is not only essential for the conduct of global business but also an integral part of tourism and recreation for ordinary people, this scheme may prove the perfect solution.



## Locating Information

The reading passage has seven paragraphs, A-G. Which paragraph contains the following information? Write the correct letter, A-G, beside each statement below.

Note: You may use any letter more than once.

26. \_\_\_\_ The fuel saving on the September 2008 flight was 4%.
27. \_\_\_\_ Changes in route were made, which enabled the pilots to save time and fuel.
28. \_\_\_\_ Airlines know that 'tailored flights' will provide a way to lower emissions and expenditure on fuel.
29. \_\_\_\_ Fuel usage during the departure and arrival stages was kept to the minimum necessary for the September flight.
30. \_\_\_\_ Airlines now have to reduce their fuel use and carbon emissions to remain in business.
31. \_\_\_\_ Over the 12 months to mid-2008, almost fifty airlines failed or were in financial troubles.
32. \_\_\_\_ A drop in passenger numbers is occurring due to worries about carbon emissions of flights.

## Note Completion

Complete the notes below. Choose **NO MORE THAN ONE WORD** and/or **A NUMBER** from the reading passage for each answer.

**Auckland airport**

- refuelled just before departure - saved 33. \_\_\_\_\_
- used local power sources until departure - saved 34. \_\_\_\_\_

**Takeoff / rate of climb**

- savings not specified

**During flight**

- 35. \_\_\_\_\_ changes of route
- one of these saved 350kgs of fuel / 2 minutes

**Coming in to land at San Francisco airport**

- no delays due to other planes
- smooth glide into landing - saved 36. \_\_\_\_\_

**Overall savings**

- Flying time                      saved 37. \_\_\_\_\_
- Fuel                                saved 4% (= 38. \_\_\_\_\_)
- Carbon emissions            saved 39. \_\_\_\_\_ tonnes

## Identification of Information

Do the following statements agree with the information in the reading 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

40. \_\_\_\_\_ Cooperation by air control authorities was essential for the perfect flight to go ahead.  
 41. \_\_\_\_\_ This sort of cooperation will be easy to achieve in Europe as well.  
 42. \_\_\_\_\_ The Pacific is the area with the least number of daily flights.  
 43. \_\_\_\_\_ 100,000 tonnes of fuel and carbon emissions can probably be saved every year by 'tailored flights' over the Pacific.  
 44. \_\_\_\_\_ Airlines are already considering how to remove extra weight from planes to save fuel.

## Summary Completion

Complete the summary, using words from the box below.

Recently, significant increases in fuel prices have meant that many airlines are struggling to remain  
 45. \_\_\_\_\_. There is also pressure from concerned passengers to control carbon  
 46. \_\_\_\_\_. Some airlines are trying to reduce fuel consumption and emissions  
 through technological advances and new flying patterns. A recent trial with a commercial flight from  
 Auckland to San Francisco monitored every aspect of the flight, including preparations for departure,  
 choice of flight path, and 47. \_\_\_\_\_ approach. It was so successful that airline officials  
 termed it the 'perfect flight'. Overall, considerable 48. \_\_\_\_\_ were made in fuel,  
 flight time, and carbon emissions. It is estimated that potential fuel savings each year will be  
 49. \_\_\_\_\_ if 'tailored flights' are put into practice across the Pacific, which is an ideal place  
 for such trials, because of the low number of flights relative to its size.

savings	trials	aspects
computers	technological	emissions
annually	existing	substantial
landing	deviations	passengers
flexible	essential	profitable



# Answer Key

## Unit 1

### Warm up

2. Picture 1 – a, d, f  
Picture 2 – b, c, e, g
3. **Possible answer:** In the 1890s, education was very strict and children sat in rows and learned quietly, whereas in the 2000s, children sit in groups and learn many different skills.

### Beginning to Read

4. D, E, B, A, G, C, F  
The text is mainly a comparison. It is comparing teaching in the past and nowadays. It is also a description of teaching at these two times and an argument. The argument is teaching changes as society changes.
5. **Possible answer:** This passage is about teaching 100 years ago and today. It compares rules for teachers and teaching methods and contents. The main idea is teaching changes as society changes.

### IELTS-Type Questions

#### Matching Headings to Paragraphs

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

#### Multiple Choice

8. c      9. b      10. a      11. b  
12. a, b, d, g

#### Summary Completion

13. reflect      14. behave      15. permitted  
16. conduct      17. duties      18. Corporal  
19. illegal

#### Global Multi-Choice

20. d

### After You Read

6. a. Assessment  
b. expectations, attitude, aspects  
c. reflect

9.

Word	Option 1	Option 2	Option 3	Part of Speech
virtuous	strict	well behaved	tidy	adj.
keep company	go out with	talk to	start a business with	v.
loiter	talk to people	eat food in public	stay for a while	v.
function	use	meeting	lesson	n.
stipulated	required	needed	discussed	v. (p.p.)
corporal	army	physical	severe	adj.
unruly	pretty	badly behaved	young	adj.
protocols	ideas	numbers	rules	n. (pl)
illegal	sick	against the law	naughty	adj.
secular	in cities	not religious	government funded	adj.

- d. creative, diverse curriculum, range, sophistication  
e. participate  
f. permitted  
g. Literacy, basis  
h. appropriate, consider

### 8. Education

- Important aspect of society  
Ideas change as **society** changes  
Changes affect – curriculum, teaching, and assessment  
– expectations of **teachers** and **students**

#### Rules for teachers in 1900s – duties and conduct

Conduct – set a good **example** to students

Examples:

- Women couldn't **smoke, drink alcohol, get married**  
Clothes rules: **long dresses, no bright colours, no hair dye**  
Social life: **only school-related events, no visiting men**  
Reading: **the Bible and good books only**

Duties – had to **keep the coal bucket full, bring water for children, sharpen pens, sweep floor, keep classroom tidy**  
**1900s – teaching – strict and inflexible**

Examples:

- Subjects: reading, **writing, arithmetic, Bible**  
Punishment: **corporal – hit with stick or strap**  
Seating arrangements: pairs, seats in rows  
Teaching style: sit **quietly, copy from the board**

**2000s – teaching – looser and more flexible**

Examples:

- Seating arrangements: **groups**  
Teaching style: **be creative, do research, ask questions, work together**  
Rules for teachers: **no rules about conduct outside classroom**  
May not teach religion  
May not **smack or hit** children

### Conclusion

Education in the 2000s is to help children with the **skills** for working life.

