

# 30 IELTS **READING** TEXTS & 400 QUESTIONS

**MY ENGLISH EXAM IELTS READING TEXTS**

**J.P. WILLIAMS / ONLEARN**

Essential Practice for high band scores



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## Introduction

### How this book can help increase your score

The **IELTS Reading Texts** book has been created for IELTS Exam candidates who want to achieve a high score in the Reading Paper. Many candidates find that the three texts in the Reading Paper are very demanding for many reasons. Firstly, the texts are drawn from different fields to which they might have had no exposure. In addition, the type of vocabulary that the texts use is of a wide range and, therefore, requires that the candidates have a very good passive vocabulary. Moreover, the variety of question types requires that candidates have already had experience in developing sound exam techniques to cope with such varied tasks.

This book is divided into two sections:

- **Multiple Choice Reading** provides texts and questions **with detailed feedback** on why answers are right or wrong, offers advice on how to approach questions, details common mistakes and highlights essential vocabulary. Most IELTS Reading material fails to give detailed feedback on answers. This digital book from MyEnglishExam.com corrects this failing.
- **Full IELTS Reading** offers ten passages that include ALL the different types of questions, namely skimming exercises, multiple choice, true/false/not given, vocabulary, cloze exercise and inferencing. Once again **detailed feedback** is given.

The texts are varied in their subject matter and focus on helping candidates tackle all the forms of questions they will meet in their exam.

The level of vocabulary is high and the questions demanding, thus providing excellent preparation for those who are looking to achieve high bands in their IELTS.

### Using this book

You should systematically work your way through the texts and attempt all the questions. Here are some sample questions taken from different texts.

**Q2. Which title best expresses the contents of the passage?**

- A. The destructive power of earthquakes.
- B. Measuring earthquakes
- C. Factors in earthquake security
- D. Earthquake occurrences

**Q3. The seriousness of an earthquake according to the Modified Mercalli Scale**

- A. is impossible to express
- B. requires historical reports
- C. is measured by the energy released
- D. depends on local conditions

▶ 2

- |                          |                                |
|--------------------------|--------------------------------|
| A. learning difficulties | G. brain structure differences |
| B. Unknown               | H. Research                    |
| C. Evidence              | I. Illiteracy                  |
| D. reading problems      | J. socio-economic conditions   |
| E. Unemployed            | K. writing systems             |
| F. uneven                | L. poor                        |

There is no **13.**\_\_\_\_ that dyslexia is connected to **14.**\_\_\_\_. The history of 20th century shows that dyslexia is more frequent, especially among **15.**\_\_\_\_ people. The geographical spread of dyslexia is **16.**\_\_\_\_ and there is no relationship between **17.**\_\_\_\_ and dyslexia. It is possible that neurological differences might be caused by **18.**\_\_\_\_ and not vice-versa.

▶ 3

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 9). Match the two lists by inserting the correct letter for each question:*

**Q 1: Para 1 = \_\_\_\_**

**Q 2: Para 3 = \_\_\_\_**

**Q 3: Para 4 = \_\_\_\_**

**Q 4: Para 6 = \_\_\_\_**

**Q 5: Para 7 = \_\_\_\_**

**Q 6: Para 9 = \_\_\_\_**

- A.** Violence, costs & legal requirements
- B.** Social factors & workplace violence
- C.** Company responsibility in the workplace
- D.** The importance of recruitment procedures
- E.** The increase in workplace violence
- F.** Violence & company losses

At the end of questions, you have a link which will take you directly to the Answers page for that particular text. All answers are given with Notes. A link at the end of the answers for each exercise will return you to the reading exercise.

[Go to answers for this reading](#)

[Return to reading](#)

Here is a sample **Note**, giving the answer, locating it in a paragraph and an explanation of why it is correct.



## D. New Zealand (C)

- ▶ **See P3:** The evidence is unclear. Australia and **New Zealand** were early introducers of increased fees. The former introduced HECS, which is a combined tuition fee and income-contingent student loan scheme. **The latter** introduced and then deregulated student fees. In both cases, participation levels were largely unaffected by the changes, especially among lower-income families.
- ▶ **Q4. NOTES:** The "latter" of two items mentioned in a list refers to the last named, hence New Zealand. It is vital you understand the use of "the former" & "the latter". Do NOT confuse this word with "later", "letter" or even "latte"!

## Recording your answers

You could record your answers using paper and pencil. However, the Kindle or Kindle Client you are using to read this ebook has an excellent way to make notes in a list. With this list open, you can then check your answers when you move to the Answers pages for each text.

