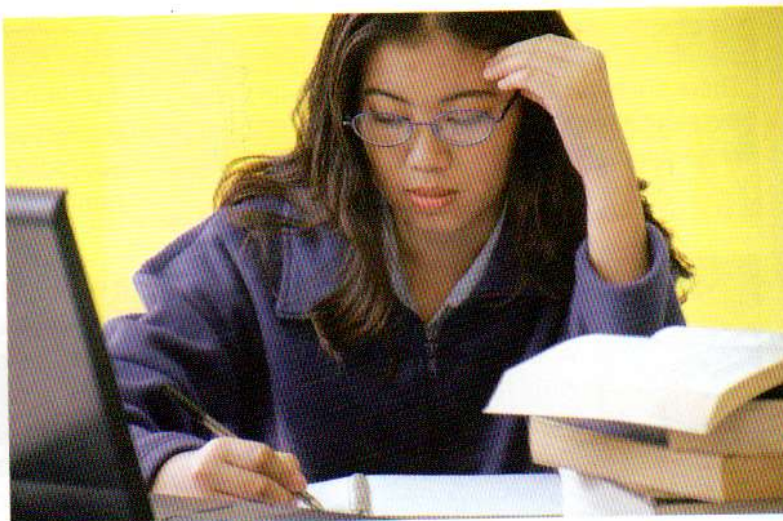


The Reading module

When you go to university or college you may be overwhelmed by the amount of reading you are expected to do. You will have to do a lot of this reading on your own and you will need to be able to read *discriminatingly*. This means you will need to have the skills required to *focus* in on the information that is important to you and to *skim through* the information that isn't.

The IELTS examination tests your ability to read approximately 2,750 words in a fairly short period of time in order to find out certain information. In both the Academic and the General Training modules, you are given 60 minutes to answer a total of 40 questions and each question is worth one mark. Within this time, you also have to transfer all your answers onto an answer sheet (see page 191).



Academic Reading module

The test has three reading passages and each of the passages is accompanied by a set of 13 or 14 questions. The passages will be written in a variety of different styles. Generally, **Passage 1** is a more descriptive text, while **Passages 2** and **3** are discursive and contain some argument.

Each passage may have more than one type of question. For example, you may be asked to find detailed information in a passage in order to complete sentences; you may have to identify views within a passage; you may have to understand how something works and complete a diagram or chart. If you can identify the reading skills being tested in each set of questions and if you have a strategy for doing each question type, you will have a better chance of completing the Reading test successfully.

General Training Reading module

The test has three sections. **Section 1** contains two or more texts which are based on social situations, **Section 2** contains two texts based on work- or course-related situations, and **Section 3** contains one text that tests general reading comprehension. The question types are similar to those in the Academic module. The texts in the first two sections are more likely to be descriptive and factual. The text in the third section may contain some argument.

If you are studying for the General Training module you will benefit from doing Reading Units **1–7** as well as Units **8–10**.

All aspects of the Reading test, as well as additional skills, are covered in this book.

Reading

1 Orientating yourself to the text

- How do I get started?
- How can I form a quick overview of the text?

As a reader you need to have strategies to help you understand a text quickly. The first step is to predict what the text will be about by reading the title and subheading.

You can form a quick overview by asking yourself certain questions as you read. You need to pay attention to paragraph themes and key words.

- 1 Re-read the introduction to the Reading module on page 36 and answer the questions.
 - a What is the introduction about?
 - b Why was the text written?
 - c Who was it written for?
- These are critical questions that can help you **orientate** yourself to a text.

Using titles and subheadings

Nearly all articles that you read in journals, magazines and newspapers will have a title. Many will also have a subheading.

- 2 Read the title and subheading of this magazine article and answer the questions:
 - a What will the article be about (i.e. What is the topic)?
 - b What kind of person would be interested in this article?
 - c What would you expect to read in the first paragraph?
- 3 Now read the first paragraph of *Air Heads* and answer the questions which follow.

Air Heads

Pilots' judgement may be impaired by too many long-haul flights

Globetrotting across several time zones on long-haul flights impairs memory and reaction times by shrinking part of the brain. This might mean that airlines should allow their crews at least 10 days to recover from jet lag before they work on another long-haul flight, says the scientist who discovered the effect.

- a What is the writer's purpose in this first paragraph of *Air Heads*?
 - b Is there a sentence that best summarises the main idea in this first paragraph?
- These are the types of questions that you can ask yourself when you first read a text. They should form part of your reading strategies.

- 4 Work with a partner. Read this title and subheading and then discuss the questions a–c in exercise 2.

Pearly Gems

Would women through history have been so keen on the pearls around their necks if they'd known what was inside? Robert Dunn peels back the layers of this eco-miracle



- 5 Now read the first two paragraphs of *Pearly Gems* and answer the questions which follow.

Test tip

Sometimes if a passage in the IELTS Reading does not have a title or a subheading, this is because one of the questions will test your understanding of the theme of the whole passage or the reason why the writer wrote the passage.

There is a mystery and preciousness that we attach to pearls, yet despite what some people believe, it has nothing to do with a grain of sand. Pearls, which have long been the treasures of the wealthy, are often the products of dead worms, which remain entombed at the centre of the jewels, minute, translucent and ethereal.

Larval tapeworms drill into the flesh of mussels to use them as intermediate hosts en route to their later hosts, which in most cases are ducks or fish. The mussels' immune systems battle the worms by encircling them in layer after layer of nacre, the same calcium-based material found in the mussels' shells. The invaders suffocate and then rest for eternity encased in these tiny chambers.

- a What is the writer's purpose in the second paragraph?
 - b How would you expect the article to continue?
 - c Is *Pearly Gems* factual and descriptive or does it present opinions and argument?
- If you begin your reading by asking the questions you have met so far in this unit, you will get off to a good start.

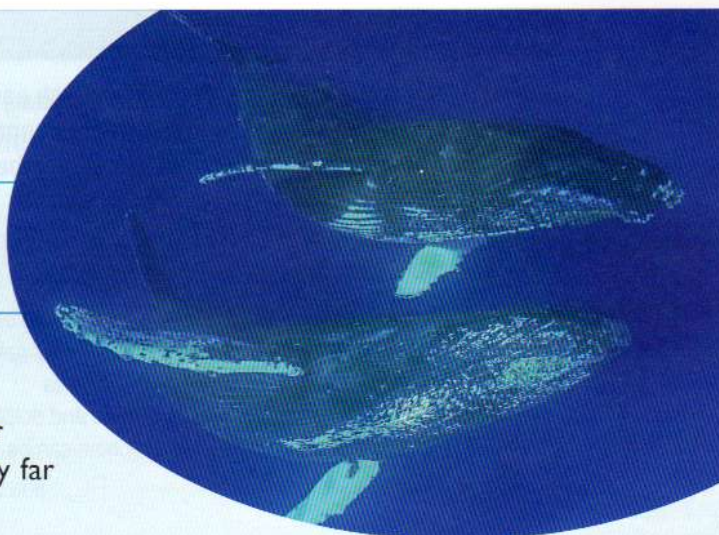
Using paragraphs and main ideas

As you read through each paragraph of a passage, you gradually build on your understanding of what the writer is trying to say.

- 6 Work with a partner and discuss these questions.
- a How do paragraphs help the reader?
 - b When you first read a passage, what should you look for in each paragraph?
- 7 Read the title of the passage on the next page and discuss with a partner what you think it will be about.
- 8 Now read the whole passage and underline the main idea in each paragraph.

The Undersea World of Sound

*Snorts, clicks, groans –
tune in to the long-distance
language of the ocean*



- A** The vast oceans of the world are dark, deep and mysterious places where eyesight counts for little as soon as you venture very far beneath the surface.
- B** For humans, who live in a world dominated by visual stimuli, to exist in such conditions would be impossible. But for whales and dolphins that live in the ocean or, in the case of a few species, muddy rivers and estuaries, the darkness is unimportant. What is crucial to them is sound.
- C** Sound is an efficient way to transmit and sense information, especially as it travels five times faster through water than through air. If humans shout to someone, it is unlikely that they will be heard a kilometre away. But if a whale 'shouts' in an ocean channel, another whale may hear it tens, if not hundreds, of kilometres away.
- D** Whales and dolphins use sound in two ways: for communication and for echolocation. Dolphins, porpoises and toothed whales communicate through a wide variety of high-frequency sounds – pure tone whistles, pulsed squeals, screams or barks – generally at frequencies of 500Hz to 20kHz (where a hertz is a cycle per second and a kilohertz a thousand).
- E** But as well as using sounds to communicate, toothed whales and dolphins also rely on echolocation to learn about their immediate environment, including prey that might be lurking nearby. They produce intense short broad-band pulses of sound in the ultrasonic range of between 0.25 and 220 kHz. These clicks are brief – typically less than one millisecond long – but they are repeated many times each second.

9 Discuss what you have underlined with a partner, then write two sentences that summarise the passage.

10 What is the writer's main purpose in this passage?

- A** to explain the function of whale and dolphin sounds
- B** to account for the development of underwater sounds
- C** to compare the sounds made by whales and dolphins
- D** to give the results of his studies on underwater sounds

Test tip

Underlining the main idea in each paragraph will help guide you to the information you need to find.

IELTS Reading test practice

Finding information in paragraphs

Some IELTS questions ask you to decide which paragraph contains certain information. It is best to start by reading the first paragraph and then deciding whether it contains the information in any of the statements. Note how the statements begin and note the key words.

- 11** The *Undersea World of Sound* passage has five paragraphs, A–E. Which paragraph contains the following information?

- 1 a **contrast** between the speed of sound in and out of the ocean
- 2 a **reference to** how whale and dolphin noises can help them find food
- 3 a **description** of what it is like under the sea
- 4 the **names** of a range of noises whales and dolphins make underwater
- 5 the **various places** whales and dolphins can be found

Dealing with unfamiliar words

You are unlikely to understand all the words in the IELTS Reading passages, but often you can work out the meaning of difficult vocabulary.

- **Think about what part of speech it is**
It helps to know what type of meaning the unknown word carries. For example, *minute*, *translucent* and *ethereal* in the *Pearly Gems* paragraph on page 38 are all adjectives. You do not need to understand these adjectives in order to understand the idea about the dead worms and where they are found. For this, you need to understand the verb *entombed*.
- **Look at how the word is formed**
Sometimes it is possible to guess what a difficult word means. For example in *The Undersea World of Sound*, the word *echolocation* (paragraph D, page 39) is a noun formed using *echo* and *location*. The two parts of the word help you understand that it probably has something to do with echoes coming from a place. What do you think *entombed* means?
- **Read the word in context**
You can also look at the text that comes before and after the word. For example in *The Undersea World of Sound*, the word *transmit* (paragraph C, page 39) is a verb that is followed by a rephrasing: *If humans shout ...* This helps you understand that it is another word for sending out messages.

It is not necessary to understand all the words in a passage but you do need to recognise which words are important because they give you key information.

- 12** Which key word in *The Undersea World of Sound* helps you answer question 2 in exercise 11?

- Now try and put everything you have learned so far in this unit into practice with the exercises on page 41.

IELTS Reading test practice

Choosing headings for paragraphs

- 13 Read the title and subheading of the passage below and decide what it is about.
 14 Read the article and underline the sentence which contains the main idea(s) in each paragraph.

15

The reading passage below has seven paragraphs A–G.
 Choose the correct heading for each paragraph from the list of headings below.

List of Headings

- i Increasing customer confidence
- ii A benefit to retailers
- iii The bigger picture of how Internet use changes consumer behaviour
- iv Introducing a novel approach to purchasing
- v The dangers for retailers
- vi Retraining staff
- vii Changing the face of the shop and the Internet site
- viii A look at the sales figures
- ix Encouraging online feedback from consumers

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

Test tip

Match ideas not words. You may find words from the list of headings in the passage but they may be in a different paragraph from the one that is the answer.

Wily, wired consumers

The Internet has empowered shoppers both online and offline

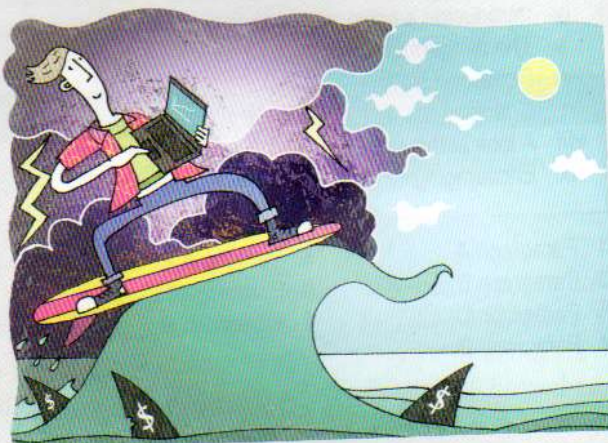
- A The amount of time people spend researching, checking prices, visiting stores and seeking advice from friends tends to rise in proportion to the value of the **product** they are thinking of buying. A new car is one of the biggest **purchases** people make, and buyers typically spend four to six weeks mulling over their choices. So why are some people now walking into car showrooms and ordering a vehicle without even asking for a test drive? Or turning up at an electrical store and pointing out the washing machine they want without seeking advice from a sales assistant? Welcome to a new style of shopping shaped by the Internet.
- B More people are buying products online, especially at peak buying periods. The total value of **e-commerce** transactions in the United States in the fourth quarter of 2004 reached \$18 billion, a 22% increase over the same period in 2003, according to the Department of Commerce in Washington DC. But that just represents 2% of America's total **retail** market and excludes **services**, such as online travel, the value of goods auctioned on the Internet, and the \$34 billion-worth of goods that individuals trade on eBay.
- C If you consider the Internet's wider influence over what people spend their money on, then the figures escalate out of sight. Some carmakers in America now find that eight out of ten of their buyers have logged on to the Internet to gather information about not just the exact vehicle they want, but also the price they are going to pay. Similarly with consumer electronics, nowadays if a customer wants to know which flat-screen TV they should buy, they are likely to start their shopping online – even though the vast majority will not complete the **transaction** there.

D The Internet is moving the world closer to perfect product and price information. The additional knowledge it can provide makes **consumers** more self-assured and bold enough to go into a car dealership and refuse to **bargain**. As a result, the process of shopping is increasingly being divorced from the transaction itself. Consumers might **surf the web** at night and hit the shops during the day. Visiting bricks-and-mortar stores can provide the final confirmation that the **item** or group of items that they are interested in is right for them.

E Far from losing **trade** to online **merchants**, stores that offer the sorts of **goods** people find out about online can gain from this new form of consumer behaviour. This is provided they offer attractive **facilities**, good **guarantees** and low prices.

F Merchants who charge too much and offer poor service, however, should beware. The same, too, for shaky **manufacturers**: smarter consumers know which products have a good **reputation** and which do not, because online they now read not only the **sales blurb** but also reviews from previous purchasers. And if customers are disappointed, a few **clicks of the mouse** will take them to places where they can let the world know.

G Some companies are already adjusting their business models to take account of these trends. The stores run by Sony and Apple, for instance, are more like brand showrooms than shops. They are there for people to try out devices and to ask questions of knowledgeable staff. Whether the products are ultimately bought online or offline is of secondary importance. Online traders must also adjust. Amazon, for one, is rapidly turning from being primarily a bookseller to becoming a mass retailer, by letting other companies sell products on its site, rather like a marketplace. Other transformations in the retail business are bound to follow.