## Unit 2

### Warm up

2. Picture 1 – c, d, g  
Picture 2 – a, b, e, f

3. **Possible answer:** The San are African people who live in the Kalahari Desert. They walk long distances and do not grow food. Hoodia plants grow in the desert. They look like a cactus and have small white flowers.

### Beginning to Read

4. a. F                      b. E                      c. B  
d. A                      e. C                      f. D

### IELTS-Type Questions

#### Multiple Choice

1. c                      2. b                      3. a  
4. c                      5. a

#### Locating Information

6. B                      7. E                      8. A  
9. F                      10. C

### Short Answers

11. Material possessions  
12. For centuries  
13. P57/ A chemical /Chemicals  
14. (Simple yet) Nourishing  
15. Meat or fatty foods

### Summary Completion

16. traditional                      17. unemployment  
18. overcome                      19. obesity  
20. desire

### Global Multi-Choice

21. a

### After You Read

6. a. alcoholism                      b. staple  
c. harsh                      d. attractive  
e. material possessions                      f. famine  
g. poverty                      h. to survive  
i. nourishing                      j. unemployment  
k. cactus                      l. traditional  
m. obesity                      n. substance  
7. a. nourishing                      b. cactus  
c. alcoholism                      d. material possessions  
e. attractive                      f. traditional  
g. survive                      h. substance  
i. obesity

#### 9. The San – Live in the Kalahari Desert

*Lifestyle:* traditional hunter-gatherers, 20,000-year-old culture  
*Problems:* **alcoholism**, poverty, unemployment  
*Old way of life:* **changing** fast

#### Plants – Grown for

- Eating – e.g. rice, **potatoes**
- **Medicine** – e.g. garlic, **ginger**, magnolia

#### Hoodia – Grows where the San live

- Used for **fighting hunger** during famine or drought
- Contains **P57** – brain thinks **stomach** is full
- Therefore, **developed** countries want it

#### Obesity in developed countries – Big problem for adults and children

##### Numbers:

- up to 50% – overweight
- **20%** – **obese**
- 30% – **Chinese** children heavy

#### Causes – Too much food, **wrong** food

##### Past time

- food – simple, **nourishing**, less **meat**, **low fat**

##### Today

- **less time**, more money – **convenience** foods
- high **fat**, **salt**, **sugar**

#### Solution – Western people want to **lose weight**

- use **hoodia**
- pay **the San** for the plant
- the San **make money**
- **obese people** lose weight

## Unit 3

### Beginning to Read

2. c  
3. a. fact                      b. fact                      c. opinion  
d. opinion                      e. fact                      f. opinion

### IELTS-Type Questions

#### Multiple Choice

1. b                      2. a                      3. c  
4. a                      5. b

### Sentence Completion – Type A

6. mouth, tongue  
7. poisonous  
8. tiny quantity / few molecules  
9. (food) manufacturers

### Identification of Information

10. F                      11. T                      12. T  
13. T                      14. NG                      15. NG  
16. T                      17. T

### Global Multi-Choice

18. d

### After you Read

4.	Synonym	Word or Phrase in the Passage
1.	industrially produced	processed
2.	has very little flavour	tastes bland
3.	foods with lots of flavour	tasty foods



	Synonym	Word or Phrase in the Passage
4.	cause	create
5.	giving up	sacrificing
6.	possible	potential
7.	the people who buy	consumers
8.	advantages	benefits
9.	difficulties	problems
10.	eating	consumption

5. a. III      b. II      c. II      d. IV  
e. II      f. II      g. III      h. III

6.

Meaning or Function of Connecting Word	Connecting Word
The reason why	because
Another thing / another point	also
But	however
Such as	for example
Introduces a contrast	while
Introduces a list	firstly/secondly

7. 1. e. However      2. f. secondly  
3. a. While      4. c. also  
5. b. for example      6. d. because

#### 8. Fast food problem:

Too much salt and sugar

Reduce salt and sugar and sales will increase

#### Taste buds:

Natural chemicals in food match taste buds on tongue.

Technology can copy natural flavours with chemicals, e.g. aspartame.

Disadvantages of aspartame: bitter taste and bad for health

#### New technology:

Taste enhancers make taste buds more sensitive.

Adding enhancer means smaller quantities of salt and sugar.

This can save manufacturers money.

Also results in better health

## Unit 4

### Warm up

3. Possible answer: They all have strange faces. They do not look like real people. They look like robots or dolls.

### Beginning to Read

4. b

5. a. = F      b. = D      c. = E  
d. = A      e. = B      f. = C  
6. a. = A      b. = F      c. = E  
d. = D      e. = C      f. = B

7. Possible answer: This passage is about using computers to

create movie characters. It describes the process of doing this. It takes lots of computer power, and it is very difficult.