- ▶ ***Make a NOTE at each question***

In the two lists below, a statement in the list (A-F) corresponds to the **Note** Highlight Share paragraphs (Para 1 - Para 6). Match the two lists by inserting the correct letter for each question:

Q 1: Para 1 =

Q 2: Para 2 =

Q 3: Para 3 =

Q 4: Para 4 =

Q 5: Para 5 =

Q 6: Para 6 =

- ▶ ***Insert your answer into the NOTE***

In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 6). Match the two lists by inserting the correct letter for each question:

Q 1: Para 1 =

Q 2: Para 2 =

Text 9. Q1 = B

Save

Q 6: Para 6 =

A. The significance of goats

B. The ancient origins of the day

► View all the answers you recorded in “My Notes and Marks” (by moving to the Answers page and checking your answers carefully)

Go to My Notes & Marks

Text 9. Q1 = B	
<input checked="" type="checkbox"/> Note	Loc 1391
Text 9 Q2 = A	
<input checked="" type="checkbox"/> Note	Loc 1392
Text 9 Q3 = D	
<input checked="" type="checkbox"/> Note	Loc 1392

Answers: Walking and Fat Loss

Q1: Para 1 = **D**. There are different views about walking and losing fat

Q2: Para 2 = **A**. Walking burns off fewer calories than high intensity exercises

Q3: Para 5 = **C**. The amount of fat burned off is connected to the energy used up

Q4: Para 6 = **E**. High intensity exercises have been shown to achieve high fat

Q5: Para 8 = **F**. The definition of high intensity exercises vary from person to person

Q6: Para 9 = **B**. It is best to avoid over-exercising

## About the authors

J.P. Williams is part of a highly qualified team with many years' experience in IELTS Exam preparation instruction and resource development. All members of the Onlearn team have Master Degrees in English Language Teaching. Our popular IELTS and ESL websites include:

► “MyEnglishExam.com”, “esl4free.com”, “youtube.com/esl4free” & “marktask.com”.





# Multiple Choice Reading: 1. Penguins

**P1:** Penguins breed by producing eggs. Both parents take turns in incubating the eggs, which typically lasts for eight weeks, although larger eggs from larger birds might take a little longer. When the chick is fully developed, it carefully chisels its way out of the egg using a little notch at the end of its beak. Upon emerging, the chicks are dependent on their parents to protect them from the elements, from predators and for their daily supply of food.

**P2:** As in the incubation stage, both parents take it in turn to care for their young by alternating between the roles of food gather and guardian of the nest. The young are always in close proximity to their parents, either sitting on their parents' feet or under their bellies. As days go by, a thick protective coat of downy feathers begins to grow which keeps the chicks warm and slowly allows them to seek independence from the nest within confined limits.

**P3:** As the chicks rapidly put on weight, providing adequate quantities becomes a problem so both parents need to hunt for food. Since the chicks cannot be left unprotected, they are gathered together in groups, often tightly packed together for extra security and warmth. When the chicks reach a size approximating their parents, they begin to moult into juvenile plumage and are ready to take their first trips out to sea.

**P4:** The time from birth to this stage can vary from about six weeks to double that time in most species but some penguin groups take many months.

**P5:** The first few weeks at sea are critical. Juveniles need to quickly learn where the best places to catch their food are and how to avoid the predators that lurk in the sea. The research that has been done so far indicates that less than one half of the young penguins that go out to sea each year survive into adulthood.

**P6:** At the one-year stage, moulting happens again at which point the young start to look very much like their parents. At age two, most species of penguin are biologically programmed to turn their attention to breeding. Breeding then takes place every year. Penguins in the wild probably live up to about 20 years of age, although research has yet to confirm this.



## 1. QUESTIONS

**Q1. What title best expresses the ideas in the passage?**

- A. The breeding habits of penguins
- B. The life cycle of penguins
- C. The characteristics of penguins
- D. Penguins in danger

**Q2. Both parents need to gather food because**

- A. many young are born at the same time.
- B. sea food is difficult to obtain.
- C. temperatures require penguins to eat heavily.
- D. growing penguins eat more and more

**Q3. Which one of the following statements is not true?**

- A. Penguins can produce young before two years of age.
- B. Many penguins die in the sea.
- C. Both parents collect food for the young penguins.
- D. Penguins' feathers grow before they enter the sea.