Vocabulary builder

Test tip

Both technology and consumerism are popular IELTS topics.

- 16 Work with a partner. Together, look at the words in **bold** in the Reading passage to make sure you know what they mean. Try to guess if you do not know.
- 17 Find the following more general words and expressions in the Reading passage and use your strategies for guessing the meaning of words to work out what they mean.

		Meaning
Example	seeking advice	getting advice / help (with a decision)
a	in proportion to	
b	mulling over	
c	turning up	
d	peak periods	
e	influence over	
f	gain from	
g	take account of	
h	try out	

- Try to use some of these expressions in your next piece of IELTS writing.

Reading

2 Scanning for a specific detail and skimming for general understanding

- What are skimming and scanning skills?
- How does IELTS test my ability to find specific information and detail?

In IELTS you need to be able to read faster than your normal pace. You also need to be able to quickly find particular words and phrases.

There are a variety of IELTS question types that test how well you can find facts in a text. Often they are completion tasks, where you have a gap to fill, or you may have to answer short questions.

Scanning

Scanning means running your eyes over a text to find something that stands out, like a name or date. In IELTS Reading questions, there are often words, names or numbers that you can scan for. This helps you know where to find the answer.

- 1 ⌚ Take two minutes to scan the Reading passage on the last two pages of Reading Unit 1 for the following details.

- | | |
|------------------------------|-------------------------------|
| 1 a large amount of money | 4 two brand-name stores |
| 2 a US government department | 5 an Internet trading company |
| 3 a percentage | |

Skimming

Skimming means reading a text quickly to find the main ideas or information. You need to skim IELTS passages to get a general idea of the content. You also need to skim the questions and passage when you are looking for the answers.

- 2 ⌚ Take three or four minutes to:
- read the title and subheading of the article on the next page and predict the content
 - skim the passage and say what it is about.

IELTS Reading test practice

Short-answer questions

Short-answer questions often begin with *wh*-words because they are designed to test whether you can find concrete facts/information in the Reading passage. You should read the questions carefully before you start so that you know what you are looking for and whether you need to scan (e.g. to find a word/name/number) or skim for the answer.

Test tip

In a block of short-answer questions you will find that the answers occur in the text in the same order as the questions, i.e. you will come across the answer to question 1 first, and so on. Remember that when you move on to another block of questions you may have to start reading from the beginning of the text again.

Reading 2

- 3 Read through questions 1–6, on the following page. For each question, underline the key words that tell you what you need to find.
- 4 Compare what you have underlined with the rest of the class and then discuss these questions.
 - a Which question do you think will be easiest to scan for? Why?
 - b Which questions might be harder to answer?
- 5 ⌚ Take ten minutes to answer questions 1–6. As you answer each question, make a mental note of what you are looking for while you read the passage, e.g. for question 1: *I'm looking for the name of two types of material that people make.*

Sifting through the sands of time

When you're on the beach, you're stepping on ancient mountains, skeletons of marine animals, even tiny diamonds. Sand provides a mineral treasure-trove, a record of geology's earth-changing processes.

Sand: as children we play on it and as adults we relax on it. It is something we complain about when it gets in our food, and praise when it's moulded into castles. But we don't often look at it. If we did, we would discover an account of a geological past and a history of marine life that goes back thousands and in some cases millions of years.

Sand covers not just sea-shores, but also ocean beds, deserts and mountains. It is one of the most common substances on earth. And it is a major element in man-made items too – concrete is largely sand, while glass is made of little else.

What exactly is sand? Well, it is larger than fine dust and smaller than shingle. In fact, according to the most generally accepted scheme of measurement, devised by the Massachusetts Institute of Technology, grains qualify if their diameter is greater than 0.06 of a millimetre and less than 0.6 of a millimetre.

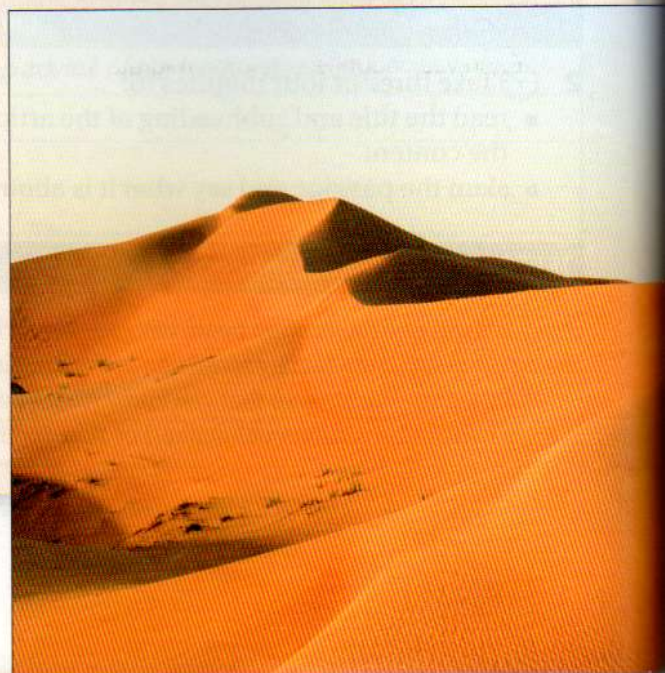
Depending on its age and origin, a particular sand can consist of tiny pebbles or porous granules. Its grain may have the shape of stars or spirals, their edges jagged or smooth. They have come from the erosion of rocks, or from the skeletons of marine organisms which accumulate on the bottom of the oceans, or even from volcanic eruptions.

Colour is another clue to sand's origins. If it is a dazzling white, its grains may be derived from nearby coral outcrops, from crystalline quartz

rocks or from gypsum, like the white sands of New Mexico. On Pacific islands jet black sands form from volcanic minerals. Other black beaches are magnetic. Some sand is very recent indeed, as is the case on the island of Kamoama in Hawaii, where a beach was created after a volcanic eruption in 1990. Molten lava spilled into the sea and exploded in glassy droplets.

Usually, the older the granules, the finer they are and the smoother the edges. The fine, white beaches of northern Scotland, for instance, are recycled from sandstone several hundred million years old. Perhaps they will be stone once more, in another few hundred million.

Sand is an irreplaceable industrial ingredient whose uses are legion: but it has one vital function you might never even notice. Sand cushions our land from the sea's impact, and geologists say it often does a better job of protecting our shores than the most advanced coastal technology.



Answer the questions below.

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

- 1 What **TWO** materials made by humans are mentioned in the passage?
- 2 Which part of a grain of sand have scientists measured?
- 3 What **TWO** factors determine the size and shape of a piece of sand?
- 4 Which event produced the beach on Kamoama island?
- 5 Where, according to the passage, can beaches made of very ancient sand be found?
- 6 Who claims that sand can have a more efficient function than coastal technology?

Test tip

Make sure you use the exact words that are in the passage and that you spell them correctly.

- 6 Compare your answers to the six questions with the rest of the class. What sort of answers would lose marks?
- 7 ⌚ Take five minutes to find out what the passage starting at the bottom of the page is about.

Vocabulary builder

- 8 Now scan *Effects on Salmon Biodiversity* for words 1–9 and then match them to definitions A–I.

Words	Definitions
1 endangered	A electricity produced from fast-flowing water
2 migrations	B confuse someone or something about where it is going
3 mature	C change the shape or appearance of something slightly
4 breeding	D at risk of being harmed or destroyed
5 hydropower	E continued existence of a species
6 survival	F become adult
7 disorient	G natural area in which an animal lives
8 modify	H mass movement of a species
9 habitat	I producing young

Test tip

Passages about the natural world are common in IELTS and this vocabulary relates closely to this topic.

Effects on Salmon Biodiversity

The number of Pacific salmon has declined dramatically but the loss of genetic diversity may be a bigger problem

Each year, countless salmon migrate from the rivers and streams along the western coasts of Canada and the US to the Pacific Ocean, while at the same time others leave the ocean and return to freshwater to spawn a new generation. This ritual has been going on for many millennia. But more than a century ago, the number of salmon returning from the sea began to fall dramatically in the Pacific Northwest. The decline accelerated in the 1970s and by the 1990s the US Endangered Species Act listed 26 kinds of salmon as endangered.

In North America, there are five species of Pacific salmon: pink salmon, chum, sockeye, coho and chinook. Most of these fish migrate to the sea and then return to freshwater to reproduce. They are also *semelparous* – they die after spawning once. The life cycle of a typical salmon begins with females depositing eggs in nests, or *redds*, on the gravel bottoms of rivers and lakes. There must be large quantities of gravel for this process to be successful. The young emerge from here and live in freshwater for periods ranging from a few days to several years. Then the juveniles undergo a physiological metamorphosis, called *smoltification*, and head towards the ocean. Once in the sea, the salmon often undertake extensive migrations of thousands of miles while they mature. After anywhere from a few months to a few years, adult salmon return – with high fidelity – to the river where they were born. There they spawn and the cycle begins again.

Reading 2

Stream-type chinook spend one or more years in freshwater before heading to sea; they also undertake extensive offshore voyages and return to their natal streams during the spring or summer, often holding in freshwater for several months before spawning. In contrast, ocean-type chinook move out very early in life, before they reach one year of age. But once these salmon reach open water, they do not travel far offshore. They usually spend their entire ocean residence on the continental shelf and return to their natal streams immediately before spawning.

Because salmon typically return to reproduce in the river where they were spawned, individual streams are home to local breeding populations that can have a unique genetic signature and the state of the oceans influences this. Also, salmon react in complex ways to human-induced changes to their environment.

The extensive development of hydropower on the major rivers of the western US has clearly disrupted populations of salmon. Other problems come from the very engineering fixes made to protect these fish from harm. Dams on some rivers are equipped with submersible screens designed to divert migrating juveniles away from turbines. Unfortunately, these measures do not benefit all fish. These screens steer as many as 95 percent of the stream-type chinook around the turbines, but because of idiosyncrasies in behaviour these measures redirect as few as 15 percent of ocean-type chinook. One thus expects to see genetic shifts in favour of the stream types.

Fish ladders too have drawbacks. Although these devices have helped to bring survival rates for mature fish closer to historic levels, dams have certainly altered their upstream journey. Rather than swimming against a flowing river, adults now pass through a series of reservoirs punctuated by dams, where discharge from the turbine can disorient the fish and make it hard for them to find ladders. Such impediments do not kill the fish, but they affect migration rates.

Dams may also modify salmon habitat in more subtle ways. An indirect effect of the 92-metre Brownlee Dam on the Snake River provides a dramatic example. Historically, the upper Snake River produced some 25,000 to 30,000 chinook salmon that spawned during the early fall. The completion of the dam in the late 1950s not only rendered the vast majority of their habitat inaccessible, but also led to more extreme water temperatures downstream from the dam. These changes, in turn, altered the life cycle of the small population of Snake River chinook that remained. Today young chinook emerge from the gravel later than they did before the dam was built, and thus they migrate downstream later, when temperatures are higher and water levels lower.



Following referencing

Writers avoid repetition by using reference words and phrases that refer back (or forwards) to a word or idea in the passage.

- 9 Scan the text for the following reference words or phrases and then say what they refer to.

this ritual (Para 1)
the decline (Para 1)
there they spawn (Para 2)
influences this (Para 4)
other problems (Para 5)

these measures (Para 5)
these devices (Para 6)
such impediments (Para 6)
these changes (Para 7)

IELTS Reading test practice

Completing a flowchart / diagram / table

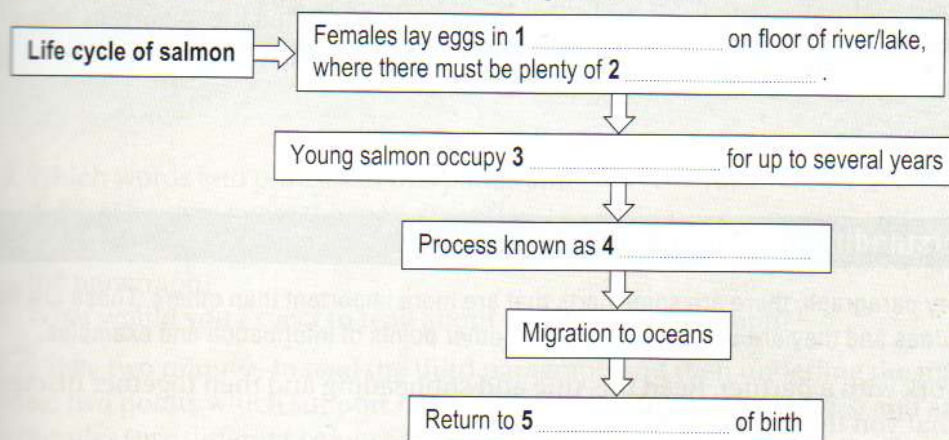
The information you need to complete a flowchart, diagram or table is usually based on one part of the passage. Use the title of the chart to help you find the right part. Use the words provided to help you predict the type of answer you need.

NOTE: Unlike sentence completion tasks, in this type of task the answers are not always in passage order.

10 ⌚ Take eight minutes to answer questions 1–5 and complete the flowchart.

Complete the flowchart below.

Choose **NO MORE THAN ONE WORD** from the passage for each answer.



11 ⌚ Take ten minutes to answer questions 6–12 and complete the table.

Complete the table below.

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

Effects of engineering projects on salmon

Engineering object	Purpose	Impact	Outcome
submersible screens	keep young migrating salmon clear of 6	mainly protect 7 chinook	one species will become more numerous
8	to assist journey	fish can't locate them because of turbine discharge	negative impact on 9
Brownlee Dam		fish can't get to normal 10 very great changes in 11	12 of Snake River chinook changed

Reading

3 Identifying main and supporting ideas

- How are main and supporting ideas different?
- How does identifying main ideas and supporting points help me answer IELTS questions?

Most paragraphs in well-written, discursive or argumentative texts contain at least one main idea and very often these ideas are supported by examples or by further explanation.

Being able to separate main ideas from supporting points is a key reading skill. It helps you understand a text more quickly. It also helps you find the important information, which IELTS questions often test.

Understanding paragraph structure

In every paragraph, there are some parts that are more important than others. These are the main ideas and they are usually supported by other points of information and examples.

- 1 Work with a partner. Read this title and subheading and then together discuss what you think the text will be about.

How to Win the Blame Game

People are often more concerned about avoiding blame than achieving results. But blame can actually be a positive force in the workplace. The trick, says one former Major League baseball pitcher, is knowing how to use it.

- 2 Discuss these questions before you read on.
 - a What is *blame* and what is the difference between *fault* and *blame*?
 - b In what context is this passage going to discuss *blame*?
- 3 Read the first paragraph of the text and the labels which explain its structure.

Introduction to the topic

Main idea: two opposing attitudes to blame

Example that illustrates main idea

Topic

When a new product flops in the marketplace or a new recruit turns out to be a poor worker, blaming somebody for the mistake seems a bit rude. So people talk politely around the blunder, saying things like 'sales targets were missed' or 'mistakes occurred', as if the error happened all by itself. Indeed, at many companies, blame is never even mentioned. At other organisations, people are all too quick to point fingers, leaving employees more concerned about avoiding blame than about achieving results. Such organisations have given blame a bad name.