## IELTS-Type Questions

### Locating Information

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

### Sentence Completion – Type A

8. sophisticated computer-generated  
9. realistic manner  
10. bones and muscles  
11. slow and painstaking  
12. numerous workstations  
13. 4,000,000/four million/4 million  
14. facial expressions  
15. uncanny valley/'uncanny valley'

### Sentence Completion – Type B

16. D      17. G      18. I      19. J  
20. F      21. C      22. A

### Classification

23. B      24. C      25. A

### Global Multi-Choice

26. b

### After You Read

8. i. -ive      ii. able to be done  
iii. not  
9. a. Sophisticated      b. elusive  
c. realistic      d. sensitive  
e. Creative      f. genuine  
g. three-dimensional      h. complex  
i. humanoid      j. painstaking  
k. indistinguishable  
10. a. techniques      b. workstations  
c. processors      d. skeleton  
e. features      f. fantasy  
g. to require...      h. to mention...  
i. lasers      j. facial expressions  
k. reaction      l. animation  
11. a. fantasy      b. animation  
c. techniques      d. processors  
e. Lasers      f. features  
g. facial expressions  
12. a. C ... many of those (that are) mentioned  
b. B ... the bones and muscles to be moved around  
c. C ... many detailed controls are needed  
d. A ... up to a hundred may be needed  
e. B ... is ready to move, or be animated  
f. C ... his movements are captured by video camera and (are) uploaded  
g. C ... these methods are often used together  
h. C ... enormous computer power is needed  
i. D ... thousands of processors and numerous workstations were used  
j. E ... this effect has been christened the 'uncanny valley'  
k. A ... maybe future 'actors' will be computer-generated

## Unit 5

### The Albatross

- |                              |        |                            |         |
|------------------------------|--------|----------------------------|---------|
| 1. vii                       | 2. x   | 3. iii                     | 4. viii |
| 5. vi                        | 6. ii  | 7. v                       | 8. ix   |
| 9. two/2                     |        | 10. to hatch               |         |
| 11. eight/8                  |        | 12. three/3                |         |
| 13. eight/8                  |        | 14. (Over) 3/Three metres  |         |
| 15. 21-24 (species)/21 to 24 |        | 16. Six/6 (species)        |         |
| 17. (The) Albatross colony   |        | 18. During breeding season |         |
| 19. Y                        | 20. N  | 21. N                      |         |
| 22. N                        | 23. NG | 24. NG                     |         |

### Dangers of Asbestos

- |                                       |                           |                            |        |
|---------------------------------------|---------------------------|----------------------------|--------|
| 25. vi                                | 26. ix                    | 27. iii                    | 28. iv |
| 29. v                                 | 30. i                     | 31. D                      | 32. B  |
| 33. E                                 | 34. F                     | 35. C                      | 36. A  |
| 37. C                                 |                           | 38. durable, and versatile |        |
| 39. easily inhaled/so tiny/very light |                           |                            |        |
| 40. brakes and clutches               | 41. live with uncertainty |                            |        |
| 42. conditions and procedures         | 43. the mid-1970s         |                            |        |
| 44. cancer                            | 45. build-up              |                            |        |
| 46. mesothelioma                      | 47. outside               |                            |        |
| 48. 15-35 years                       | 49. smokers               |                            |        |

## Unit 6

### Beginning to Read

- 2. Objective:** statement, data / **Subjective:** statement, claim, assertion, boast, belief
- 3.** a. S b. S c. O d. S e. O f. S
- 4.** b
- 5. Possible answer:** This passage is about advertising. It describes how companies make exaggerated claims in their advertisements and this has happened for a long time. Consumers need to be careful and compare products before they buy.

### IELTS-Type Questions

#### Matching Headings to Paragraphs

- vi. Definition of Puffery
- iv. Reasons for Monitoring Advertising
- i. History of Puffery
- vii. Puffery That Is Acceptable
- ii. Checks on Deceptive Advertising
- v. Summary of Role of Puffery in Advertising

#### Identification of Information

- |       |       |        |       |
|-------|-------|--------|-------|
| 7. T  | 8. T  | 9. F   | 10. F |
| 11. T | 12. F | 13. NG |       |

#### Short Answers

- |                               |                             |
|-------------------------------|-----------------------------|
| 14. Government controls       | 15. The sixteenth century   |
| 16. Impossible to prove       |                             |
| 17. (The) Entertainment value | 18. Proof or statistics     |
| 19. create product awareness  | 20. make informed decisions |

#### Global Multi-Choice

21. a

### After You Read

- |   |                      |
|---|----------------------|
| <b>6.</b> a. to mislead...              | b. to conceal...     |
| c. to monitor...                        | d. to investigate... |
| e. to object to...                      | f. exaggerated       |
| g. initially                            | h. understandably    |
| i. competitor                           | j. validity          |
| k. awareness                            | l. expression        |
| m. specific                             | n. strategy          |
| o. evaluation                           | p. deceptive         |
| q. authority                            | r. entertainment     |
| <b>7.</b> b. entertainment              | c. mislead           |
| d. object                               | e. Understandably    |
| f. investigate                          | g. deceptive         |
| h. validity                             | i. authority         |
| j. awareness                            |                      |
| <b>8.</b> a. Vague                      | b. deliberately      |
| c. relatively                           | d. generally         |
| e. initially                            | f. deliberately      |
| g. acceptable                           | h. specifically      |
| <b>9.</b> a. However, On the other hand |                      |
| b. In fact, In addition                 | c. Similarly         |
| d. While, Although                      | e. In those days     |
| f. These days                           | g. In other words    |
| h. Therefore                            |                      |

## Unit 7

### Warm up

- |   |        |       |      |
|---|--------|-------|------|
| 1. a. II                                  | b. III | c. II | d. I |
| e. III - there are 6,912 living languages |        |       |      |
| f. I                                      | g. III |       |      |

### Beginning to Read

- 3.** b
- |                              |                        |
|------------------------------|------------------------|
| <b>4.</b> a. nonsense noises | b. mama noises, sounds |
| c. 40 words                  | d. nearly 2,000 words  |
| <b>5.</b> a. F               | b. C                   |
| d. D                         | e. A                   |
|                              | f. B                   |

Note: This reading passage is a description of a process. It is organised chronologically, i.e. in time order.