**Q4. Penguins leave the nest for the sea**

- A. within days of their birth.
- B. when temperatures rise.
- C. when their second set of feathers grows.
- D. when they can swim.

**Q5. The word "chisels" (para. 1) could best be replaced by**

- A. pushes
- B. hammers
- C. cuts
- D. pulls

**Q6. Penguins probably die at sea because**

- A. they fail to swim.
- B. they do not catch enough fish.
- C. they are killed by other creatures.
- D. All of the above

[Go to answers for this reading](#)



## Multiple Choice Reading: 2. Earthquakes

**P1:** The severity of an earthquake can be expressed in several ways. The magnitude of an earthquake, usually expressed by the Richter Scale, is a measure of the amplitude of the seismic waves. The moment magnitude of an earthquake is a measure of the amount of energy released - an amount that can be estimated from seismograph readings. The intensity, as expressed by the Modified Mercalli Scale, is a subjective measure that describes how strong a shock was felt at a particular location.

**P2:** The Richter Scale, named after Dr. Charles F. Richter, is the best-known scale for measuring the magnitude of earthquakes. This scale is logarithmic so that a recording of 7, for example, indicates a disturbance with ground motion 10 times as large as a recording of 6. A quake of magnitude 2 is the smallest quake normally felt by people. Earthquakes with a Richter value of 6 or more are commonly considered major; great earthquakes have a magnitude of 8 or more on the Richter Scale.

**P3:** The Modified Mercalli Scale expresses the intensity of an earthquake's effects in a given locality in values ranging from I to XII. The most commonly used adaptation covers the range of intensity from the condition of "I -- not felt except by a very few under especially favorable conditions, " to "XII -- damage total. Lines of sight and level are distorted. Objects thrown upward into the air." Evaluation of earthquake intensity can be made only after eyewitness reports and results of field investigations are studied and interpreted. The maximum intensity experienced in the Alaska earthquake of 1964 was X; damage from the San Francisco and New Madrid earthquakes reached a maximum intensity of XI.

**P4:** An earthquake's destructiveness depends on many factors. In addition to magnitude and the local geologic conditions, these factors include the focal depth, the distance from the epicenter, and the design of buildings and other structures. The extent of damage also depends on the density of population and construction in the area shaken by the quake.



### 2. QUESTIONS

**Q1. Where would this passage most likely be found?**

- A. In a newspaper
- B. In an encyclopaedia
- C. In a brochure
- D. In a scientific journal

**Q2. Which title best expresses the contents of the passage?**

- A. The destructive power of earthquakes.
- B. Measuring earthquakes
- C. Factors in earthquake security
- D. Earthquake occurrences

**Q3. The seriousness of an earthquake according to the Modified Mercalli Scale**

- A. is impossible to express

- B. requires historical reports
- C. is measured by the energy released
- D. depends on local conditions

***Q4. The Modified Mercalli Scale is calculated using data from***

- A. personal reports
- B. personal reports and instrument readings
- C. personal reports and physical evidence
- D. personal reports, physical evidence and historical data

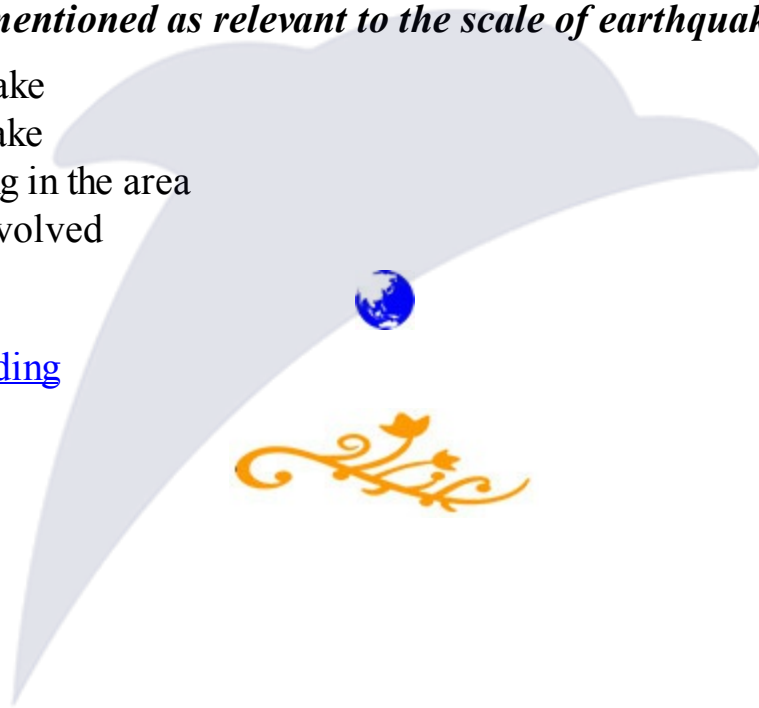
***Q5. The word "distorted" in paragraph 3 is closest in meaning to***