New idea that may be developed in next paragraph

- 4 Try to guess the meanings of the words and phrases in **bold** in the first paragraph. Then check your answers in the key.
- 5 Take three minutes to complete the labels **a-c** for the second paragraph and answer the questions which follow.

a

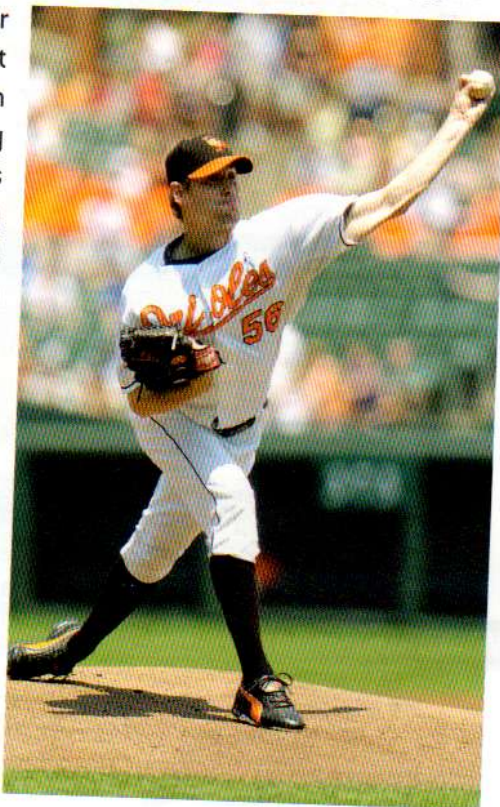
The truth is, blame can also be a powerful constructive force. For starters, it can be an effective teaching tool, helping people to avoid repeating their mistakes. When used judiciously – and sparingly – blame can also prod people to put forth their best efforts, while maintaining both their confidence and their focus on goals. Indeed, blame can have a very helpful effect when it's used for the right reasons. The key, then, is the way in which blame is managed, which can influence how people make decisions and perform their jobs, and ultimately affect the culture and character of an organisation.

b

c

- d Which words and phrases in this paragraph did you have to guess the meaning of?
- e Did you need to know these words to understand the main idea(s) of the paragraph?
- f What would you expect to read about in the third paragraph?
- 6 ⌚ Take two minutes to read the third paragraph and then underline the main idea, two points which support the main idea (the *supporting points*) and any examples (use different coloured pens to do this).

Baseball managers spend most of their time and energy managing things that go wrong. Thus, baseball provides an excellent microcosm in which to study blame because mistakes and failures are a routine part of every game. In a typical game, managers, coaches and players can easily make more than 100 bad decisions – and still end up winning. Even very successful pitchers average more than two bad pitches per batter and if a batter bats well 40% of the time but badly the other 60% he is having a miraculous season. Thus, if managers and coaches got upset about every mistake, they would go mad by the end of the season.



IELTS Reading test practice

Multiple choice

Multiple choice questions often require detailed reading of paragraphs because the questions may be written to test your understanding of the main idea or supporting points. Also, the wrong options (called *distractors*) will come from the same part of the passage as the answer, and you need to eliminate these.

How to approach multiple choice questions

Underline the key words in the question and use these to quickly find the part of the passage that you need to read in more detail.

- 7  Take five minutes to answer these questions, which are based on the three paragraphs in *How to Win the Blame Game*.

Test tip

In some multiple choice questions, the options complete a sentence (see questions 1 and 2) and in others, they answer a question (see question 3).

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

- 1 In the first paragraph, one of the writer's main points is that companies tend to
 - A perform better when blame is avoided.
 - B respond differently to errors in the workplace.
 - C associate blame with poor sales figures.
 - D blame employees rather than managers for things that go wrong.
- 2 In the second paragraph, the writer claims that one of the positive features of blame is that
 - A everyone feels the same about it.
 - B people can learn how to deal with it.
 - C it can build confidence in less secure employees.
 - D it can encourage employees to work hard.
- 3 Why does the writer choose to refer to baseball?
 - A It is a well-known American sport.
 - B The managers dislike blaming their players.
 - C Error is an important aspect of the game.
 - D Even good players have bad days.

Extracting key information

The *How to Win the Blame Game* passage shows how main ideas are expressed and supported in paragraphs and also how main ideas link paragraphs together into a text. In some passages, however, the same main idea may be developed across more than one paragraph.

- 8 Work with a partner. Read the passage on the next page and then discuss the questions.
- a What is the main idea in the first paragraph?
 - b What is the structure of the passage overall?
 - c Which words in the second paragraph help you identify the supporting points?
 - d How easy would it be to make a mental summary of the passage? Why?

Going digital

Electronic libraries will make today's Internet pale by comparison. But building them will not be easy.

All over the world, libraries have begun the Herculean task of making faithful digital copies of the books, images and recordings that preserve the intellectual effort of humankind. For armchair scholars, the work promises to bring such a wealth of information to the desktop that the present Internet may seem amateurish in retrospect.

Librarians see three clear benefits to going digital. First, it helps them preserve rare and fragile objects without denying access to those who wish to study them. The British Library, for example, holds the only medieval manuscript of *Beowulf* in London. Only qualified scholars were allowed to see it until Kevin S. Kiernan of the University of Kentucky scanned the ancient manuscript with three different light sources (revealing details not normally apparent to the naked eye) and put the images up on the Internet for anyone to peruse. Tokyo's National Diet Library is similarly creating detailed

digital photographs of 1,236 woodblock prints, scrolls and other materials it considers national treasures so that researchers can scrutinise them without handling the originals.

A second benefit is convenience. Once books are converted to digital form, patrons can retrieve them in seconds rather than minutes. Several people can simultaneously read the same book or view the same picture. Clerks are spared the chore of reshelving. And libraries could conceivably use the Internet to lend their virtual collections to those who are unable to visit in person.

The third advantage of electronic copies is that they occupy millimetres of space on a magnetic disk rather than metres on a shelf. Expanding library buildings is increasingly costly. The University of California at Berkeley recently spent \$46 million on an underground addition to house 1.5 million books – an average cost of \$30 per volume. The price of disk storage, in contrast, has fallen to about \$2 per 300-page publication and continues to drop.



IELTS Reading test practice

TRUE / FALSE / NOT GIVEN

Take some time to read the instructions to this task carefully so that you understand the difference between a **FALSE** answer and a **NOT GIVEN** answer. If you write **FALSE** as your answer, you are saying that the information in the statement contradicts (is the opposite of) the information given in the passage. This is quite different from a **NOT GIVEN** answer, which says that you can find nothing in the passage about this information.

How to approach the task

- Underline the key words in the questions and use these to find the right part of the passage (even a **NOT GIVEN** statement will be based on something in the passage).
- For a **TRUE** answer, make sure that the information in the passage exactly matches the idea in the statement.
- For a **FALSE** answer, make sure that the statement contradicts the information in the passage.
- For a **NOT GIVEN** answer, you should be able to find the topic of the statement in the passage but nothing on what is said about this topic.

- 9 ⌚ Take eight minutes to answer questions 1–7.

Test tip

Even if you believe the answer is **TRUE** according to your own knowledge and experience of the world, you must find evidence in the passage.

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

Write

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

- 1 Digital libraries could have a more professional image than the Internet.
- 2 Only experts are permitted to view the scanned version of *Beowulf*.
- 3 The woodblock prints in Tokyo have been damaged by researchers.
- 4 Fewer staff will be required in digital libraries.
- 5 People may be able to borrow digital materials from the library.
- 6 Digital libraries will occupy more space than ordinary libraries.
- 7 The cost of newly published books will fall.

IELTS Reading test practice

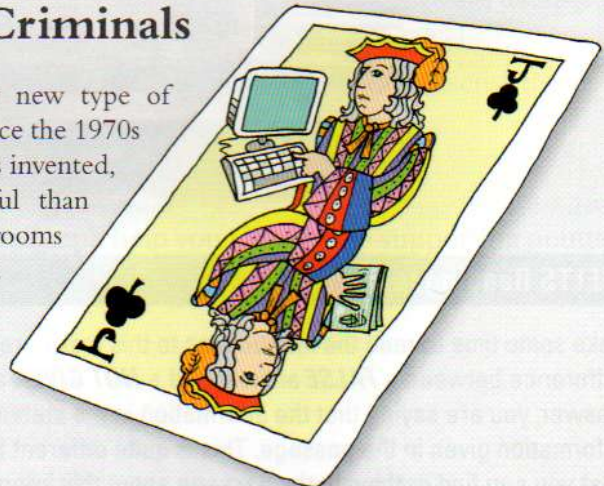
Note completion

Taking notes from written sources is one of the main skills that you need when you study at university. Good note-taking depends on being able to identify the main idea(s) and supporting points. In the IELTS test, your ability to take good notes is tested in the note completion task in which you must select just the right information to fill the gaps.

- 10 Read the passage below and on the next page and underline what you think are the main ideas and supporting points.

The First Cyber Criminals

'Cyber crime' sounds like a very new type of crime. In fact, it has been around since the 1970s – before the personal computer was invented, when computers far less powerful than today's games consoles filled entire rooms and were monitored by technicians.



The first cyber crimes were carried out across telephone lines, by a group of electronic enthusiasts known as 'phone phreakers'. Having studied the US telephone system, they realised that it used a series of musical tones to connect calls. They found they could imitate those tones, and steal free phone calls, by creating small musical devices called 'blue boxes'. One famous 'phreaker', John Draper, even discovered that using a whistle given away inside a cereal box could do the same job as a blue box.

Cyber crime centred on the telephone for many years, until the first computer-to-computer cyber crime took place in the 1980s. 'Hacking', as it has since been referred to, gained new public visibility after the popular 1984 film *WarGames*, in which a hacker breaks into a US military computer and saves the world. Many hackers later said this was their inspiration.

It was the arrival of the Internet that was eventually to make cyber crime a big issue. When millions of home and business computer users began to visit the Internet in the early to mid 1990s, few were thinking about the dangers of cyber crime or about security and so it seemed only a matter of time before banks became the target for hackers.

In 1994 a group of hackers broke into US bank Citibank's computers and stole \$10 million. This was later nearly all recovered. With the rise of the Internet, credit cards became the tools of cyber criminals: Kevin Mitnick was arrested for stealing 20,000 credit card numbers over the net in 1995. This and other credit card crime prompted credit card companies to consider ways they could make cards more secure.

- 11 ⌚ Take seven minutes to complete the notes 1–7 below.

Complete the notes below.

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

Cyber Crime

First cyber criminals:	called 1 (1970s)
Nature of crime:	made free calls by copying 2
Computer crime:	began in 3
Crime known as:	4
Promoted by hit movie:	5 (1984)
Internet crime:	initially unexpected, but quickly focused on 6
Current concern:	7 fraud

Test tip

The answers may not always come in passage order for note completion tasks.

Reading

4 Improving global reading skills

- What are global reading skills and how important are they for IELTS?
- How are these skills tested?

IELTS Academic Reading passages are long and reflect the type of reading you have to do on a course of academic study. You need to form a global idea of each passage: a mental summary of the content and overall structure.

Global multiple choice questions test how well you understand the purpose/theme of the whole passage. Paragraph headings test your understanding of the main themes of each paragraph.

Paraphrasing the main ideas

Texts are divided into paragraphs but these may have overlapping themes. Also, some paragraphs are longer than others, some are more important to the main message and some contain more detail/support.

- 1 Read the following text and then answer the questions.
 - a Which paragraph contains the most detail?
 - b Which three paragraphs cover one main theme?

Magazine circulations are in the millions and advertising revenue is rising, despite the growth of TV and electronic media, reports David Short

- A Print is not dead yet – at least not when it comes to magazines. Despite ever-growing competition from television and electronic media, a new report shows that worldwide advertising expenditure in consumer magazines has doubled over the past decade.
- B The report also shows that many magazines in Europe continue to enjoy circulations in the millions. Although there are more and more television channels, whether cable, satellite, terrestrial, analogue, or digital, and despite the incursion of the Internet, magazines are still a regular shopping or subscription item.
- C Advertising expenditure worldwide was \$225 billion last year, according to the report *World Magazine Trends*. \$32 billion of this, or 14%, was taken by magazines. In Europe, the share of consumer magazine expenditure was \$12 billion or 21% of an estimated overall spend of \$57 billion. But the share had dropped in the past 15 years from 30%, with decline having been particularly severe in Belgium and Germany, where commercial television was introduced relatively late.
- D However, the type of magazines which Europeans choose to flip through still varies dramatically according to country, with few signs that the European magazine with a common title is making inroads across nations. Interests which can create top-selling titles in one country are nowhere to be seen in the circulation lists of others.
- E But whatever their relative importance across the world, magazines have one real advantage over broadcast media. For advertisers such as tobacco and alcohol producers, which are barred or severely restricted on television in some countries, magazines remain a safe haven for their messages. And new French research has revealed that magazines are still powerful tools for owners of brands.

2 Choose the sentence that best paraphrases the main idea in each paragraph of the text.

- 1 Paragraph A
 - A The amount of money spent on magazine advertising is increasing.
 - B The rivalry between magazines and other media is surprising.
 - C Some magazines sell better than others.
- 2 Paragraph B
 - A Magazines are more popular than they used to be.
 - B A lot of people are still reading magazines.
 - C TV is more available than ever.
- 3 Paragraph C
 - A Europe allocates a greater proportion of its advertising budget to magazines than the world average.
 - B Belgium and Germany spend more on magazine advertising than other European countries.
 - C The figures for magazine advertising in Europe are decreasing.
- 4 Paragraph D
 - A Across Europe, people read very different kinds of magazines.
 - B The idea of a 'European' magazine is becoming popular.
 - C Magazines that cover popular activities can become best sellers.
- 5 Paragraph E
 - A Cigarette advertising is banned in some countries.
 - B Magazines advertise a smaller range of products than television.
 - C There are fewer limitations on magazine advertising than TV advertising.



IELTS Reading test practice

Global reading question

Often a set of multiple choice questions ends with a global question. Global questions test how well you understand the main theme of the *whole* passage by asking about the writer's purpose / a suitable title / the main idea. Sometimes the passage does not have a title or subheading, if there is a global multiple choice question.

3

What is the purpose of the writer of the passage on page 54?

- A to compare European and world magazines
- B to attract more magazine readers
- C to review the continuing popularity of magazines
- D to illustrate the advantages of electronic magazines

IELTS Reading test practice

Choosing headings for paragraphs

Some texts have a clear theme in each paragraph. IELTS tests your understanding by asking you to match each paragraph with a heading chosen from a list. The list of headings is given before the passage so that you can read through the headings before you read the passage. Use global reading skills to do the task below.

How to approach the task

- Read through the list of headings to familiarise yourself with them.
 - Take ten minutes to read the passage, underlining what you think are the *main ideas* and *key words* in each paragraph.
 - Re-read paragraph **A** and the example heading.
 - Re-read paragraph **B** and select the heading that best fits this paragraph. If you think there is more than one, mark them both and come back to this paragraph later.
 - Repeat this procedure with the rest of the paragraphs.
- 4 ⌚ Take five minutes to answer questions 1–7.

Test tip

There are always some extra headings that you do not need to use.

There is sometimes an example answer.

The reading passage has eight paragraphs, **A–H**.

Choose the correct heading for each paragraph from the list of headings below.

List of Headings

- i Benefiting from an earlier model
- ii Important operative conditions
- iii Examining the public confusion
- iv Where to go from here?
- v How it's all linked up
- vi How a suitable location was found
- vii Comparing wind speeds in Australian cities
- viii Matching operational requirements with considerations of appearance
- ix What makes Esperance different?
- x More than just a source of power

Example
Paragraph A

Answer
x

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

Australia's first commercial wind farm

It's some years since the rotor blades began spinning in Esperance.