### IELTS-Type Questions

#### Summary Completion

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. common ( <i>adj.</i> )        | 2. communicate ( <i>v.</i> )  |
| 3. process ( <i>n.</i> )         | 4. variation ( <i>n.</i> )    |
| 5. approximately ( <i>adv.</i> ) | 6. intelligence ( <i>n.</i> ) |
| 7. speed ( <i>n.</i> )           |                               |

#### Matching

- |       |       |       |
|-------|-------|-------|
| 8. F  | 9. A  | 10. C |
| 11. G | 12. B | 13. D |

#### Identification of Information

- |        |       |        |
|--------|-------|--------|
| 14. F  | 15. T | 16. F  |
| 17. NG | 18. F | 19. NG |

#### Global Multi-Choice

20. c

### After You Read

- |                |      |      |      |
|----------------|------|------|------|
| <b>6.</b> 1. g | 2. i | 3. a | 4. j |
| 5. m           | 6. d | 7. l | 8. b |



9. k      10. f      11. e      12. q  
13. p      14. c      15. o      16. h  
17. n

7. a. process      b. unique  
c. attention      d. depend on  
e. Speech      f. ability  
g. complicated      h. tool  
8. a. complex      b. roughly/nearly  
c. in common      d. unique  
e. vocabulary      f. occur  
g. declare, utter      h. sounds  
i. central      j. half year  
9. a. communication      b. occurrence  
c. depend      d. imitate  
e. utterance      f. identification  
g. production      h. differ  
10. 1. on      2. to      3. to  
4. up      5. out      6. by, from  
7. out      8. down      9. with

## Unit 8

### Beginning to Read

3. a. 1908      b. 2008      c. \$2,500  
d. eight million      e. one million      f. 40%  
g. 30%      h. nearly 60%      i. approximately 70%  
4. Advantages: cheap and affordable – many people can buy a car now.  
Bad fortune for both.  
The car is cheap, but it is a bad thing because it will create a lot of problems.

### IELTS-Type Questions

#### Short Answers

1. grow and prosper      2. profit  
3. another option      4. (extensive) advertising  
5. (more) air pollution/(more) traffic congestion/fuel supply

#### Table Completion

6. motoring and mobility      7. comfort and protection  
8. scooters or rickshaws      9. 52%  
10. affect/increase      11. congestion/jams  
12. 0.5%

#### Identification of Writer's Views

13. N      14. N      15. Y      16. NG  
17. Y      18. Y      19. N

#### Global Multi-Choice

20. d

#### After You Read

5. a. 9      b. 8      c. 6      d. 2  
e. 1      f. 10      g. 4      h. 5  
i. 3      j. 7  
6. a. III      b. I      c. III  
d. I      e. II      f. I  
7. a. In India, there are 100,000 deaths every year due to car

accidents. And those chilling figures do not take into account the extra numbers maimed and injured.

- b. Its four wheels, four doors, and four seats provide status and a degree of comfort and protection missing from what the new purchasers had been used to. Previously, they had to rely on their two-wheeled scooters or three-wheeled motorised rickshaws for transport.  
c. Some of the protests were violent, but finally, a deal was reached, whereby some farmers had their land returned, and others received compensation.  
d. The poor can now drive alongside the rich on India's roads. Another way of looking at this development, though, is that they can sit alongside each other in the inevitable traffic jams.  
e. The Tata Nano, then, is a uniquely Indian solution to an Indian problem. It will have benefits and drawbacks.

## Unit 9

### Beginning to Read

5. a. 8      b. Yes (heading)      c. Yes  
d. No      e. No      f. Yes  
6. a. approval  
b. people at the ordinary level  
c. trade mark

### IELTS-Type Questions

#### Locating Information

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

#### Sentence Completion – Type A

8. for publicity      9. need money  
10. connect with consumers      11. duration of events  
12. less popular sports

#### Identification of Writer's Views

13. N      14. NG      15. Y      16. NG  
17. Y      18. Y      19. N

#### Global Multi-Choice

20. b

#### After You Read

7. alternative      atrocious  
awkward      commercial  
duration      endorsement  
entertainment      equipment  
financial      marketable  
participation      potential  
prestigious      situation  
viable  
8. a. prestigious      b. endorsement  
c. duration      d. viable  
e. atrocious      f. awkward  
9. a. commercialisation      b. publicity  
c. concede      d. costs  
e. Controversy      f. harshly  
g. athletes, grass-roots

10. a. dramatically  
c. consumers  
e. endorsements  
g. amateurs  
i. fans  
k. low profile
11. lower profile  
major events  
marketable commodities  
equal opportunity

- b. massive  
d. brand  
f. professionals  
h. prestigious  
j. schedule
- less viable  
double standard  
uneven distribution

topic: author's opinion – cycling is a good way to solve car problems.

## IELTS-Type Questions

### Matching Headings to Paragraphs

1. v. Planning to Reduce Traffic Congestion
2. iv. Reasons for Cycling
3. i. Cyclists at Risk
4. iii. Educating Drivers and Employers
5. viii. Safe Cycling Networks
6. vii. Examples of Effective Cycle-friendly Developments
7. ii. Necessity for Action

### Multiple Choice

8. b, c      9. b      10. a, d, f      11. c, e

### Locating Information

12. F      13. D      14. C  
15. A      16. E      17. B

### Global Multi-Choice

18. c

### After You Read

5. a. vulnerable  
c. forward-thinking  
e. particular  
g. fatal  
i. humble  
k. mechanical  
m. enormous
6. a. essential  
c. enormous  
e. frequently  
g. fatal
7. a. Expansion  
c. Pedestrians  
e. requirement  
g. provision  
i. fumes  
k. priority
- b. essential  
d. frequent  
f. ideal  
h. congested  
j. separate  
l. efficient  
n. considerate  
b. Ideally  
d. forward-thinking  
f. considerate  
h. vulnerable  
b. alternative  
d. pannier  
f. Restrictions  
h. Commuters  
j. Errands

8.