- A. Damaged
- B. Flattened
- C. Declined
- D. Twisted

***Q6. Which factor is not mentioned as relevant to the scale of earthquake damage?***

- A. The area of the earthquake
- B. The time of the earthquake
- C. Number of people living in the area
- D. Number of buildings involved

[Go to answers for this reading](#)



## Multiple Choice Reading: 3. Higher Education

**P1:** Many countries in the developed and rapidly developing world have come to the realisation that a far greater number of a country's population need to be at university or other places of higher education to ensure that their knowledge-based economies can compete with others. At the same time, there is a strong feeling that universities, traditionally made up of small elites, need to ensure that disadvantaged groups get equal access. The effect of all this has been the ballooning of student numbers in Higher Education in the last ten years in many countries from Australia, to South Korea, to Britain, to Canada and to others.

**P2:** As numbers rose inexorably, so have costs. Who is to foot the bill? The answer has been increasingly that costs must be transferred to the individual, as the state sector just does not have the capacity to fund the expansion that is required. Fees have gone up and will have to continue to rise. Many people who want access to all that a tertiary education offers have found that they will be faced with large mountains of debt upon graduation. The question that needs to be asked is whether fee hikes have discouraged entrance, particularly among those who would suffer the greatest financial hardship.

**P3:** The evidence is unclear. Australia and New Zealand were early introducers of increased fees. The former introduced HECS, which is a combined tuition fee and income-contingent student loan scheme. The latter introduced and then deregulated student fees. In both cases, participation levels were largely unaffected by the changes, especially among lower-income families.

**P4:** A more recent trend has been the adoption of student loan schemes which take the form of soft loans, popularly tagged "study now, pay later". Many argue that social equity is damaged by the costs; people from poorer backgrounds will baulk at the costs involved and fail to enrol at universities. However, some argue that soft loan schemes are more equitable because those who have incurred debts during their studies stand a greater chance of repaying the loans through increased opportunities to obtain better-paid jobs.

**P5:** At a time when many governments are strapped for cash, a shift to "study now, pay later" schemes will free up funds that could be used to remove barriers at earlier levels of education.



### 3. QUESTIONS

**Q1. Which title best expresses the ideas in the text?**

- A. The crisis in Higher Education
- B. The Funding of Higher Education
- C. Knowledge-based economies and Higher Education
- D. Higher education and the Australia/New Zealand experience

**Q2. Canada is mentioned because**

- A. disadvantaged persons there now enter Higher Education.
- B. it is part of the developed world.
- C. the student population there has increased.



D. it is representative of North America.

**Q3. Which one of the following statements is not true?**

- A. Loan schemes have been introduced.
- B. Fees have risen in Australia.
- C. Poorer New Zealand students stopped entering Higher Education.
- D. University students often get good salaries.

**Q4. The word "latter" (Paragraph 3) refers to**

- A. Australia
- B. student loan-scheme
- C. Hecs
- D. New Zealand

**Q5. Soft loan schemes are applicable to**

- A. higher-income students
- B. disadvantaged groups
- C. lower-income students
- D. all university students

**Q6. The word "balk" (Paragraph 4) is best replaced by**

- A. Fear
- B. Reject
- C. Suffer
- D. recoil

[Go to answers for this reading](#)



## Multiple Choice Reading: 4. Whales

**P1:** Whales, the largest animals on earth, belong to a family of mammals known as cetaceans. Unlike fish, whales are warm-blooded, breathe air and give birth to live young. Scientists believe that they evolved from land mammals with four legs, though they are now supremely adapted to underwater life. They have excellent hearing and are two to three times more efficient than land mammals at using oxygen in inhaled air. Whales have collapsible ribcages, which assist them with deep diving, and they have layers of insulating fat, called blubber, to protect them from the cold.

**P2:** Whales are difficult creatures to study because they are long-lived, reproduce slowly and most are highly migratory. Pacific Gray whales, for example, migrate from Alaska to Mexico every year, traveling about 20,000 kilometres annually. Most whales live to approximately 40 years of age, though others, such as the Fin, can live to be 90. Bowhead whales may be especially long-lived. In 1993, a large male killed by the Alaskan Inuit was found to have been carrying in its flesh a stone harpoon point. Since this kind of harpoon is not known to have been in use after 1900, it suggests that some individual whales of this type may live around the 100 years mark.