A Harvest time in Esperance is constant. As long as the wind blows – which is pretty much all the time – nine identical synchronised wind turbines reap the benefits of the dependable winds that gust up around the southern coastline of Western Australia. These sleek, white, robot-like wind turbines loom up on the horizon forming part of Australia's first commercial wind farm. They're not only functional machines that help provide electricity for this secluded coastal town, but increasingly, they're also drawcards for curious tourists and scientists alike.

B Because of its isolation, Esperance is not linked to Western Power's grid which supplies electricity from gas-, coal- and oil-fired power stations to the widespread population of Western Australia. Before the wind turbines went in, Esperance's entire electricity needs were met by the diesel power station in town.

C The \$5.8 million Ten Mile Lagoon project is not Esperance's first wind farm. The success of a smaller, experimental wind farm, at a spot called Salmon Beach, encouraged the State's power utility to take Esperance wind seriously. Today, the wind turbines at Ten Mile Lagoon work in conjunction with the diesel power station, significantly reducing the amount of the town's electricity generated by expensive diesel power.

D The wind farm is connected to the power station by a 33-kilovolt powerline, and a radio link between the two allows operators to monitor and control each wind turbine. The nine 225-kilowatt Vestas wind turbines produce a total generating capacity of two megawatts and provide around 12 per cent of the energy requirements of Esperance and its surrounding districts.

E The power produced by a wind turbine depends on the size and efficiency of the machine and, of course, on the energy in the wind. The energy in the wind available to the wind turbines is proportional to wind speed cubed. Thus, the greater the wind speed, the greater the output of the turbine. In order to achieve optimum wind speeds, the right location is imperative. 'You have to accept the nature of the beast,' Mr Rosser, Western Power's physicist, said. 'As surface dwellers our perceptions of wind speeds are bad. As you go higher, wind speed increases significantly.'

F The most favourable wind sites are on gently sloping hills, away from obstructions like trees and buildings and where the prevailing winds are not blocked. Computer modelling was used to select the optimum site for Esperance's wind farm. Scientists were concerned not only with efficiency, but also with protecting the coastal health environment which is rich in plant life and home to tiny pygmy and honey-possums, and a host of bird species. In addition, the wind farm is adjacent to Esperance's popular scenic tourist drive.



Reading 4

60 **G** Strict erosion controls have been implemented and access to the wind farm is limited to selected viewing areas. The wind turbine towers are painted white and devoid of corporate logos or signage. According to Mr 75 Rosser there is something of a worldwide backlash against wind farms with regard to their visual impact. 'But because wind turbines perform best in the most exposed positions, they will always be visible. There is a very real need to balance environmental and 80 technical requirements. I think the Ten Mile Lagoon Wind Farm sets the standard for environmentally friendly developments.'

H In fact, the project has become something of a tourist attraction in itself. Esperance shire president Ian Mickel said the wind turbines had been well accepted by locals. 'We have watched the wind farm develop with great interest, and now we find visitors to Esperance are equally enthusiastic about it,' he said. The aim now is to identify other remote locations where wind turbines will be a feasible means of supplementing existing power stations.

- There is always more than one question type for each IELTS Reading passage. Thematic questions such as paragraph headings should help you find the answers to other questions more quickly because they help you see how the passage is structured.

IELTS Reading test practice

Sentence completion

In these questions, ideas from the passage are rewritten in short sentences and there are gaps for you to fill. Like other completion tasks, you need to read the instructions carefully to see how many words you can use. The answers come in passage order.

How to approach the task

- Find the part of the passage that contains the idea and then work out what the missing words are. This makes it easier to find other information.
 - Pay attention to the grammar of the sentence and make sure it is correct when your answer is added.
- 5 ⌚ Take six minutes to answer questions 1–6 about *Australia's first commercial wind farm*.

Test tip

There may be two gaps in a sentence and this may be worth one or two marks.

The word 'both' in the sentence or summary signals that two answers may be required.

Complete the sentences below.

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

- 1 Esperance used to rely totally on for energy.
- 2 About of Esperance's energy needs are met by the wind farm.
- 3 Both the of a wind turbine affect its energy output.
- 4 & 5 Wind farms should not be built near barriers to the wind, such as or
- 6 Scientists chose the best location for the wind farm at Esperance with the aid of

Getting gapfill answers right

In all the completion tasks, it is easy to lose marks by writing too many or too few words, copying words incorrectly or selecting the wrong information.

- 6** Here are some answers that students have given to questions 1–6 above. For each answer, state which question the student was doing and say why the answer would be marked wrong.

a computer moderlling **b** tree or building **c** around 12 per cent
d the diesel power **e** Western Power's grid **f** \$5.8 million
g scientists **h** on gently sloping hills

- 7** Match the words and phrases below from questions 1–6 in exercise 5 with phrases in the passage.

	Question phrasing	Passage
A	used to rely totally on	
B	energy needs	
C	its energy output	
D	not be (built) near	
E	barriers to the wind, such as	
F	chose the best location	
G	with the aid of	

Test tip

IELTS questions are written using different words and phrases from those used in the passage. This is known as paraphrasing.

IELTS Reading test practice

Global reading question

In IELTS Reading, global questions will usually be the last question you have to answer about a passage.

8

What is the main purpose of the writer of the article?

- A** to respond to criticism of a project
B to review the success of a project
C to explain his role in a project
D to predict the future of a project

Reading

5 Summarising

- Why is summarising important?
- What types of summary questions are there in IELTS?

If you can summarise a passage or a section of a passage, this shows that you have understood the content and can paraphrase it (i.e. write it in your own words). Summarising is a key reading skill in academic study.

IELTS summaries can test your understanding of a whole text (i.e. global reading skills) or your understanding of the details within a part of the text.

Understanding summaries

Summaries aim to provide a shortened version of the information given in a text. To do this, summaries often paraphrase the information.

- 1 Read this opening paragraph from a newspaper article on music and then complete the sentence below, which summarises the main idea of the paragraph.

Gerard Leonhard has seen the future of the music business – and it's incredibly dull. In his book *The Future of Music: Manifesto for the Digital Revolution*, co-authored by Dave Kusek, he predicts that music will be consumed exactly like water or any other household utility.

A new book on music compares it to a

- 2 Read the second paragraph of the article to find the words missing from sentences 1 and 2 which follow.

For a monthly subscription fee of, say, \$5, anyone will be able to tap into the 'celestial jukebox', a continuously updated collection that spans the history of recorded music. And given the increasing ubiquity of the Internet, the music will flow easily to listeners, via computers, TV sets, mobile phones and other devices not yet invented. Artists, in turn, will be paid using a subscription pool based on 'pro rata, per second' usage. Free from the constraints of having to manufacture and distribute plastic discs, any musician with a laptop can release whatever, whenever. This will drive musicians to engage listeners – in terms of both price and quality – as never before. In the process, music will become more of a service and less of a product.

- 1 According to the writer, fees to musicians will come from
- 2 In future, the two issues of will be very important to consumers.
- 3 Underline the relevant sections of the paragraph above where you found the missing words. How have the ideas in the paragraph been paraphrased in sentences 1 and 2 in exercise 2?

- 4 A summary of the two paragraphs above might look like this:

Flowing like Water

A new book on music compares it to a According to the writer, fees to musicians will come from and listeners will probably pay for their music on a monthly basis. The loss of discs will mean that in future, the issues of will be highly significant to consumers.

- There are two types of summary task in IELTS. In both types you will have a summary with numbered gaps to complete. However, you may have to use words from the passage to do this (rather like sentence completion), or you may have to select the correct words from a box of options labelled **A, B, C**, etc.

IELTS Reading test practice

Summary completion

This type of summary is made up of a number of gapfill sentences that you need to complete using words from the passage. Read the instructions carefully to see how many words you can use.

How to approach the task

- Read the summary heading and mark the part of the passage it relates to.
 - Read through the summary first and try to predict the missing words.
 - Use key words in the summary to help you find the information you need.
 - Make sure you copy words or numbers correctly from the passage and don't include unnecessary words.
 - Re-read the summary with your answers to check for content and grammar.
- 5 ⌚ Take eight minutes to complete the summary (on page 62) of the rest of the music passage.

There are signs that the brave new world of subscription music is not that far off. A recent survey found interest in subscription services highest among consumers in the all-important 18–24 age group and those aficionados who spend large sums of money on music each year.

Musicians themselves are also adapting to a service model. The key is to build online communities of fans who feel engaged in the creative process, giving 'users' an unprecedented degree of participation in the music they listen to. Some famous artists, such as Metallica, Prince and David Bowie, maintain online collections of live concert downloads, exclusive digital-only tracks, videos, online journals and interactive forums where like-minded fans can meet.

Young listeners, it seems, are increasingly unimpressed with the album format – however cleverly the songs are arranged and attractively designed the cover art is. The album is 'traditional not inevitable' according to William Higham of Next Big Thing, a London-based youth trend consultancy. The next generation of music fans is growing up in a 'compilation culture', he says, pointing out that the single-track purchases make up a much larger percentage of digital music sales than singles do for 'offline' music purchases.

Test tip

The answers do not necessarily come in passage order. You need to check above and below the previous answer for the next answer.

Test tip

There may be some words in the summary that are the same as those in the passage. This is done to help you scan for the part of the passage where the answer to the gap can be found.

Complete the summary below.

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

The Young Market

Selling music by 1 is popular among buyers, particularly young ones aged 2 Musicians are aware that they need to encourage large groups of their 3 to take part in music-making through live concert downloads and other 4 activities. The fact is that young people are losing their appreciation of the 5 even though it may be well produced and packaged. According to one expert, in the world of digital music sales, 6 are much more common.

- 6 Complete the table to see which parts of the passage have been paraphrased and which parts have used the same words in the summary.

Gap	Words in summary	Words in passage
1	Selling music / buyers	subscription music / consumers
2	young ones aged	
3	encourage large groups / take part in music-making	
4	live concert downloads / activities	
5	are losing their appreciation of / well produced / packaged	
6	one expert / world of digital music sales	

- 7 Work with a partner. Make a list of any wrong answers you had in exercise 5 and then discuss the reasons for this.

Vocabulary builder

- 8 Before you read the passage on page 63, complete the meanings for each of the words in this table using no more than two words.

Words	Meaning
antibiotic	a type of that destroys bacteria in the body.
micro-organism	a very small organism that must be seen using a
microbe	a micro-organism that can cause
bacteria	very similar to
resistance	ability to against something, e.g.
toxin	something that is poisonous, e.g.
epidemic	outbreak of disease among a lot of people or animals, e.g.

Test tip

Passages about health-related issues are common in IELTS and this vocabulary relates closely to this topic.

- 9 ⌚ Take seven minutes to read the passage and answer questions 1–5 on page 64.

Prehistoric insects spawn new drugs

by Steve Connor

- A** Insects entombed in fossilised amber for tens of millions of years have provided the key to creating a new generation of antibiotic drugs that could wage war on modern diseases. Scientists have isolated the antibiotics from microbes found either inside the intestines of the amber-encased insects or in soil particles trapped with them when they were caught by sticky tree resin up to 130 million years ago. Spores of the microbes have survived an unprecedented period of suspended animation, enabling scientists to revive them in the laboratory.
- B** Research over the past two years has uncovered at least four antibiotics from the microbes and one has been able to kill modern drug-resistant bacteria that can cause potentially deadly diseases in humans. Present-day antibiotics have nearly all been isolated from micro-organisms that use them as a form of defence against their predators or competitors. But since the introduction of antibiotics into medicine 50 years ago, an alarming number have become ineffective because many bacteria have developed resistance to the drugs. The antibiotics that were in use millions of years ago may prove more deadly against drug-resistant modern strains of disease-causing bacteria.
- C** Raul Cano, who has pioneered the research at the California Polytechnic State University at San Luis Obispo, said the ancient antibiotics had been successful in fighting drug-resistant strains of staphylococcus bacteria, a 'superbug' that had threatened the health of patients in hospitals across the globe. He now intends to establish whether the antibiotics might have harmful side effects. 'The problem is how toxic they are to other cells and how easy they are to purify,' said Cano.
- D** A biotechnology company, Ambergene, has been set up to develop the antibiotics into drugs. If any ancient microbes are revived that resemble present-day diseases, they will be destroyed in case they escape and cause new epidemics. Drug companies will be anxious to study the chemical structures of the prehistoric antibiotics to see how they differ from modern drugs. They hope that one ancient molecule could be used as a basis to synthesise a range of drugs.
- E** There have been several attempts to extract material such as DNA from fossilised life-forms ranging from Egyptian mummies to dinosaurs but many were subsequently shown to be contaminated. Cano's findings have been hailed as a break-through by scientists. Edward Golenburg, an expert on extracting DNA from fossilised life-forms at Wayne State University in Detroit, said: 'They appear to be verifiable, ancient spores. They do seem to be real.' Richard Lenski, professor of microbial ecology at Michigan State University, said the fight against antibiotic-resistant strains of bacteria such as tuberculosis and staphylococcus could be helped by the discovery.
- F** However, even the use of ancient antibiotics may not halt the rise of drug-resistant bacteria. Stuart Levy, a micro-biologist at Tufts University in Boston, warned that the bacteria would eventually evolve to fight back against the new drugs. 'There might also be an enzyme already out there that can degrade it. So the only way to keep the life of that antibiotic going is to use it sensibly and not excessively,' he said.



The passage contains six paragraphs, A–F.

Which paragraph contains the following information?

NB You may use any letter more than once.

- 1 two examples of bacteria that are no longer killed by modern antibiotic drugs
- 2 a reference to the length of time we have been using antibiotic drugs
- 3 the original source of the new drugs being developed
- 4 the location of the studies into the new antibiotic drugs
- 5 examples of other studies similar to Cano's

IELTS Reading test practice

Summary completion with a box

One type of summary is made up of a number of gapped sentences that you have to complete using words from a box of options.

How to approach the task

- Read through the summary first and try to predict the missing words.
- Go back to the passage and decide what the summary covers – a section of the passage or the ideas across the whole passage.
- Use key words to help you decide on the correct option from the box.
- Re-read the summary when you have finished to make sure you have selected the right words, and that the words you have chosen fit the grammar, as well as the meaning, of the sentence.

10 ⌚ Take eight minutes to complete the summary below.

Test tip

There are extra words in the box that you do not need to use.

You cannot use any of the words more than once.

Complete the summary using the list of words, A–P, below.

NEW DRUGS

Scientists believe that microbes that may supply new antibiotic drugs have been 1 in the bodies of fossilised insects. Raul Cano says these microbes may help us destroy some of the bacteria that have become 2 to current medicines. What needs to be done first, however, is to make sure the antibiotics are 3 When doing this, microbes that seem to have the characteristics of modern diseases will have to be 4 Cano has been 5 by some scientists; others are already saying that the use of any new antibiotics should be 6

- | | | | |
|-------------|--------------|--------------|------------|
| A combined | E deadly | I rejected | M praised |
| B connected | F criticised | J placed | N real |
| C alive | G killed | K preserved | O immune |
| D safe | H limited | L prescribed | P welcomed |

11 Look carefully at the summary again then underline the parts of the passage which give you the answers. Note how the words have been paraphrased in the summary.

Reading

6 Understanding argument

- What is argument?

Many texts contain arguments; that is, views or opinions either of the writer or of people that he/she refers to. These arguments are often used to support the writer's claims. They may also be used to present both sides of an issue.