Base	Comparative	Superlative	... compared to...?
bad	worse	worst	traffic congestion now / traffic congestion before
healthy	healthier	healthiest	cyclists / if they drove or took a bus
efficient	more efficient	most efficient	cycling / greater provision for private cars
cheap	cheaper	cheapest	cycling / car ownership
vulnerable	more vulnerable	most vulnerable	cyclists / all other commuters

## Unit 10

### Terror in the Mountains

1. viii      2. x      3. ii      4. vii  
5. iii      6. iv      7. vi  
8. loose      9. teardrop  
10. thick      11. deaths  
12. isothermal      13. water  
14. powder snow      15. air  
16. largest      17. uphill  
18. E      19. I      20. A      21. G  
22. K      23. C      24. F

### World Solar Challenge

25. a      26. b      27. c      28. T  
29. T      30. F      31. F      32. NG  
33. NG      34. T      35. 23      36. 803  
37. 1996      38. 6 more  
39. Australian/an Australian team  
40. Dutch      41. Solar  
42. sustainable      43. design  
44. sunlight      45. practical  
46. Adelaide      47. premier  
48. engineering      49. network

## Unit 11

### Beginning to Read

3. D

4. B. Cycling is a key way of reducing traffic congestion and has other benefits as well. – Possible topic: how cycling can help to solve driving problems.
- C. Take a moment to think about those who risk the dangers of busy city roads on a bicycle. – Possible topic: the dangers of cycling in the city.
- D. What needs to happen for cyclists to feel comfortable cycling to work? – Possible topic: how the city and the workplace can help cyclists.
- E. The second major necessity is the development of a safe, convenient network of cycling pathways that link different parts of the city... – Possible topic: cycling pathways.
- F. Some cities, for example, Copenhagen and Amsterdam, have made a particular effort to achieve this. – Possible topic: examples from the paragraph above.
- G. Cycling is clearly a healthy and effective alternative to the private car in our congested cities. – Possible



considerate	more considerate	most considerate	drivers after education / drivers at present (before education)
large	larger	largest	companies with a lot of staff / companies with few staff members
safe	safer	safest	city streets with cyclists / city streets without cyclists
important	more important	most important	ways of encouraging and subsidising cycling that require political will / all other simpler policies

9. A **It** – traffic congestion  
 B **It, It** – cycling  
 C **They, they, they, them, they** – cyclists  
 D **this** – changing our ideas  
**These** – cyclists' needs  
 E **These** – network of cycling pathways  
**them** – pedestrians, people walking  
**this** – separation of cyclists and pedestrians  
**them** – clearly marked cycle lanes  
 G **these** – ways to encourage and subsidise cycling

## Unit 12

### Beginning to Read

5.

	Country	Wonder	Type of Structure
1	Mexico	Chichen Itza	building
2	Jordan	Petra	ancient stone city
3	Brazil	Christ the Redeemer	statue
4	Peru	Machu Picchu	ruined city
5	Italy	Colosseum	building
6	India	Taj Mahal	building
7	China	Great Wall	fortification (for defence)

6. **Possible answer:** This passage is about the new Seven Wonders of the World and about how places can attract tourists to visit them. It gives examples of different tourist activities in different places.

7. a. dream up  
 c. for instance  
 e. needless to say  
 g. in one piece  
 b. for example  
 d. let your hair down  
 f. at once  
 h. put on the map

8. i. f  
 ii. h  
 iii. e  
 iv. d  
 v. b, c  
 vi. a  
 vii. g

### IELTS-Type Questions

#### Multiple Choice

1. b      2. c      3. b      4. c

#### Short Answers

5. Bungy jumping  
 6. Dragon boat races/racing  
 7. A steep hill  
 8. Pride  
 9. Yearly  
 10. Throw ripe tomatoes  
 11. Foreigners  
 12. (truly) unique

#### Locating Information

13. D      14. C      15. A      16. E  
 17. B      18. C      19. A

#### Global Multi-Choice

20. d

#### After You Read

9. a. magnificent      b. ankle  
 c. towering      d. updated  
 e. unique      f. for instance  
 g. injured      h. original  
 i. to announce      j. pride  
 k. downright      l. honorary  
 m. to attract (tourists)      n. competition  
 o. inclusion
10. i. f  
 ii. e  
 iii. b  
 iv. d  
 v. a  
 vi. c
11. A **These** – the new Seven Wonders of the World  
 B **Those, them** – the ancient stone city of Petra in Jordan, the ruined city of Machu Picchu in Peru, Italy's Colosseum, India's Taj Mahal, Mexico's Chichen Itza, Brazil's towering statue of Christ the Redeemer, China's Great Wall  
**their** – of tourists  
**they** – tourist companies  
**them** – tourists  
 C **That** – something unique  
**it** – something unique  
**which** – dragon boat races  
 D **it** – having many attractions to keep tourists happy  
**they, Some, others, They** – smaller towns or villages  
**they** – the organisers of the event at Cooper's Hill  
**it** – a large cheese  
**Many** – people

## Unit 13

### Beginning to Read

4. a. brain Paragraph(s) B, H  
 b. security Paragraph(s) C, G, I  
 c. energy Paragraph(s) C, F, I  
 d. Internet Paragraph(s) D, E, G  
 e. entertainment Paragraph(s) E  
 f. emergency Paragraph(s) H

#### 5. Para. A – MAIN topic

Homes with advanced technological ability

Para. B – topic Integrated technology

Para. C – topic Convenient system

Para. D – topic Impact

Para. E – topic Entertainment system

Para. F – topic Saving energy

Para. G – topic Security

Para. H – topic Emergency

Para. I – topic Vulnerability

6. **Possible answer:** This passage is about using integrated technology in homes in the future. It describes how this technology can improve convenience and impact on our lives at home.