**P3:** Since it is very difficult to count whales accurately (population changes occur very slowly), it is impossible to tell if a population is growing or shrinking in the course of a few years' study. In fact, the size of some populations of whales is known no more accurately than plus or minus 50 percent.

### 4. QUESTIONS

**Q1. What is the main topic of the passage?**

- A. The study of whales
- B. The travel habits of whales
- C. The development of whales
- D. The long life of whales

**Q2. Which statement is not true of whales?**

- A. They are easy to count.
- B. They live for a long time.
- C. They hear underwater.
- D. They once lived on land.

**Q3. The word "supremely" in line 4 could best be replaced by**

- A. Firstly
- B. Originally
- C. Mostly
- D. highly

**Q4. Whale age**

- A. depends on migration patterns.
- B. cannot be determined by study.

C. varies from species to species.

D. depends on hunting success.

**Q5. The phrase "of this type" in paragraph 2 refers to**

A. Bowheads

B. Harpoons

C. Inuits

D. male whales

**Q6. Population surveying is difficult because**

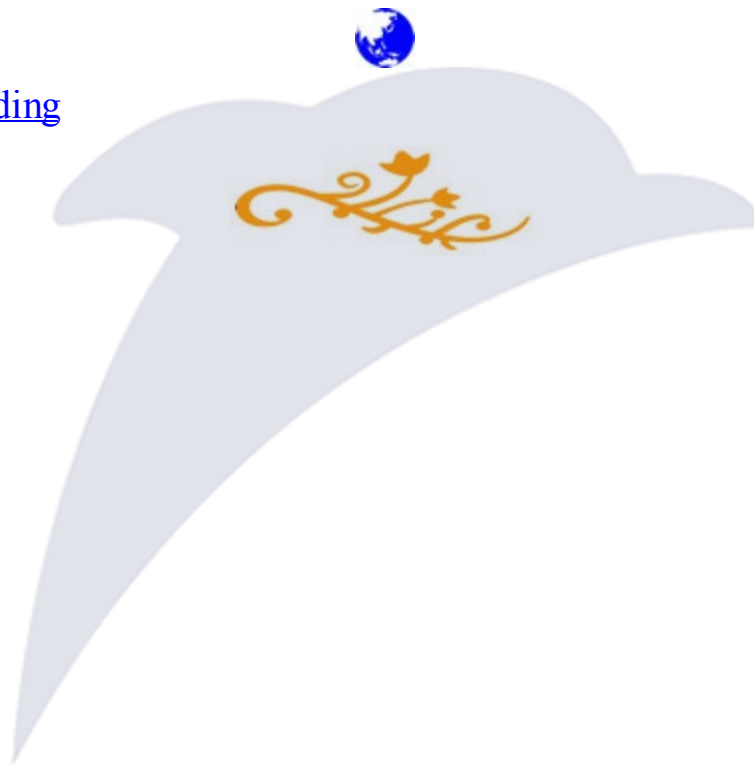
A. whales are migratory.

B. whale numbers hardly move.

C. whales are small in number.

D. whale numbers are decreasing.

[Go to answers for this reading](#)



## Multiple Choice Reading: 5. Pollen

**P1:** Most species of pollen have some level of allergenicity but some are particularly notorious for inducing symptoms of hay fever. Grass pollen affects about 95% of all hay fever sufferers and birch tree pollen affects about 20%. Oak tree, plane tree and nettle pollen are also well known for their allergenic properties.

**P2:** One of the most allergenic species on an international level is the wind-pollinated ragweed. It produces a huge amount of pollen - up to 8,000 million pollen grains can be released in just 5 hours from the giant ragweed species. Wind pollinated plants do tend to produce masses of pollen to ensure that at least some of it reaches the right target.

**P3:** The majority of flowering plants are insect-pollinated and so their pollen does not need to be dispersed on the wind and they therefore produce smaller quantities of it. The pollen from these insect-pollinated species is often sticky to adhere to the bodies of insects and can form clumps making it visible to the eye, which often makes people assume that this is the pollen type causing their symptoms. While such pollen does have allergenic properties, the chances of it reaching the nose are usually slim. So, it is the wind-pollinated species with their insignificant flowers (usually greeny-yellow and small) producing millions of pollen grains that mainly cause the hay fever symptoms and trigger asthma in those susceptible.