- Why do I need to understand argument?

At least one of the passages in the IELTS test will contain some detailed, logical argument.

Recognising text types

Some texts are factual; for example, texts in an encyclopedia, or factual reports. IELTS Section 1 passages are often quite factual.

- 1 Work with a partner. Together, discuss why **A** is a factual text. Can you underline the fact that supports the main idea?

A Photographs taken as recently as 30 years ago are already fading in the nation's family albums. Millions of images taken since the invention of modern colour photography are changing because of the way their dyes break down. Just as we now tend to view the 19th century in delicate shades of sepia, there is a fair chance that future generations will look back on the last three decades of the 20th century as the era of purple lawns and red skies.

Other texts may be argumentative, but good arguments are still supported by factual information (for example, research-based texts, which combine data with views and claims). Still other texts may be discursive and the arguments may be less well supported.

- 2 Read paragraphs **B** and **C** and underline the main ideas.

- a Are the arguments supported? If so, how?
- b Which text presents a fully supported/justified argument and which is more discursive?

B Despite 119 years of refinement, the modern car remains astonishingly inefficient. Only 13 per cent of its fuel energy even reaches the wheels – the other 87 per cent is either dissipated as heat and noise in the engine or lost to idling and accessories such as air conditioners. Of the energy delivered to the wheels, more than half heats the tyres, road and air. Just 6 per cent of the fuel energy actually accelerates the car (and all this energy converts to brake heating when you stop). And, because 95 per cent of the accelerated mass is the car itself, less than 1 per cent of the fuel ends up moving the car.

C Go into a coffee bar, sit down, relax, have a large drink, try to meet someone or have an argument, or combine the two. It may look to others as though you are wasting your time. It may even feel that way to you. But so long as you are doing this in a foreign country, where you speak the language badly or not at all, you are probably acquiring a new language better than you ever could by formal study with a teacher and a textbook. It is full of native speakers asking you questions, telling you to do things and urging you to take part in conversation.

Recognising arguments in texts

It is important to identify the arguments and follow these, so that you can understand the overall organisation of the passage.

- 3 Read the passage which follows once to get an overview.
Go back to the two underlined sections and decide whether they present an argument or fact and then answer the questions below.
 - a Why do you think this article was written?
 - b What do you notice about the views presented in it?
 - c What overall message is presented?
 - d What would be a suitable subheading for the article?

Penguins show signs of stress

Previous research by scientists from Keil University in Germany monitored Adelie penguins and noted that the birds' heart rates increased dramatically at the sight of a human as far as 30 metres away. But new research using an artificial egg, which is equipped to measure heart rates, disputes this. Scientists from the Scott Polar Research Institute in Cambridge say that a slow-moving human who does not approach the nest too closely is not perceived as a threat by penguins.

The earlier findings have been used to partly explain the 20 per cent drop in populations of certain types of penguin near tourist sites. However, tour operators have continued to insist that their activities do not adversely affect wildlife in Antarctica, saying they encourage non-disruptive behaviour in tourists, and that the decline in penguin numbers is caused by other factors.

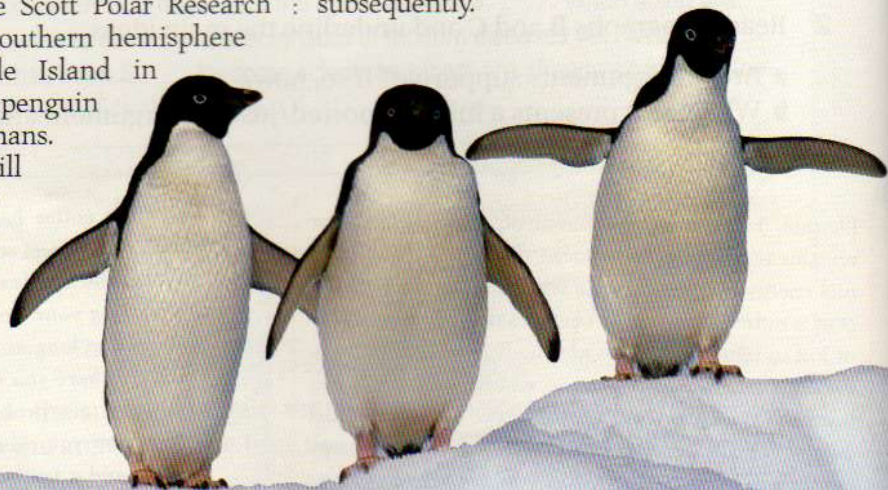
Amanda Nimon of the Scott Polar Research Institute spent three southern hemisphere summers at Cuverville Island in Antarctica studying penguin behaviour towards humans.

"A nesting penguin will react very differently to a person rapidly and closely approaching the nest," says Nimon. "First they exhibit large and prolonged

heart rate changes and then they often flee the nest leaving it open for predators to fly in and remove eggs or chicks."

The artificial egg, specially developed for the project, monitored both the parent who had been 'disturbed' when the egg was placed in the nest and the other parent as they both took it in turns to guard the nest.

However, Boris Culik, who monitored the Adelie penguins, believes that Nimon's findings do not invalidate his own research. He points out that species behave differently – and Nimon's work was with Gentoo penguins. Nimon and her colleagues believe that Culik's research was methodologically flawed because the monitoring of penguins' responses entailed capturing and restraining the birds and fitting them with heart-rate transmitters. Therefore, argues Nimon, it would not be surprising if they became stressed on seeing a human subsequently.



IELTS Reading test practice

Choosing from a list

Often this type of question is used to test ideas and arguments across the passage, rather than in one small area. You need to underline the key words in the questions and then skim the passage for similar ideas.

- 4 ⌚ Take five minutes to answer questions 1–3.

Questions 1–3

Choose **THREE** letters, A–E.

Which **THREE** of the following arguments are stated in the passage?

- A Penguins are not afraid of people who behave calmly.
- B Penguins are becoming an endangered species.
- C Tourists are not responsible for the fact that there are fewer penguins nowadays.
- D Penguins are harder to research when they have young.
- E Penguins will not leave a nest with eggs in it.
- F A penguin's behaviour may depend on its species.
- G Penguin stress may result from being with other aggressive penguins.

- 5 Underline the parts of the passage which give you the three answers and explain why the other four options are wrong. Then check your answers with the key.

IELTS Reading test practice

Classification

In classification tasks you have to match statements to categories. There may also be *both* and/or *neither* categories. Classification questions can range from testing detail (for example, features of animals) to testing ideas and arguments.

How to approach the task

- Underline the key words in each question.
- Check the passage for the first type of penguin and write **A** next to the question if it is true for that type.
- Do the same for the second type of penguin, and write **B**.
- The final answer will depend on how many letters you have next to the question: none, one or two.

- 6 ⌚ Take eight minutes to answer questions 1–5.

Classify the following statements as being true of

- A the research on Adelie penguins
- B the research on Gentoo penguins
- C both research projects
- D neither research project

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

- 1 An individual species of penguin was tested.
- 2 Penguins were caught for the experiment.
- 3 Physical changes occurred when a human was nearby.
- 4 Tourists were permitted to observe the experiments.
- 5 Heart rates were measured by an item manufactured for the experiment.

Test tip

Here there are three questions and so the three answers would be worth three marks in the exam. Sometimes one question asks you for two or three answers, and then you would need to get all the answers correct for one mark.

Test tip

The questions are not in passage order.

Dealing with a range of views

- 7 Skim the passage on page 69 and answer questions **a–c**.
- a** What is the passage about?
 - b** How many people are referred to in the passage? Do they agree with each other?
 - c** What words or phrases are used to introduce the arguments?

IELTS Reading test practice

Matching

A matching task is used in IELTS to test how well you can understand different arguments or opinions from different sources such as people or organisations. It is best to do these questions in the order of the people in the box, NOT in question order.

How to approach the task

Test tip

Some options from the box may be used more than once, while others may not be used at all.

- Start by reading the passage and highlighting the people's names **A–G**. The names in the box will be in passage order, so you will find *Jason Alexandra* first.
 - Read the list of statements, **1–8**, which are paraphrases of the arguments presented in the passage. These are not in passage order. Underline the key words.
 - Skim through the passage until you get to the first name and their view.
 - Skim through the list of statements looking for one that matches. In the first instance, *Jason Alexandra's* view is paraphrased in **4**. So the answer to **4** is **A**.
 - Continue reading the passage until you come to *Robert Hadler*, and so on. In this way, you will save yourself some time.
- 8  Take ten minutes to answer questions **1–8**.

Look at the following statements (Questions 1–8) and the list of people below.

Match each statement with the correct person, **A–G**.

NB You may use any letter more than once.

- 1 Current conservation concerns are focused on a broad range of problems.
- 2 Conserving land is too expensive for farmers.
- 3 Holding farmers responsible for land misuse makes no sense.
- 4 Australia should review its import/export practices.
- 5 More conservation funds should be put into helpful, practical projects.
- 6 Much of the land in Australia is unspoilt.
- 7 Weather research can help solve conservation problems.
- 8 Those involved in conservation are working together more efficiently than before.

List of People

- A** Jason Alexandra
- B** Robert Hadler
- C** Dean Graetz
- D** Helen Alexander
- E** Neil Clark
- F** Michael Pitman
- G** Steve Morton

- 9 Underline the words in the passage that have a similar meaning to these words and phrases from questions **1–8**.

- | | |
|-----------------------------|-------------------------------|
| 1 a broad range | 5 helpful, practical projects |
| 2 too expensive for farmers | 6 unspoilt |
| 3 makes no sense | 7 weather research |
| 4 import/export | 8 working together |

Australia's Growing Disaster

Farming is threatening to destroy the soil and native flora and fauna over vast areas of Australia. What price should be put on conservation?

Australia's National Greenhouse Gas Inventory Committee estimates that burning wood from cleared forests accounts for about 30 per cent of Australia's emissions of carbon dioxide, or 156 million tonnes a year. And water tables are rising beneath cleared land. In the Western Australian wheat belt, estimates suggest that water is rising by up to 1 metre a year. The land is becoming waterlogged and unproductive or is being poisoned by salt, which is brought to the surface. The Australian Conservation Foundation (ACF) reckons that 33 million hectares have been degraded by salination. The federal government estimates the loss in production from salinity at A\$200 million a year. According to Jason Alexandra of the ACF, this list of woes is evidence that Australia is depleting its resources by trading agricultural commodities for

manufactured goods. In effect, it

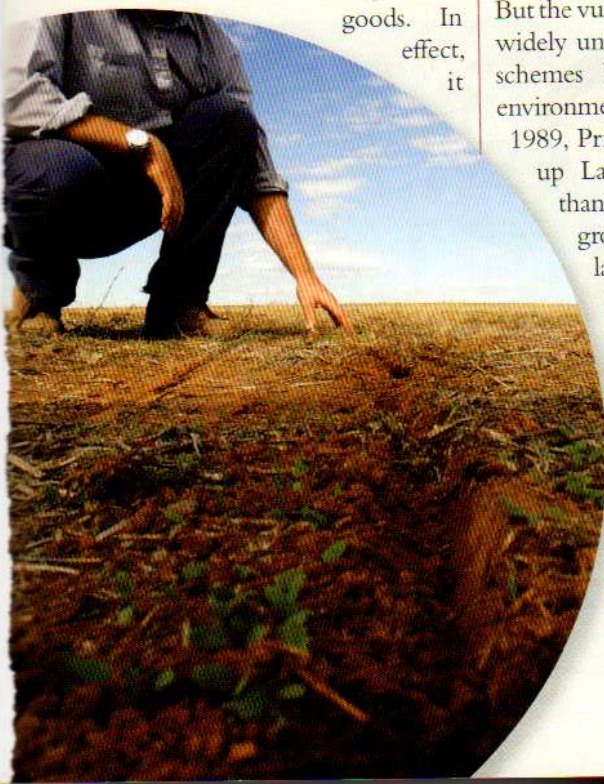
sells topsoil for technologies that will be worn out or redundant in a few years. The country needs to get away from the "colonial mentality" of exploiting resources and adopt agricultural practices suited to Australian conditions, he says. Robert Hadler of the National Farmers' Federation (NFF) does not deny that there is a problem, but says that it is "illogical" to blame farmers. Until the early 1980s, farmers were given tax incentives to clear land because that was what people wanted. If farmers are given tax breaks to manage land sustainably, they will do so. Hadler argues that the two reports on land clearance do not say anything which was not known before. Australia is still better off than many other developed countries, says Dean Graetz, an ecologist at the CSIRO, the national research organisation. "A lot of the country is still notionally pristine," he says. "It is not transformed like Europe where almost nothing that is left is natural." Graetz, who analysed the satellite photographs for the second land clearance report, argues that there is now better co-operation between Australian scientists, government officials and farmers than in the past.

But the vulnerable state of the land is now widely understood, and across Australia, schemes have started for promoting environment friendly farming. In 1989, Prime Minister Bob Hawke set up Landcare, a network of more than 2000 regional conservation groups. About 30 per cent of landholders are members. "It has become a very significant social movement," says Helen Alexander from the National Landcare Council. "We started out worrying about not much more than erosion and the replanting of trees but it has grown much more diverse and sophisticated."

But the bugbear of all these conservation efforts is money. Landcare's budget is A\$110 million a year, of which only A\$6 million goes to farmers. Neil Clark, an agricultural consultant from Bendigo in Victoria, says that farmers are not getting enough. "Farmers may want to make more efficient use of water and nutrients and embrace more sustainable practices, but it all costs money and they just don't have the spare funds," he says.

Clark also says scientists are taking too large a share of the money for conservation. Many problems posed by agriculture to the environment have been "researched to death", he says. "We need to divert the money for a while into getting the solutions into place." Australia's chief scientist, Michael Pitman, disagrees. He says that science is increasingly important. Meteorologists, for example, are becoming confident about predicting events which cause droughts in Australia. "If this can be done with accuracy then it will have immense impact on stocking levels and how much feed to provide," says Pitman. "The end result will be much greater efficiency."

Steve Morton of the CSIRO Division of Wildlife and Ecology says the real challenge facing conservationists is to convince the 85 per cent of Australians who live in cities that they must foot a large part of the bill. "The land is being used to feed the majority and to produce wealth that circulates through the financial markets of the cities," he says. One way would be to offer incentives to extend the idea of stewardship to areas outside the rangelands, so that more land could be protected rather than exploited. Alexander agrees. "The nation will have to debate to what extent it is willing to support rural communities," she says. "It will have to decide to what extent it wants food prices to reflect the true cost of production. That includes the cost of looking after the environment."



Reading

7 Identifying the writer's views and claims

- What are views and claims?
- Why do I need to identify views and claims?

Many articles are based upon the writer's views, i.e. his or her opinion. Information may be presented as fact, but in some cases it may be a claim, i.e. it is claiming to be a fact.

IELTS questions often test your understanding of the writer's views and claims. This is done through *YES, NO, NOT GIVEN* questions, but also through multiple choice and other question types.

Interacting with the passage

Good readers think about what a passage is saying and compare this with what they know about the subject. This approach helps them understand the passage better.

- 1 Read the title and subheading of this article. What type of text do you think it will be? Why?

Talk your way into another language

Need to learn another language for a job abroad?
Textbooks and tutors may be the worst approach



- 2 Consider some of your own views on the best way to learn a new language. Make a note of two or three of your ideas and then read the complete article.
- 3 Work with a partner. Choose a paragraph and discuss the views expressed.