### IELTS-Type Questions

#### Labelling a Diagram

- |                     |                         |
|---------------------|-------------------------|
| 1. (morning) coffee | 2. bar codes            |
| 3. channels         | 4. save                 |
| 5. (safe) haven     | 6. monitor              |
| 7. activate         | 8. escape route/an exit |
| 9. power cut        |                         |

#### Matching Headings to Paragraphs

- |         |          |         |       |
|---------|----------|---------|-------|
| 10. vii | 11. viii | 12. iii | 13. x |
| 14. i   | 15. ix   | 16. vi  |       |

#### Sentence Completion – Type B

- |       |       |       |
|-------|-------|-------|
| 17. C | 18. A | 19. F |
| 20. G | 21. D | 22. B |

#### After You Read

7. Appliances	People
fan	occupant
refrigerator	owner
stove	criminal
light	brigade
microwave	architect
alarm clock	developer
television	
heater	
coffee maker	
air conditioner	

8. a. architect b. air conditioner  
 c. refrigerator d. criminal  
 e. occupant

9. a. surveillance b. use  
 c. energy d. snack  
 e. activate f. cutting-edge  
 g. thermostat h. ceiling  
 i. brigade

10. Adjective	Verb	Noun	Adverb
secure	secure	security	securely
efficient		efficiency	efficiently
safe		safety	safely
integrated	integrate	integration	
convenient		convenience	conveniently

11. a, c, d, e, i, j, k

## Unit 14

### Beginning to Read

4. a. ii  
 b. iii
5. a. North American Indians D  
 b. Chinese/China D, E, F  
 c. Lydians E  
 d. Egyptians E  
 e. Greeks E  
 f. Romans E
6. a. Commodity C, G, H  
 b. Representative G  
 c. Fiat H

7. **Possible answer:** This passage is about the development of money. First, it describes how money started and the people who first developed it. Then, it talks about different money systems.

### IELTS-Type Questions

#### Table Completion

- |  |            |
|--|------------|
| 1. 1200 BCE                            | 2. silver  |
| 3. 550 BCE                             | 4. 118 BCE |
| 5. Paper money                         |            |
| 6. (Permanently circulating) Banknotes |            |
| 7. 1971                                | 8. 460 BCE |

#### Matching

- |       |       |       |       |
|-------|-------|-------|-------|
| 9. A  | 10. E | 11. D | 12. B |
| 13. C | 14. E | 15. E |       |

#### Classification

- |       |       |       |       |
|-------|-------|-------|-------|
| 16. B | 17. A | 18. A | 19. C |
| 20. B | 21. C | 22. C |       |

#### After You Read

8. a. with iv. = a nest egg  
 b. with v. = to be hard up  
 c. with vii. = to be made of money  
 d. with i. = to make a mint  
 e. with viii. = to make ends meet  
 f. with iii. = as good as gold  
 g. with vi. = money talks  
 h. with ii. = to have money to burn



9. i. to make ends meet  
 ii. to be hard up  
 iii. a nest egg  
 iv. money talks  
 v. to make a mint  
 vi. to be made of money, to have money to burn  
 vii. as good as gold

10. a. money to burn                      b. make ends meet  
 c. Money talks                         d. made a mint  
 e. hard up                                f. as good as gold  
 g. made of money                      h. nest egg

Key words and phrases in the question...	relate to key words and phrases in the passage
a. supported by promise payment	backed by promise to pay the amount stated
b. barter exchange	exchange exchange
c. items cannot be easily stored or moved around	commodities storage and transportation of these items become a problem
d. the most common system in modern times	the standard form of national currency in the world today
e. receipt pledge an equivalent amount commodity or valuables being stored	receipt promise the amount stated precious goods stored
f. worth set by the state	value given by a government
g. supported by stored product	based on stored precious metal

## Unit 15

### Graffiti - Art or Crime?

- |                               |                          |       |       |
|-------------------------------|--------------------------|-------|-------|
| 1. D                          | 2. B                     | 3. A  | 4. C  |
| 5. C                          | 6. F                     | 7. NG | 8. NG |
| 9. T                          | 10. F                    | 11. T | 12. F |
| 13. E                         | 14. A                    | 15. D | 16. C |
| 17. B                         |                          |       |       |
| 18. protest against authority | 19. locking gates        |       |       |
| 20. local drug scene          | 21. spray paint          |       |       |
| 22. economic injustice        | 23. drug-fuelled vandals |       |       |
| 24. mark out territory        | 25. badge of honour      |       |       |

### Great Minds

- |        |       |       |       |
|--------|-------|-------|-------|
| 26. NG | 27. Y | 28. N | 29. Y |
| 30. N  | 31. Y | 32. D | 33. F |
| 34. A  | 35. H | 36. B | 37. C |

- |                   |                  |
|-------------------|------------------|
| 38. mental        | 39. analytical   |
| 40. Russian       | 41. conditioning |
| 42. Piaget        | 43. psychology   |
| 44. behave        | 45. influential  |
| 46. branches      | 47. contributed  |
| 48. brains        | 49. imitation    |
| 50. understanding |                  |

## Unit 16

### Beginning to Read

3. b

4. a. 200 and 400 million years      b. 10 million years  
 c. CH<sub>4</sub>                                      d. 70  
 e. 350°F                                    f. 700°F  
 g. 1,112°F                                  h. over 900°F
5. a. C                                      b. E                                      c. F                                      d. A  
 e. G                                      f. D                                      g. B

6. **Possible answer:** This passage is about the process of refining oil. It describes why petroleum is important and valuable and where it comes from. It describes the process of separating the different parts of oil out to make different products.