### 5. QUESTIONS

**Q1. What is the best title for this passage?**

- A. The problems of pollen
- B. The allergenicity of pollen
- C. The producers of pollen
- D. The causes of hay fever

**Q2. Why does the ragweed produce much pollen?**

- A. Its release time is short.
- B. It is allergenic.
- C. Much might be lost.
- D. It is large in size.

**Q3. The word "it" in sentence 1 of paragraph 3 refers to**

- A. Allergy
- B. Flowering plants
- C. Pollen
- D. Majority

**Q4. The word "clumps" in line 11 could best be replaced by**

- A. Pieces
- B. Patterns

- C. Droplets
- D. Clusters

***Q5. Which statement is not true of insect-pollinated plants?***

- A. They produce sticky pollen.
- B. They produce only greeny-yellow flowers.
- C. They produce smaller quantities of pollen than wind-pollinated plants.
- D. They produce pollen that can often be seen.

***Q6. People believe insect-pollinated species cause their allergy because***

- A. they can see the pollen.
- B. pollen is carried by the wind.
- C. millions of grains are produced.
- D. they are allergenic.

[Go to answers for this reading](#)





## Multiple Choice Reading: 6. Coral

**P1:** Cold-water coral can live as deep as 2000m below the ocean surface, well beyond the reach of sunlight and where the temperature can be as low as 4°C.

**P2:** Despite their dark, chilly location, these reefs are every bit as beautiful as their tropical counterparts. The *Lophelia pertusa* reefs off the coasts of Scotland, Ireland, and Norway, for example, grow as delicate branches ranging in colour from orange to pink to white. Like tropical reefs, they are home to a multitude of other animals, including starfish, sea urchins, anemones, sponges, worms, and crabs. They are also likely to be important spawning and nursery grounds for several fish species, including commercially valuable ones.

**P3:** Their biology is, however, very different. Tropical corals get most of their food from symbiotic algae, which create energy from photosynthesis. Sunlight doesn't reach the areas where cold-water coral grows, so instead, these corals feed by scooping up microscopic organisms and food particles that drift past. Cold-water corals are also incredibly slow growing: it can take 400 years for a coral tree to become just 2cm thick. The largest reefs discovered so far are up to 3km wide and 45km long and are at least 4,500 years old - amongst the oldest living systems on the planet.

**P4:** Although fishermen have known of their existence for a long time, it's only in the last decade or so that scientists have really started to study cold-water coral. They have been found around the world, from the Bering Sea and northern Europe to Florida, the Galapagos Islands, the southern Pacific, and even Antarctica. Most deep-water reefs are poorly mapped, and it is likely that many more remain to be discovered. Many mysteries remain even for the best-studied reefs, including the details of how the corals feed and reproduce.

### 6. QUESTIONS

**Q1.** Which title best expresses the ideas in the passage?

- A. The discovery of cold-water coral
- B. Coral and its diversity
- C. The value of cold-water coral
- D. Cold-water coral

**Q2.** The word "their" in sentence 1, paragraph 3 refers to

- A. fish species
- B. cold-water coral
- C. nursery grounds
- D. tropical coral

**Q3.** The verb "scooping up" in paragraph 3 is best replaced by

- A. Eating
- B. Gathering
- C. Attracting
- D. Capturing

**Q4.** Cold-water coral are different to tropical coral because

- A. they contain many fish.
- B. they have bright colours.
- C. they do not receive the sun.
- D. they do not require energy.

***Q5. Which statement is not true of cold-water coral?***

- A. They are mostly in Europe.
- B. They grow slowly.
- C. They are home to many animals.
- D. They are unaffected by the sun.

***Q6. We have little knowledge of cold-water coral because***

- A. they are very deep.
- B. they have not been studied in detail.
- C. they are spread around the world.
- D. they were recently discovered.

[Go to answers for this reading](#)



## Multiple Choice Reading: 7. A Famous Composer

**P1:** Sir Edward Elgar is considered to be the finest English composer of modern times. Some would even say he is the greatest since Tudor times. It is undeniable that he has been regarded universally as the producer of hauntingly beautiful and deeply emotional music, as exemplified in such masterpieces as the Enigma Variations, The Dream of Gerontius, Introduction and Allegro for Strings - to name but a few.