Go into a coffee bar, sit down, relax and try to talk to someone. It may look to others as though you are wasting your time. It may even feel that way to you. But so long as you are doing this in a foreign country, where you speak the language badly or not at all, you are probably acquiring a new language better than you ever could by formal study with a teacher and a textbook.

The social situation, properly used, beats the classroom hollow. It is full of native speakers asking you questions, telling you to do things, urging you to take an active part in conversation, and using gestures freely to make their intentions clearer – just like your parents did when you were an infant. So plunge in. All you have to do is talk back.

The proposition that infants can acquire languages by prolonged exposure to them is self-evidently true: it is the only way available to them. Older children and teenagers who move to a different country can pick up a new language with a speed that baffles their parents. But in adulthood we find ourselves envying our rare contemporaries who can still acquire languages easily.

There may be biological reasons why the capacity to learn languages falls away with age, even more than the capacity to learn other things. The brain may be

designed to do its best language-learning in infancy, and then to redeploy its resources at puberty. But psychological factors play a big part too. As we get older, we get more self-conscious, more inhibited, more dependent on other people's judgements. This process may undermine our capacity to acquire a new language, because language underpins our sense of personality and identity. We fear to make mistakes in it.

Stephen Krashen, an expert on second-language acquisition, makes a strong case for the dominance of psychological factors. According to Mr Krashen, people with outgoing personalities do best at learning a new language because 'they have the ego to make the necessary mistakes involved in learning'.

When we want to learn a new language in mid-life for reasons of career or curiosity, we commonly but wrongly tackle it with the sense of doing something difficult and unnatural. We turn to grammar books and compact discs expecting a fight. We are going to 'struggle' with the language. We will 'master' it, unless it defeats us. And with that sort of attitude, it probably will.

All other things being equal, the best learner will be the person who is the most relaxed in conversation, and the most self-confident.

IELTS Reading test practice

Matching sentence endings

This task tests your understanding of key ideas within a passage. You have to read the beginning of a sentence and then decide how it should be completed by choosing the correct ending from a list in a box. The finished sentence will form a paraphrase of an idea in the passage.

How to approach the task

- Use key words in the questions (part sentences) to locate the idea in the passage.
- Read the idea in the passage very carefully.
- Select the correct sentence ending.

4 ⌚ Take eight minutes to answer questions 1–5.

Complete each sentence with the correct ending, A–H, below.

- 1 For adult language learners, an informal setting is better than
- 2 It is obviously the case that children learn language as a result of
- 3 Adults who have a natural talent for new languages are generally
- 4 Confident people learn languages fast because they are not afraid of
- 5 Middle-aged language learners are often unaware that they are

- A taking a negative approach.
- B demonstrating an unusual ability.
- C worrying about the views of others.
- D being in a classroom situation.

- E losing all sense of identity.
- F producing errors in front of others.
- G moving to another country.
- H living with other speakers of the language.

Test tip

The questions (or part sentences) come in passage order. There are some extra options in the box that you do not need to use.

Analysing the passage

You have already learned how to overview a passage and look at paragraph and text structure (see Reading Units 1–3). It is also important to try to understand exactly what view is being put forward.

5 Read this passage and then answer the questions.

- a What type of reader would be most interested in this passage? Where might you find it?
- b Does the passage present facts, views or a mix of the two?

Books, Films and Plays

- The novelist's medium is the written word, one might almost say the printed word; the novel as we know it was
- a born with the invention of printing. Typically the novel is consumed by a silent, solitary reader, who may be anywhere at the time. The paperback novel is still the cheapest, most portable and adaptable form of narrative entertainment. It is limited to a single channel of information – writing. But within that restriction it is the most versatile of narrative forms. The narrative can go, effortlessly, anywhere: into space, people's heads, palaces, prisons and pyramids, without any consideration of cost or practical feasibility.
 - b In determining the shape and content of his narrative, the writer of prose fiction is constrained by nothing except purely artistic criteria.

This does not necessarily make the task any easier than that of the writer of plays and screenplays, who must always be conscious of practical constraints such as budgets, performance time, casting requirements, and so on. The very infinity of choice enjoyed by the novelist is a source of anxiety and difficulty. But the novelist does retain absolute control over his text until it is published and received by the audience. He may be advised by his editor to revise his text, but if the writer refused to meet this condition no one would be surprised. It is not unknown for a well-established novelist to deliver his or her manuscript and expect the publisher to print it exactly as written.

- c However, not even the most well-established playwright or screenplay writer would submit a script and expect it to be performed without any rewriting. This is because plays and motion pictures are collaborative forms of narrative, using more than one channel of communication.

The production of a stage play involves, as well as the words of the author, the physical presence of the actors, their voices and gestures as orchestrated by the director, spectacle in the form of lighting and 'the set', and possibly music. In film, the element of spectacle is more prominent in the sequence of visual images, heightened by various devices of perspective and focus. In film too, music tends to be more pervasive and potent than in straight drama. So, although the script is the essential basis of both stage play and film, it is a basis for subsequent revision negotiated between the writer and the other creative people involved;

- d in the case of the screenplay, the writer may have little or no control over the final form of his work. Contracts for the production of plays protect the rights of authors in this respect. They are given 'approval' of the choice of director and actors and have the right to attend rehearsals. Often a good deal of rewriting takes place in the rehearsal period and sometimes there is an opportunity for more rewriting during previews before the official opening night.

In film or television work, on the other hand, the screenplay writer has no contractual right to this degree of consultation. Practice in this respect varies very much from one production company to another, and according to the nature of the project and the individuals involved. In short, while the script is going through its various drafts, the writer is in the driver's seat, albeit receiving advice and criticism from the producer and the director. But once the production is under way, artistic control over the project tends to pass to the director. This is a fact overlooked by most journalistic critics of television drama, who tend (unlike film critics) to give all the credit or blame for success or failure of a production to the writer and actors, ignoring the contribution, for good or ill, of the director.

6

Which of these subheadings would be most appropriate?

- A Why does the future look good for writers of books, plays and films?
- B What do audiences want from these three forms of entertainment?
- C How do these forms of media compare for those involved in producing them?

- 7 Work with a partner. Together, read the five underlined sentences, **a–e**, in the passage and then discuss the questions.

- 1 Do you agree with the view in sentence **a**?
- 2 Is the claim made in sentence **b** well supported by the writer?
- 3 What reason does the writer give for making the claim in sentence **c**?
- 4 What does *in this respect* refer to in **d**? What is the key issue in this section?
- 5 Is the final claim in **e** true in your country?

IELTS Reading test practice

YES / NO / NOT GIVEN

As in **TRUE / FALSE / NOT GIVEN**, it is important to understand the difference between a **NO** answer and a **NOT GIVEN** answer. Remember that if you write **NO** as your answer, you are saying that the view or claim contradicts (is the opposite of) the information given in the passage. This is quite different from a **NOT GIVEN** answer, which says that you can find nothing in the passage about this view.

How to approach the task

- Read each statement carefully, noting the key words and phrases and think carefully about what they mean.
- Skim through the article to see whether you can find the key words in the first statement, or a paraphrase of them.
- Read around this part of the passage and decide whether there is a similar idea to the one in the question.
- If there is nothing similar, take some time to decide whether the answer is **NO** or **NOT GIVEN**.
- Look at the first question. The key words are *novelists*, *fewer restrictions* and *other artists*. The statement is a paraphrase of the last sentence in the first paragraph and part of the first sentence in the next paragraph.

- 8 ⌚ Take nine minutes to answer questions 1–8.

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

Write

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

- 1 Novelists have fewer restrictions on their work than other artists.
- 2 Novelists must agree to the demands of their editors.
- 3 Playwrights envy the simplicity of the novelist's work.
- 4 Music is a more significant element of theatre than cinema.
- 5 Experience in the theatre improves the work of screenplay writers.
- 6 Playwrights are frequently involved in revising their work.
- 7 Screenplay writers usually have the final say in how a TV drama will turn out.
- 8 TV critics often blame the wrong people for the failure of a programme.

Test tip

The questions are in passage order.

- There is a summary of IELTS Reading strategies on page 90.

Reading

8 General Training Reading Section 1

- What are the texts like in **Section 1**?

- What sort of questions will I get?

In **Section 1**, you will be tested on your ability to find or identify factual information. Texts in **Section 1** of the General Training (GT) Reading module are short and may take a variety of formats. The GT Reading module presents a series of graded texts and accompanying questions that test a variety of reading skills.

The questions are similar to those used in the Academic module and **Section 3** of the GT module is the same as an Academic Reading passage. However, the texts in GT **Sections 1** and **2** are very different from those in the Academic module.

Using titles and subheadings

Nearly all publicity and advertising material you read will have a title or a heading.

-  Work with a partner. First, take one minute to read the titles and headings for the advertisements **A** and **B**. Then close your book and discuss what type of information each advertisement gives you.

A

THE CHOCOLATE MUSEUM

The story of chocolate through the ages



- Experience chocolate-making from cocoa bean to chocolate bar
- Enjoy the smell, taste and texture of freshly made chocolate

OPENING HOURS

Tues–Fri	10am to 6pm
Sat & Sun + public holidays	11am to 7pm

Closed on Mondays, Christmas Day and during Carnival week.

ENTRANCE FEES

Adults	€6.00
Concessions	€3.00
Groups (of 15 people or more)	€5.50

MORE THAN A MUSEUM!

The Panorama Restaurant can cater for all your corporate events: business lunches, anniversaries, weddings and parties. Groups of 30–300 people welcome.

B



WELCOME TO AUCKLAND MUSEUM

"Nau mai haere mai"

Auckland Museum has a constantly changing feast of fresh events and new exhibitions reflecting the culture of New Zealand. This year is no exception. Click here to find out [more >>](#)

Latest news

Be inspired by *The da Vinci Machines* exhibition and design and build your own original flying machine. The best entry will win the budding inventor a helicopter ride over Auckland for a family of four!

Avoid the traffic, enjoy hassle-free parking and view the exhibits in peace and quiet on Wednesday evenings! Open till 7.30pm

From 28 November until 4 March there will be no public access to the Reading Room. Click here to find out [more >>](#)

Museum opening hours

10am–5pm daily (except Christmas Day)

IELTS Reading test practice

Short-answer questions

Short-answer questions often begin with *wh-* words because they are designed to test whether you can find concrete facts, such as names, times or places. You should read the questions carefully before you start so that you know what you are looking for. Also check how many words you can use in your answers.

- 2 ⌚ Take three minutes to read through questions 1–6 below. First, underline the key word(s) in each question that tell you what you need to find. Note the type of words you need, e.g. *a number, a noun*, etc. Then answer questions 1–6 for advertisements A and B.

Test tip
You must copy words correctly as accurate spelling is essential.

Answer the questions below.

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

- 1 When is the Chocolate Museum closed for more than a day?
- 2 What process is on show at the Chocolate Museum?
- 3 How many people do you need to get the group concession?
- 4 What is the prize for designing the best machine?
- 5 When is the best time to visit Auckland Museum?

Type of words
1 a time/date

2

3

4

5

6

IELTS Reading test practice

Multiple choice

Multiple choice questions can test a range of reading skills. They require detailed reading.

- 3 Read the text below and answer the multiple choice question. Before you check your answer in the key, answer the questions a–d below.
- a What does the question ask you to do?
 - b In what way are the options A, B, C and D similar?
 - c Which words in the text help you to find the answer?
 - d Why are the three other options close but not correct?

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

This is a client ID card issued by

- A a travel agency.
- B a telephone company.
- C an insurance company.
- D a medical centre.

SAFE AND SOUND TRAVEL COVER

- Worldwide Service
- We accept all reverse charge calls
- Emergency Assistance overseas (e.g. lost luggage, medical expenses)
- 24 hours, 7 days a week
- Phone 61 2 8907 5958

YOUR ACE Assistance Card

ACE Assistance
John R. Smith
Card no. 291 201 202

IELTS Reading test practice

TRUE / FALSE / NOT GIVEN

This type of task tests your ability to scan for specific information as well as identify main ideas. The question will look like this, followed by a number of statements.

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

Always read the statements carefully so that you understand the difference between a **FALSE** answer and a **NOT GIVEN** answer. If you choose **FALSE** as your answer, you are saying that the information expressed in the statement is the opposite of that presented in the text. If you choose **NOT GIVEN** as your answer, you are saying that this information is not covered in the text.

- 4 ⌚ Read the text below, then take seven minutes to decide whether the information in sentences 1–6 is **TRUE**, **FALSE** or **NOT GIVEN**.

Visit the island state of *TASMANIA*

Getting there

Tasmania is well serviced by air, but the cost of flights varies enormously, so make sure you shop around for the best price. The over-sea route to Tasmania is covered by two fast ships from Melbourne. These vessels offer an overnight service in both directions, seven days a week, all year round, with additional daytime services in the high season (December–January). Ships also sail from Sydney and ticket prices vary seasonally. The ferry takes cars and motorbikes.



Getting around

Coach services link all the main towns, as well as bus tours geared for independent travellers, though services can be limited in the low season, so check with the bus company. Cycling is a good option for people with strong legs, and several excellent tours cater for cyclists throughout the island. Car rental is sometimes the best choice to go further and at your own pace. For general info on getting around Tasmania, contact Tourism Tasmania (03) 6230 8235.

- 1 It is a good idea to investigate the airfares carefully.
- 2 There is a reduced ferry service from Melbourne in December.
- 3 The price of travelling by boat from Sydney is the same throughout the year.
- 4 There is a charge for transporting vehicles.
- 5 The buses may run less frequently when there are fewer visitors.
- 6 Renting a car is recommended for longer trips.

- 5 Now check your answers by looking for words in the text that have a similar meaning or the opposite meaning to the underlined words in each question. Remember that if there are no words in the text with either a similar or an opposite meaning, the answer will be **NOT GIVEN**.

IELTS Reading test practice

Sentence completion

This task focuses on specific information. However, you also need to pay attention to the grammar of the sentence and make sure it is correct when your answer is added. In this type of task, you must complete the sentences with words taken directly from the texts.

- 6 Quickly skim the texts to get an idea of the topics.

5 very different things to do this weekend

Chinese New Year

Ring in the Year of the Dog this weekend as the local Chinese community kicks off Chinese New Year. Belmore Park is the venue for a kids' fair (music, acrobats, a show of Chinese dog breeds) and a market with Asian cuisine. Runs over the two days, 11am to 6pm, with more activities scheduled for later in the week in China Town.



Nigel Kennedy

The UK violinist who meshes a rock star persona with violin virtuosity brings his magnificent repertoire of Vivaldi's music to town tonight (8pm) and Monday night (7pm).



For bookings ring 02 8215 4699 or reserve your seats online and save the telephone booking fee. Tickets also available at the door. Opera House Concert Hall.

Opera in the park

Last but not least in the season of outdoor concerts is this stunning production of *Madame Butterfly*, with Russian soprano Elena Prokina. Performance starts 8pm.

Admission: Free

Skateboard lessons

Use the last weekend of the school holidays to improve your board skills: four sessions, today and tomorrow, from 10am to 6pm. \$30 a lesson. Helmets & knee pads recommended.

Moore Park Skate School.

Booking essential 1800 509 956.

Feathered images

These paintings and sculptures emerged from Trevor Walker's time spent at the Natural History Museum of France, whose collection includes some 80,000 specimens of birds.

Daily 8.30am to 5pm. Free.

Eden Gardens, Lane Cove Road, North Ryde.