### IELTS-Type Questions

#### Labelling a Diagram

- |                              |                      |
|------------------------------|----------------------|
| 1. petroleum gas             | 2. gasoline          |
| 3. kerosene                  | 4. lubricating oil   |
| 5. heavy gas/industrial fuel | 6. (solid) residuals |

#### Classification

- |      |      |      |      |
|------|------|------|------|
| 1. B | 2. A | 3. A | 4. C |
| 5. B | 6. A | 7. B |      |

#### Matching

- |       |       |       |
|-------|-------|-------|
| 8. B  | 9. C  | 10. A |
| 11. A | 12. C | 13. B |

### After You Read

Substance Nouns which name something we can see, smell, or touch	Process Nouns which name a process
residue	oxidation
catalyst	manufacture
substance	unification
impurities	distillation
compound	alteration
residuals	
sediment	
kerosene	

8. a. condenser                                      b. residue  
 c. kerosene                                        d. sediment  
 e. oxidation                                        f. distillation  
 g. unification
9. Put a **circle** around the present simple verb forms used

to express a fact. (**bold here**)

Put a *box* around the sequencing words used to explain the process. (*italics here*)

Underline the passive verb forms.

- Petroleum **is** useless in its unprocessed form.
  - Fractional distillation **occurs** as the crude oil is heated and *then* **boils** to form vapour gases.
  - A drying agent **removes** water, and *then* chemical scrubbers **remove** the sulphur.
  - As the liquid **forms**, it *is* either filtered off into the condenser to cool completely and *then* **goes** into storage tanks, or it **goes** to another part of the refinery for further processing.
  - When a hydrocarbon vapour **reaches** a particular place in the column, it **begins** to condense and form a liquid.
10. These sentences all contain the **passive** verb form.
- |         |       |             |             |
|---------|-------|-------------|-------------|
| a. xii  | b. x  | c. i or vii | d. i or vii |
| e. xiii | f. iv | g. iii      | h. ix       |
| i. ii   | j. xi | k. v        | l. viii     |
| m. vi   |       |             |             |
11. a. As, rises, cools                      b. is  
c. have                                      d. boils  
e. are                                        f. is, are, make  
g. Then, is used                        h. are cooled, made

## Unit 17

### Beginning to Read

4. b  
5. d  
6. a. A. To employers, video surveillance is a means to expose misconduct, theft, vandalism, violence, and even sabotage.  
b. A. Another assertion commonly used by companies to support the use of e-mail surveillance is that it stops employees from sending confidential files to rival firms.  
c. B. However, employees complain they do not want their employers to secretly track their movements.  
d. B. Others resent employers overtly tracking their every movement throughout the day, including during break times.
7. The message is employers do not trust their employees – they want to ‘expose’ misconduct, and they think employees will cheat the company if they are not watched – they will send ‘confidential files’ to ‘rival firms’. Surveillance is unfair – it is secret, and it is invading privacy – ‘tracking every movement’.

### IELTS-Type Questions

#### Table Completion

- |                       |                |
|-----------------------|----------------|
| 1. alternative        | 2. dehumanise  |
| 3. privacy            | 4. harasses    |
| 5. confidential files | 6. leaking out |
| 7. efficiency         | 8. break times |

#### Classification

- |       |       |       |       |
|-------|-------|-------|-------|
| 9. A  | 10. C | 11. B | 12. B |
| 13. C | 14. A | 15. C | 16. A |

### Locating Information

- |       |       |       |
|-------|-------|-------|
| 17. B | 18. E | 19. C |
| 20. B | 21. G | 22. A |

### Global Multi-Choice

23. c

### After You Read

8. Verbs used to express an opinion or argument	Other verbs
to claim	to monitor
to fear	to track
to complain	to expose
to resent	to harass
to assert	to dehumanise
to believe	to enhance
	to reduce
	to comply

9. to claim                                      claim  
to assert                                      assertion  
to complain                                      complaint  
to believe                                      belief  
to resent                                      resentment
10. a. to comply                                      b. to assert  
c. to resent                                      d. to expose  
e. to enhance                                      f. to harass  
g. to track
11. a. constant                                      b. exact  
c. secretly                                      d. unfairly  
e. great, primarily                                      f. very
12. a. F                                      b. D                                      c. A                                      d. C  
e. G                                      f. E                                      g. B

## Unit 18

### Beginning to Read

3. A **These days**, the use of drugs to improve athletic performance is banned by most sporting organisations, due to long-term damage to health plus the need to ensure equality of opportunity for all athletes. ...
- B **Historically**, athletes have always searched for diets or training methods that would give them an advantage. It is said that the **ancient** Olympics were abandoned because of problems caused by drug use. ... Similarly, drugs were used in other **ancient** competitions, such as by the Roman gladiators (professional fighters).
- C There is evidence of drug use by athletes **in the early 1800s**, such as laudanum (opium) in an endurance walking race **in 1807**. **Towards the end of the century**, racers were given cocaine-based treatments to enable them to keep going in brutal 6-day cycling races. The winner of the **1904** Olympic marathon was given injections... Although he nearly died and never raced again, **at that time**, the use of drugs for long-distance races was considered positive, rather than being seen as either unfair or damaging to health.
- D **By the 1920s**, the cyclists in the Tour de France were publicly commenting on the drugs they used to get



them through the week. The rule book distributed in 1930 even reminded riders that they would not be officially supplied with drugs; in other words, they would have to find their own. It is also believed that amphetamines were first used in sport at the 1936 Olympics.