**P2:** For many years after his death, his music was considered to be "out of fashion" because it was erroneously believed that it epitomised the Edwardian era. Simply think of the Pomp and Circumstance Marches, the first one in D major containing the famous trio section that was later to become Land of Hope and Glory. Music lovers of recent times, however, have come to see his music as being a great deal more personal and idiosyncratic. Continental Europeans, indeed, have always shown their appreciation of his musical efforts and it was they who first noticed and applauded his genius.

**P3:** Elgar was very largely self-taught, nurtured by a family who appreciated and played music. His father was a piano tuner who owned in a music shop in Worcester, a small city in England. Elgar taught himself to play a wide variety of musical instruments and in his early years taught the violin and played the organ at a Roman Catholic church in his city. He had the good fortune to marry one of his pupils, who, especially in the years before fame came, never wavered in her belief in his destiny. Elgar's talent grew until by the time that the Variations on an Original Theme (Enigma) was performed it had become clear to the music world that he had surpassed all other English composers of his day, both in technical accomplishment and sheer force of musical personality.



### 7. QUESTIONS

**Q1. Which title best expresses the ideas in the passage?**

- A. Elgar, the Man and his Message
- B. Elgar, the Quintessential Edwardian Composer
- C. Elgar, the Self-made Man
- D. Elgar, an Original Composer

**Q2. The word "epitomised" in paragraph 2 is closest in meaning to?**

- A. Condemned
- B. Involved
- C. Typified
- D. Praised

**Q3. Elgar's music was ignored because people believed**

- A. it was too personal.
- B. marches were old-fashioned.
- C. it belonged to an earlier age.
- D. it contained errors and flaws.

***Q4. The word "they" in the final sentence of paragraph 2 refers to***

- A.** Continental Europeans.
- B.** the Edwardian era.
- C.** music lovers.
- D.** musical efforts.

***Q5. Which statement is unlikely to be true?***

- A.** He was encouraged musically by his father.
- B.** His wife played music.
- C.** Foreigners were not fond of his music.
- D.** His music reflected his own nature.

***Q6. When he was young, Elgar***

- A.** was religious.
- B.** inherited a fortune.
- C.** was unemployed.
- D.** performed musically.

[Go to answers for this reading](#)



## Multiple Choice Reading: 8. Trams

**P1:** After the post-World War boom, it seemed as though motorised transport was set to dominate all forms of transport. People had little idea of the traffic congestion that would ensue in cities throughout the world. The tram was seen as old-fashioned and a symbol of past ways of doing things. Consequently many cities, especially in Europe merely tore up their tramlines and laid tarmac roads. Melbourne was conspicuous by its retention of trams, a policy decision that has proved to be highly beneficial and the envy of other cities that have come to bitterly regret their phasing out of trams in the middle of the century, only to plan for their reintroduction decades later.

**P2:** Sir Robert Risson, Chairman of the Melbourne and Metropolitan Tramways Board (MMTB), successfully argued that trams should be retained, often in the face of withering press campaigns for their closure. He upgraded track by setting it in mass concrete, which meant that any Victorian Government wishing to abolish trams would see the loss of that considerable investment. Risson's championing of trams meant that the Bourke St. bus service, which had itself replaced a tramline, gave way to a new tram in time for the Melbourne Olympics of 1956.

**P3:** Risson was helped in his crusade by an intransigent union who insisted that if a tram were to be replaced by a bus it would need to be operated by a two-man crew, thus undercutting the main economic reason for bus use.

**P4:** Even by the mid 70s, it had become apparent how percipient Risson had been. Even conservative governments, who were no friends of the MMTB and did not believe in heavy subsidies for public transport, viewed the trams as valuable city assets and agreed to further investments in new trams. As the century closed, new tram designs were still being introduced, a trend that has continued in the early years of this century.

### 8. QUESTIONS

**Q1. Which title best expresses the contents of the passage?**

- A. Melbourne - progress of a city
- B. Melbourne - doing things differently
- C. Melbourne - a city in transition
- D. Melbourne - old-fashioned values

**Q2. Keeping trams in the post-war era was a policy strongly supported by**

- A. MMTB
- B. Victorian governments
- C. Melbourne's press
- D. European cities

**Q3. The final "their" in paragraph 1 refers to**

- A. Other cities
- B. Roads



- C. Trams
- D. Tramlines

***Q4. The new Bourke Street tram of 1956***

- A. was replaced by a bus service.
- B. went all the way to the Olympics.
- C. was a result of Victorian government investment.
- D. was a victory for Risson's policy.