Adapted from *Sydney Morning Herald 'Good Weekend'*

- 7 Read questions 1–6 below and decide what type of information is missing, e.g. a place, a type of performance.
- 8 ⌚ Take eight minutes to complete the sentences below with words taken from these advertisements.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- The opening celebrations for Chinese New Year are being held at
- The children's fair lasts for
- Tickets for Nigel Kennedy cost less if you buy them
- Today's performance of *Madame Butterfly* is the last in the series of
- You cannot turn up for the skateboarding lessons without a
- Trevor Walker was influenced by the different types of in the French Natural History Museum.

- 9 Check your answers in class. Did you copy words correctly and are the completed sentences grammatically correct?

Reading

9

General Training Reading Section 2

- What are the texts like in General Training Reading **Section 2**?
- How many words are there in **Section 2**?

Section 2 of the General Training Reading module also tests your ability to find factual information.

The texts will total approximately 750 words.

- 1 Skim through the advertisements on page 79 (more practice on skimming and scanning is in Reading Unit 2, page 43). What are all the advertisements for? How many of the places are expensive?
- 2 Read the question below and features **1–5** which follow. Underline the key words in the features to help you find the information in the texts, **A–H**.

Which residence has the following features? Words in text with same meaning

- 1 views of the countryside
- 2 immediate bookings
- 3 help in finding a room-mate
- 4 a set of standards for behaviour
- 5 young management

bedrooms look out on the surrounding
farmland (E)

IELTS Reading test practice

Matching

How to approach the task

- Read questions **1–5** below and underline any key words.
- Read the first advertisement and skim the questions to see if any of them matches. The questions are not in the same order as the advertisements.
- 3  Take ten minutes to answer questions **1–7**.

Answer questions **1–7** by writing the correct letter, **A–H**.

NB You may use any letter more than once.

For which accommodation are the following statements true?

- 1 It offers a double room and full board at a reasonable price.
- 2 Long-term accommodation is available, with on-the-spot sports facilities.
- 3 It provides inexpensive accommodation for people with a family.
- 4 It offers low-budget, furnished accommodation to share with a friend.
- 5 You can get a room close to the university with clean linen provided weekly.
- 6 You must be prepared to help keep the place clean.
- 7 The management expects residents to obey the house rules.

Student Accommodation Guide

For students new to the city, here is a range of places you could stay.

A Banbury House ★★

Enjoy mixing with other students in luxury accommodation 30 minutes from the station and close to all main bus routes. Single and double rooms. Students provide own food but all cleaning services offered. Please bring your own linen.

B Home from Home ★★

Single or double rooms for students. Fully air-conditioned with all amenities including sheets and laundry service. Only a few minutes on foot to the city centre and close to colleges. All services and meals included. The management do not provide room-mates for individuals seeking double occupancy.

C Three Seasons ★

We can provide all types of accommodation for all types of single student. Rooms are fully furnished with linen and have reasonable rates. Full board possible. 55 minutes from main universities and city by bus. Please observe code of conduct.

D Downtown Digs ★

Do you worry that you won't have enough money to see the term out? Don't waste it on expensive housing. This is a hostel for students run by students. No references and no rules. Shared bathroom, dormitory accommodation. Must provide own linen. All cleaning operates on a rota system. Singles only.

E Sturtin Hostel ★★★

Set in beautiful rural surroundings, all bedrooms look out on the surrounding farmland. Relax after a long day by swimming in the pool or using the exercise gym located on the premises. Quiet study area available. No children. Rent reductions for stays of over 6 months.

F Star Lodgings ★

This is a hotel but it offers apartment style housing so that you can retain some independence. Single or double rooms available with separate bathroom. All unfurnished. Children welcome.

G First Stop ★

Ideal for new students, we provide fully equipped double rooms. If you wish, we can offer assistance in finding a suitable person to share a room with. All washing and cleaning services offered at extra charge. Large canteen and three bathrooms on each floor. Sports centre next door. Short stay only.

H Highdown House ★★

Bed and breakfast hotel offers student accommodation for limited period only. Vacancies for on-the-spot reservations usually available. Own bathroom and laundry facilities but no cooking on premises. Sports room and small pool.

Key

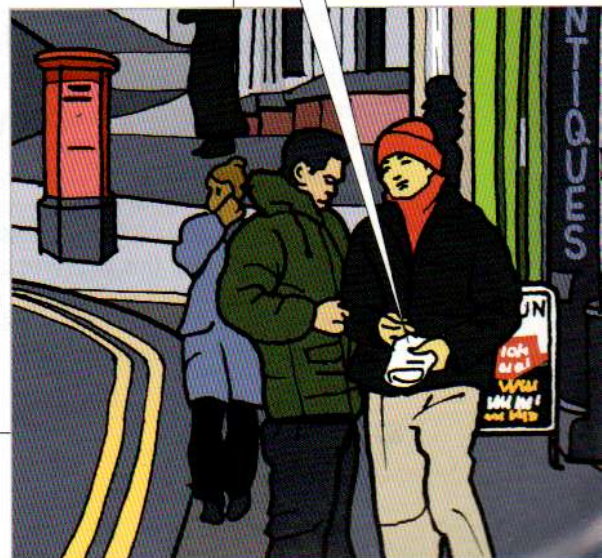
★ cheap

★★ reasonable

★★★ expensive

Test tip

When you skim through a text or a number of short texts like this for the first time, it is a good idea to make use of any pictures or keys, and of all headings, titles, etc. to help you get an overview of the content and topic.



IELTS Reading test practice

Choosing headings for paragraphs

A heading captures the *main idea* of a paragraph. Use your global reading skills to do these tasks first. Refer back to Reading Unit 4 page 56 for advice on this skill.

- 4 Read *Course IT 062 2200* and then answer the questions below.

Course IT 062 2200

Overcome your fear of computers and step into the world of IT. At the end of two days you will be able to differentiate between the various types of computers, identify the hardware components of a computer, move and resize windows, create a document using commercial software and work with a mouse. You will also learn how to use basic email.

- a Which of these three headings covers the main idea of the paragraph?

- i Identifying types of computers
- ii Computing skills for beginners
- iii Learning about software

- b Why are the other two options wrong (i.e. not suitable as headings)?

- 5 Now read this paragraph and then answer the questions below.

Courses are suitable for everyone aged 16 or over. You don't need any special qualifications to enrol, unless mentioned in the course outline. Please choose your course carefully as we cannot refund your course fee unless we cancel the course. If you wish to transfer or withdraw, you must advise us in writing at least two weeks before the course start date. You will receive a credit note to the full value of the course.

- a Which of these three headings covers the main idea of the paragraph?

- i How to withdraw from a course
- ii Qualifications required
- iii Enrolment conditions

- b Why are the other two options wrong (i.e. not suitable as headings)?

- 6  Answer questions 1–5 on page 81 for the *Everybody loves fish* passage. Follow the guidelines below to help you.

How to approach the task

- Skim through the passage once to get a general idea of the topic.
- Read it a second time and underline any key words or ideas in Paragraph A.
- Discuss why vi is the correct heading for this paragraph and all the others are wrong.
- Go on to Paragraph B. Discuss the key ideas and then select the best heading for this paragraph.
- Take ten minutes to do the rest of the exercise (questions 2–5) on your own.

List of Headings

- | | |
|---------------------------------|------------------------------------|
| i Trying it yourself | vi Rationale for a seafood school |
| ii Buying the right ingredients | vii Picking the fish for your dish |
| iii Mixing your seafood | viii How to enrol |
| iv Watching the experts at work | ix A range of levels |
| v A changing student base | |

Test tip

There is always at least one heading that you don't need to use.

The reading passage has six paragraphs, A–F.

Choose the correct heading for each paragraph from the list of headings above.

Example Paragraph A Answer vi

- | | | |
|---------------------|---------------------|---------------------|
| 1 Paragraph B | 3 Paragraph D | 5 Paragraph F |
| 2 Paragraph C | 4 Paragraph E | |

Everybody loves fish but do they love cooking it or know how to, for that matter?



A The Seafood School, located at the fish market, first opened its doors in 1989 to provide advice to consumers on how to prepare a wide variety of seafood dishes at home. The School is now widely regarded as one of the country's leading cooking schools with over 10,000 students a year attending classes.

B The classes were initially aimed at the local residents who regularly shopped at the fish market, but more recently the school has found a market in teaching visitors from other states, as well as from overseas.

C While fish dishes are still the main focus of most classes, recipes involving mussels, octopus, crabs and lobster are also very popular. Asian flavours are in high demand and one very popular class begins with a shopping expedition to Chinatown to find out where to purchase the best herbs and spices for each individual recipe.

D All classes commence with a demonstration of how the dishes are prepared. As anyone who

has ever observed a good chef knows, it may look easy in their skilled hands but prove much more difficult at home.

E This is where the Seafood School is unique. After the demonstration, students roll up their sleeves, put on an apron and, in groups of five, recreate the dishes they have just seen being prepared. Under the watchful eye of the demonstrator and assistants, each student helps to create a meal to be proud of, and then they all sit down to sample their seafood feast.

F The Seafood School conducts a wide range of classes for all degrees of competency, from a four-session course in seafood basics to the more complex weekend workshops with some of the nation's leading chefs taking the classes. A vast array of cuisines and cooking styles is covered, including the School's most popular class, 'Seafood BBQ', which is scheduled up to four times a month to keep up with demand!

For a program of classes [Click here >>](#)

- 7 Underline the words in each paragraph that helped you to find the right answer to questions 1–5.

IELTS Reading test practice

Choosing from a list

In this type of task you choose the correct answers from a list of options. Note how many questions there are as this will tell you how many marks each one is worth.

8 Look at the text below and answer these questions.

- a What is the text about?
- b Who was it written for?

9  Take five minutes to answer questions 1 and 2.

Test tip

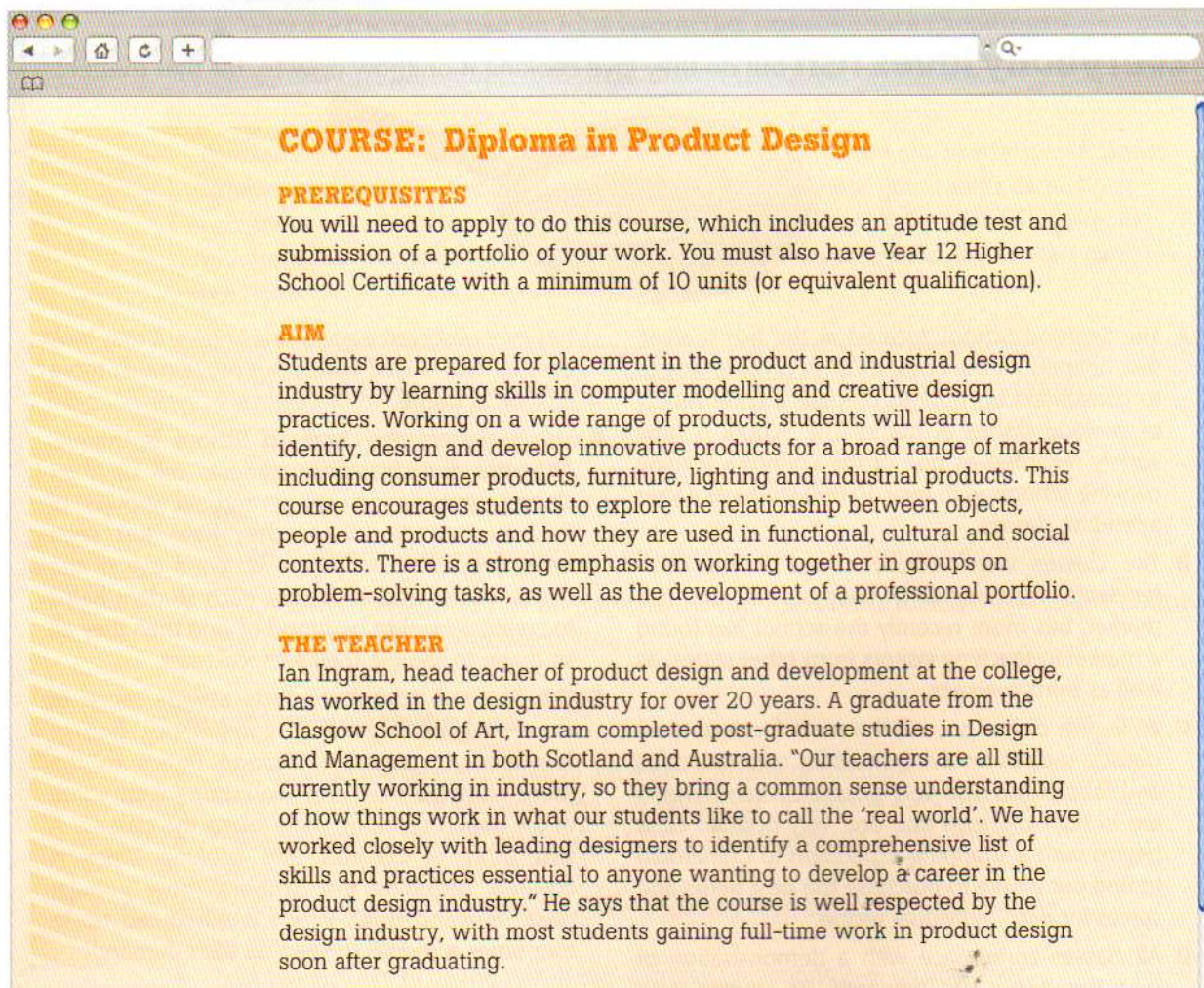
These two questions are worth one mark each.

Questions 1 and 2

Choose **TWO** letters A–F.

Which **TWO** things will students learn how to do on the course?

- | | |
|------------------------------------|---|
| A to give presentations | D to handle themselves in social situations |
| B to create new ideas | E to work as a team |
| C to sell a wide range of products | F to run a small business |



COURSE: Diploma in Product Design

PREREQUISITES
You will need to apply to do this course, which includes an aptitude test and submission of a portfolio of your work. You must also have Year 12 Higher School Certificate with a minimum of 10 units (or equivalent qualification).

AIM
Students are prepared for placement in the product and industrial design industry by learning skills in computer modelling and creative design practices. Working on a wide range of products, students will learn to identify, design and develop innovative products for a broad range of markets including consumer products, furniture, lighting and industrial products. This course encourages students to explore the relationship between objects, people and products and how they are used in functional, cultural and social contexts. There is a strong emphasis on working together in groups on problem-solving tasks, as well as the development of a professional portfolio.

THE TEACHER
Ian Ingram, head teacher of product design and development at the college, has worked in the design industry for over 20 years. A graduate from the Glasgow School of Art, Ingram completed post-graduate studies in Design and Management in both Scotland and Australia. "Our teachers are all still currently working in industry, so they bring a common sense understanding of how things work in what our students like to call the 'real world'. We have worked closely with leading designers to identify a comprehensive list of skills and practices essential to anyone wanting to develop a career in the product design industry." He says that the course is well respected by the design industry, with most students gaining full-time work in product design soon after graduating.

IELTS Reading test practice

Summary completion

In the summary completion task, you must choose words from the text to fill the gaps in a summary of what you have read. Reading Unit 5, page 61, has more information on this task type.

- 10 ⌚ Take five minutes to answer questions 3–6.

Questions 3–6

Complete the summary below.

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

The head of product design and development has more than 3 of experience in the field. The 4 are all employed in industry, which keeps them in touch with the 5 The course is well regarded and prospects are good for positions in the area of 6 for the majority of graduates.