- E** Weightlifters were beginning to use anabolic steroids by 1954, for bulk and strength. Over the period from 1956 to 1972, statistics for Olympic shot putters showed their weight increased by 14%, compared to 7% for a group of runners. ... In 1962, players in the English soccer league commented publicly on their use of amphetamines. In other words, there was still no sense of a need to conceal their drug use.
- F** The International Amateur Athletic Federation made drug use illegal in 1928. ... Much later, in 1966, the governing bodies of soccer and cycling banned illegal drug use; the International Olympic Committee (IOC) did the same the following year. The IOC tested athletes for the first time at the 1968 Olympics.
- G** During the 1970s, anabolic steroids were added to the list of banned substances as a test for these had become available. The opening of official secret police records in 1993 showed that doping had been a systematic state policy in East Germany for the past thirty years, often without the knowledge of the young athletes involved. Many still suffer from the effects, both physical and mental, of this extensive drug use. In the late 1990s, the use of human growth hormones (HGH) became widespread, followed by the use of EPO (erythropoietin) in blood doping. By 1999, the World Anti-Doping Agency (WADA) was formed.
- H** ... A silver medalist had to give up her medal after the 2008 Olympics. In addition, even a horse was caught! A bronze-medal winner was removed from his team after his horse tested positive for a banned substance.

4. B

**5. Possible answer:** This passage is about drug use by athletes.

It describes the use of drugs in sport from ancient times to the present. The main idea is it is important to stop athletes from using drugs in sport.

- 6. a.** 'At that time' means in the past. The statement is not true today. The author thinks drugs are unfair and damage health.
- b.** 1960s and today. The author is suggesting that drug use needs to be hidden or concealed today.
- c.** A 'cheat' is bad. Crimes are usually detected. According to the author, athletes who take drugs today are criminals and cheats.

## IELTS-Type Questions

### Matching Headings to Paragraphs

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

### Table Completion

8. 1807      9. Cocaine-based treatments  
10. 1930      11. (anabolic) steroids  
12. 1928      13. (late) 1990s

## Identification of Information

14. T      15. T      16. T      17. NG  
18. T      19. F      20. NG

## Global Multi-Choice

21. b

## After You Read

- 7. a.** detect      b. ban  
c. abandoned      d. commented on  
e. enhance      f. mask  
g. stripped of      h. ensure
- 8. a.** opportunity      b. rewards  
c. extensive      d. systematic  
e. endurance      f. athletic  
g. performance      h. effective  
i. illegal      j. governing body
- 9. a.** performance      b. rewards  
c. endurance      d. governing body  
e. extensive      f. illegal  
g. opportunity      h. athletic  
i. systematic      j. effective
- 10. a.** History of Drug Use in Sport  
b. drugs (used by sportspeople)

11.

	Verb tense / voice	Time phrases and dates
a. i.		Historically
b. iii. iii.		ancient
c. ii. ii.		-
d. iii.		ancient
e. iii.		Towards the end of the century
f. iii.		1904
g. ii. ii. iii.		at that time
h. iii. ii.		in 1930
i. iii.		at the 1936 Olympics

- 12. a.** In sentence a – 'Historically' is a general term, which covers the past up to and including the present.
- b.** Completed actions – the time references are all specific.
- c.** Any of the examples above that are recorded as iii. The passive form allows us to put someone who is not the 'doer' or 'performer' in the position of subject. Something happened to the subject of the sentence rather than to the object.

## Unit 19

### Beginning to Read

4. A

**5. Possible answer:** This passage is about laughter. It describes what happens in our bodies when we laugh and tells us about laughter in ancient society and today.

## IELTS-Type Questions

### Identification of Information

1. F      2. F      3. T      4. T  
5. NG    6. F      7. T

#### Matching

8. B  
9. D  
10. E  
11. F  
12. C  
13. A

#### Flow-Chart Completion

14. physical      15. contraction  
16. fifteen/15    17. laughter  
18. heart          19. lung  
20. oxygen        21. tension

#### Global Multi-Choice

22. d

#### After You Read

6. a. distress      b. to enhance  
c. tension        d. circulation  
e. tolerance      f. mystery  
g. capacity       h. contraction  
i. satire           j. friction  
k. indicator       l. contempt  
7. a. imaginative    b. Inappropriate  
c. Malicious       d. beneficial  
e. scientific       f. memorable  
g. Spiritual        h. temporary  
i. abrasive          j. involuntary  
8. a. smile          b. grin            d. laugh  
9. amusing, comic, entertaining, funny, hilarious, humorous

un-	in-	im-	dis-
unfamiliar	involuntary	immobile	disagree
unsuccessful	inaccurate	impatient	disbelief
unbelievable	inappropriate	immature	
unimaginative	inactive	immoral	
unsophisticated	incomplete		
	incorrect		
il-	ir-	anti-	
illegal	irrational	antisocial	
illiterate	irresponsible		
	irrelevant		
	irregular		

Positive	Negative
harmless	harmful
useful	useless
joyful	joyless
graceful	graceless
thankful	thankless
hopeful	hopeless
careful	careless

Adjectives	Antonyms
temporary	permanent
physical	mental
dangerous	safe
beneficial	harmful
malicious	kind

## Unit 20

#### Wildfires

1. v      2. vii      3. ii      4. iii  
5. viii    6. A        7. B      8. B  
9. C      10. A       11. B     12. B  
13. D     14. H       15. B     16. E  
17. A      18. G       19. C  
20. mammals and insects    21. human carelessness  
22. arson                        23. high oil content  
24. drought, high winds      25. (a) crown fire

#### The Perfect Flight

26. D      27. F      28. C      29. E  
30. A      31. B      32. B  
33. 240 litres  
34. 210 litres  
35. three/3  
36. 700 litres  
37. 5 minutes  
38. 4,600 litres  
39. nine/9  
40. T  
41. F      42. NG    43. F      44. T  
45. profitable  
46. emissions  
47. landing  
48. savings  
49. substantial



# Lessons for IELTS

## READING

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# Multi-level IELTS Preparation Series

Bản quyền của loạt sách này được chuyển nhượng cho Công ty TNHH Nhân Trí Việt, độc quyền xuất bản tại Việt Nam.



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