Dealing with unfamiliar words

IELTS texts may contain unfamiliar words, but these should not stop you from being able to understand the text as a whole. Use your knowledge of the subject and the position of the words in the sentence to work out their meaning.

- 11 Look at the text below and answer the questions.

- a What do you notice about the heading?
- b What is the text about?
- c Where would you expect to read it?

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What is Podcasting?

Podcasting is the distribution of audio or video files, such as radio programs or music videos, over the Internet, for listening on a mobile device and personal computers. The term **podcast**, like 'radio', can mean both the content and the method of delivery. Podcasters' websites may also offer direct download of their files, but the way the new content is delivered is what distinguishes a podcast from a simple download. Usually, the podcast features one type of 'show' with new episodes at planned intervals, such as daily or weekly.

Subscribing to podcasts allows a user to collect programs from a variety of sources for listening or viewing either online or off-line through a portable device, whenever and wherever it is convenient. By contrast, traditional broadcasting provides only one source at a time, which is specified by the broadcasters. While podcasts are gaining ground on personal sites and 'blogs', they are not yet quite so widespread.

Adapted from Wikipedia, the free encyclopedia

- 12 Work with a partner. Together, make a list of any unfamiliar words in the text and then try to work out their meaning.

Reading

10

General Training Reading Section 3

- What are the texts like in **Section 3**?
- What is the general theme of the **Section 3** texts?
- How many words are there in GT Reading **Section 3**?

You will have to read one long text in General Training (GT) Reading **Section 3**, so you need to leave at least 20 minutes for this. The text will be divided into a number of paragraphs, each with a main idea. There will also be a title to introduce the topic of the text.

There is no general theme but the text will be descriptive or discursive and on a topic of general interest across a wide range of subjects.

The text will be a maximum of 1,000 words long.

IELTS Reading test practice

Mixed task types

- 1 Skim through the text below and then answer the questions.
 - a What is the passage about?
 - b The text can be divided into three parts. Where does the text divide?
 - c What does each part deal with and how does this relate to questions 1–7 on the following page?

COWS THAT MILK THEMSELVES

Australian agricultural authorities have announced they are to trial a new milking system they believe could revolutionise life for the average dairy farmer. Relying on computer technology, the system allows cows to milk themselves without any human input.

The first automatic systems for milking cows emerged in Europe in the 1990s. The system has taken off in countries such as the Netherlands and Britain and two automated milking machines will be put through their paces in Australia next year.

Most systems rely on cattle walking into specially designed milking booths on their way between feedlots. A microchip implant in each beast identifies it to a computer system. Farmers can later find out which cow is producing the most milk and which animal has been milked.

Once in the milking booth, a robotic arm is used to wash and sterilise the cow's udder before milking begins. While milking is under way, classical music plays to soothe the cows. If they want a rub-down they can nudge a switch above their food with their noses to activate a series of brushes and rollers. A fan can be used to blow away flies and if a cow develops a problem during milking, its owner can be notified by a text message.

There are about 9000 dairy farms in Australia that produce about 10 billion litres of milk per year. European cattle are kept in feedlots and food is used to encourage them into the machines. In Australia, however, cattle are more likely to graze in open pastures, providing fewer opportunities to funnel them into the milking machines. A spokesman for the scheme, Sean Kenny, said that the trials would try to find ways to make the machines suitable for Australian dairy farms, which tend to be larger than their European counterparts.

2 Take seven minutes to answer questions 1–7.

Complete the notes below.

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

New milking system:

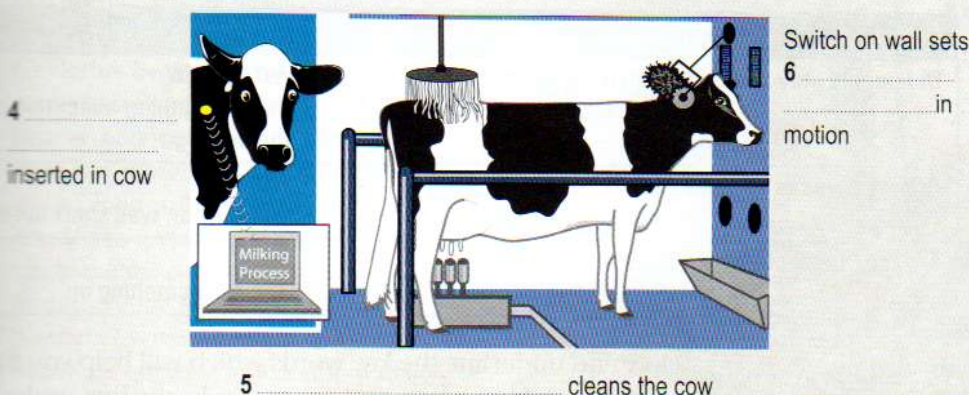
dependent on 1

no need for 2

widely used in 3 and

Label the diagram below.

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



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

- 7 What is the topic of the last paragraph?
- A The size of the dairy industry in Australia
 - B Dairy farming methods in Europe
 - C The results of the trial milking system
 - D Meeting the challenge of Australian conditions

Test tip

You label the diagram with words taken from the text. They may not be in the same order as they appear in the text and you must write the exact words, so make sure you copy the spelling carefully.

- Writers often use synonyms within a text to add variety and avoid repetition. Being able to recognise this technique can help you follow the meaning of the text.

Vocabulary builder

3 Read through the text *Cows that milk themselves again*.

- a What three words does the writer use to avoid repeating *cow*?
- b Find a verb in the text which has a similar meaning to these definitions. The verb may be in a different form.

1 make a huge difference to

2 first appeared

3 become popular

4 recognise

5 disinfect / make very clean

6 have a calming effect

7 tell someone about something

8 give confidence to someone or something

9 eat grass in an open field

10 test something out

IELTS Reading test practice

YES / NO / NOT GIVEN

In this task, you must take some time to make sure you understand the difference between a **NO** answer and a **NOT GIVEN** answer. If you write **NO** as your answer, you are saying that the statement contradicts (is the opposite of) the writer's claim. This is quite different from a **NOT GIVEN** answer, which says that you can find nothing in the passage on what the writer thinks about this.

- 4 ⌚ Take three or four minutes to skim through the text opposite and then write a sentence saying what it is about.
- 5 Read the title and subheading of the text again and then look carefully at the answers to these three **YES**, **NO**, **NOT GIVEN** questions.

Question	Answer
Did people stay in the Russian ice palaces?	NOT GIVEN there is nothing about this in the passage
Are ice palaces still popular?	NO 'the fashion was short-lived'
Are ice hotels becoming popular now?	YES 'they are catching on'

- 6 Read statements 1–7 below and underline the key words which will help you find the right part of the passage for each question. In 1 for example, the first underlined words in the statement match *first ice hotel* in the first paragraph of the passage.
- 7 ⌚ Take ten minutes to read the right part of the passage carefully to decide whether the answer to each statement is **YES**, **NO** or **NOT GIVEN**. In 1 for example, the passage states that the first hotels were used *to house an exhibition of paintings and sculptures*. This matches *to display artworks* in the statement, so the answer to 1 is **YES**.

Test tip

Make sure you identify where the ideas or concepts in the statements are located.

Do the following statements agree with claims of the writer of the passage?
Write

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

- The original ice hotel was built to display artworks.
- Most people who visit the hotel spend the night there.
- From the inside, the walls have a fragile appearance.
- The ice sculptures are difficult to carve.
- The walls are built around moveable frames.
- The river adjacent to the hotel is unpolluted.
- The fibre-optic cables have to be specially produced.

ICE HOTELS

For more than two centuries, ice palaces were popular in Russia and then later in North America but the fashion was short-lived. Now ice hotels are catching on. Gabrielle Walker reports from Sweden on this unusual but fast-growing tourist destination.

Every winter, for the past two decades, the Swedish village of Jukkasjärvi, 200 kilometres north of the Arctic Circle, has been the site of a hotel made entirely of snow and ice. The first ice hotel was built in 1989 to house an exhibition of paintings and sculptures. A few hardy souls decided to spend the night inside the ice construction, and from there the idea took off. Now there are more than 6,000 overnight guests in a season, and many more day visitors. Some come to get married in the ice chapel. Others come for the dare, or out of pure curiosity to witness the closest living relative of the old ice palaces.

So how do you build a 37-room hotel to last 5 months from such an unpromising raw material? The first rule of snow building is that there are no vertical walls. Instead, the hotel is made up of interconnecting arched hallways, the arches not quite semicircular. The white, sloping walls of the entrance hall are reassuringly solid, and the ceiling is propped up by cylindrical columns of ice, some flecked with bubbles, some perfectly clear. The first impression is one of dazzling whiteness. Round the corner stretches a long hallway, with ice sculptures set into alcoves along the walls. The arches are made from a combination of snow and ice which the designers call *snice*. They start in November at the beginning of winter, using snow-making machines. First they line up a row of metal frames and coat them with a mix of snow and water. In temperatures that can drop to -30°C or less, the *snice* takes only a couple of days to become rock solid. The frames can then be slid out and moved on to make the next part of the hotel. The ice for the columns – and for the windows and sculptures for which the hotel is famous – comes from the Torne river, which runs alongside the hotel. Because there are no hydroelectric plants or factories nearby to pollute the water, the ice it produces is as clear as glass.

One major challenge is to produce light without heat, which melts the ice, so the chandelier in the bar is lit from a projector on the roof, which feeds into a bundle of fibre-optic cables. Below the sculptures are low wattage lamps and the bar has a gentle neon strip light. The owner, Arne Bergh, explains that they avoid too many colours as it makes the ice look like candy: "We want it to look like ice." To power the lighting, the hotel walls contain many kilometres of cables, frozen into the ice. Bergh adds, "It's quite a job installing electricity into a living building of ice and water."



- 8 ⌚ Take 12 minutes to read the text below and answer questions 1–8 which follow.

Art in Everyday Life

- A** Art is everywhere in our lives. Every man-made object is linked with art – a house, a motor car, a bridge, a chair, a teapot, a screw or a piece of cloth. Throughout history, humans have made articles for a wide variety of purposes; generally for everyday utilitarian requirements. The style of utilitarian objects reflects the outlook and the spirit of the times in which they are made and in consequence style is constantly changing.
- B** It seems that humans possess a natural urge to enhance constructed objects with elaborate decoration: sometimes for beautification, sometimes with religious motives, sometimes to show off their wealth and power, and sometimes to tell a story. Decoration is not art in itself. Unnecessary decoration can ruin the form and perhaps the function of an object, but when decoration is used with care and discretion, it can beautify, produce variety, and add interest.
- C** The first essential in every creation is that it should properly fulfil its purpose; for instance, a teapot should pour perfectly, an easy chair should provide comfortable relaxation, a block of flats should be a pleasant place in which to live, and a factory or commercial building should be a suitable building in which to work.
- D** The second essential is that an object should please the eye with its form, line, proportion, colour and texture, and it should be capable of stirring the emotions. Louis Sullivan (1856–1924, American architect) coined the apt phrase 'form follows function'. In other words, it is more important for things to be functional than decorative. For example, contemporary furniture designers must think of form, function and structure, and for the last half century have taken their lead from the outstanding Scandinavian designs of Denmark, Finland and Sweden, whose preference was for simple functional furniture to suit the architectural environment of the day. Heavy ponderous furniture is no longer desirable, and by contrast, modern furniture is often characterised by its good proportion, pleasing lines, simple fittings and attractive fabrics.
- E** Pottery is an example of form and function coming together. Pottery is the art of fashioning an object in clay, firing it in a kiln to harden the material and then glazing the object to produce a waterproof coating. As well as fulfilling its function, the object should exhibit a pleasing form. A teacup needs to be easy to drink from, the handle should provide a comfortable safe grip and the shape should prevent the loss of heat from the liquid. When hand-made pottery does not perform a strict utilitarian function, but is produced purely as a work of art, it should stir the emotions with its inherent beauty. The merging of the Eastern and Western traditions shows in the work of the English potter Bernard Leach, who worked as a potter in Japan for several years and always considered 'the mood, or nature of a pot to be of first importance'. Ancient pieces of pottery excavated from archaeological sites indicate that the desire to produce pots which were both functional and beautiful at the same time is by no means a new concept.



- F** Motor vehicles are a perfect example of how design has changed to suit function. Early car design was greatly influenced by the horse-drawn carriage, but today we find functional design fulfilling every requirement of utility and good appearance. Designs in the 1980s and 1990s incorporated streamlining to reduce wind resistance in fast-moving vehicles, and, at the same time, satisfy an important art principle – rhythm. But the cars of today, often half the size of their predecessors, have taken the concept of industrial design way beyond simple strength, comfort and beauty. They now incorporate a raft of safety and ecological features, reflecting the need to be environmentally friendly through, for example, reduced fuel consumption, while at the same time satisfying the need to be stylish, modish and appealing to the eye. For many people, the 21st-century car represents the ultimate work of art.



Questions 1–5

Which paragraph contains the following information?

NB You may use any letter more than once.

- 1 an expert's expression that is considered appropriate for all art objects
- 2 the process required to make a certain type of object
- 3 the main reason why people have always produced objects
- 4 reference to an artist who combines different artistic styles
- 5 mention of the fact that a particular object is smaller than it used to be

Questions 6–8

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

- 6 What point does the writer make about decorating objects?
 - A** It is something people have always done.
 - B** It always improves the appearance of an object.
 - C** It is usually done to make the object more noticeable.
 - D** It can indicate that the object has a range of functions.
- 7 Which of the following is a characteristic of contemporary furniture?
 - A** It is strong and lasts well.
 - B** It combines several important features.
 - C** More of it is made in Scandinavia than elsewhere.
 - D** Much of it is designed these days for individual homes.
- 8 The writer refers to the motor car because
 - A** it is an art form which raises concern about the environment.
 - B** it shows how far humans have progressed.
 - C** it has a longer history than many other art objects.
 - D** it has been appropriately altered according to need.

Summary of IELTS Reading strategies

Approach		Reason
Spend 20 minutes on each passage and its questions. This should include the time you need to write the answers on the answer sheet.		Treat each passage as a separate test. In 20 minutes you should be able to cover all the questions that you find straightforward.
The passages	Start with the first passage.	The first passage may not be the easiest for you but you need to do them all, so get going!
	Read the title and subheading and consider what you expect the passage to be about.	You need to 'get into' each passage, so predicting the text type, content and structure will help you do this. If there is no title or subheading, use the opening paragraph to find the topic.
	Think about what you know on the topic.	Your own knowledge of the topic will help you follow the passage and understand the questions better. However, always check carefully that your answers to the questions come from the passage and not your own ideas.
	Read the passage quickly before you start the questions.	As you do this, you can underline the key ideas in each paragraph. This will give you an overview of the content.
The questions	Start with the first set of questions.	The questions have been arranged in a logical order, i.e. the first set of questions usually focuses on the first part of the passage or on the main ideas in the passage.
	Read the instructions very carefully.	It is silly to lose marks because you didn't check the instructions; for example, gapfill questions can have a limit of one, two or three words.
	Use the strategies that you have learned, to help you do each set of questions.	Some IELTS questions are very different from others. You can work faster if you know and understand these differences. For example, which questions follow the order of information in the passage and which don't?
	Try to check all your answers.	You may not have time to check all the answers but in written answers make sure that you have spelled words correctly, especially those that you copy from the passage. You will lose marks for misspelling.