***Q5. Which statement is not true of the history of Melbourne's transport?***

- A. Buses once had to have two operators.
- B. The appearance of trams has changed over the years.
- C. Trams were reintroduced into the city.
- D. Victorian governments spent money on the trams

***Q6. The word "intransigent" in paragraph 3 is closest in meaning to***

- A. Temporary
- B. Stubborn
- C. Unsophisticated
- D. Irresponsible

[Go to answers for this reading](#)



## Multiple Choice Reading: 9. A Famous Politician

**P1:** David Lloyd George, the British Prime Minister, with President Woodrow Wilson and the French Prime Minister Clemenceau were the three major peacemakers at the historic Paris Peace Conference in 1919, which attempted to sort out a Europe ravaged by war and destruction.

**P2:** Lloyd George was the youngest of the three, a cheerful rosy-faced man with startling blue eyes and a shock of white hair. ("Hello!" , a little girl once asked him. "Are you Charlie Chaplin?"). He was undoubtedly a supreme politician and mover of men. As well as being a magnificent conversationalist, he was also a good listener. From the powerful to the humble, adults to children, everyone who met him was made to feel that he or she had something important to say. "One of the most admirable traits in Mr. Lloyd George's character", in Winston Churchill's view, " was his complete freedom at the height of his power, responsibility and good fortune from anything in the nature of pomposity or superior airs. He was always natural and simple. He was always exactly the same to those who knew him well: ready to argue any point, to listen to disagreeable facts, even when controversially presented".

**P3:** Put this beside the description of him by John Maynard Keynes who saw the Welshman as anything but simple. "How can I convey to the reader any just impression of this extraordinary figure of our time, this siren, this goat-footed bard, this half-human visitor to our age from the hag-ridden magic and enchanted woods of Celtic antiquity?"

**P4:** People were (and still are) divided on the character and influence of this seminal figure in history.



### 9. QUESTIONS

**Q1. Which title best expresses the ideas in the passage?**

- A. Lloyd George, the Peacemaker
- B. Lloyd George, the Politician
- C. Lloyd George, the Personality
- D. Lloyd George, the People's Man

**Q2. Which word does not describe Lloyd George's qualities?**

- A. Humble
- B. Articulate
- C. Fair-minded
- D. Quick-tempered

**Q3. The word "pomposity" in line 13 is closest in meaning to**

- A. Frivolity
- B. Vulgarly
- C. Self-importance
- D. Pride

Q4. The word "I" in the quotation in paragraph 3 refers to

- A. Churchill
- B. Lloyd George
- C. Keynes
- D. the Welshman

Q5. *Where in the text are Lloyd George's magical qualities highlighted?*

- A. Sentence 1, paragraph 2
- B. Sentence 3, paragraph 2 (after quote)
- C. Quote in paragraph 3
- D. Paragraph 4

Q6. *The word "just" in the quotation in paragraph 3 could best be replaced by*

- A. Fair
- B. Articulate
- C. Immediate
- D. Detailed

[Go to answers for this reading](#)



## Multiple Choice Reading: 10. Monkeys

**P1:** Humans are not the only species to have a sense of fairness, according to a new U.S. study, carried out by Sarah Brosnan and Frans de Waal in Atlanta, Georgia. Capuchin monkeys also demand their equal share of food or rewards for tasks they have done, will not settle for an injustice and are miffed when they think they have been cheated. To the knowledge of the researchers, it is the first time a sense of fairness has been found in any non-human.

**P2:** The researchers uncovered the sense of fair play in a study of the small brown primates from central and South America. They gave pairs of monkeys, who knew each other well, jobs to perform. The monkeys received food in exchange for doing a certain task but each partner did not always get the same quantity or quality of food for equal amounts of effort. The research showed the subjects compared their rewards with those of their partners and refused to accept a lower-value reward if their partners received a high-value reward. If both members of the pair did not get the same reward, the monkey that was not given the same amount refused to accept it or threw it away, in a reaction similar to that of humans.

**P3:** Brosnan believes that this active response towards reward by the monkeys is really unusual, as they were clearly not pleased with the way things were going. She adds, "In humans, it is proposed that this sense of fairness is actually what makes co-operation work well."

**P4:** She suspects other animals also have a sense of fairness but chose to study capuchins because they are known from field studies to be a co-operative species and to have a very tolerant society.

**P5:** Many now believe these findings settle the question of whether a sense of fairness is something that is taught or an evolved behavior: finding this trait in capuchin monkeys does indicate that a sense of fairness is evolutionary and an extremely beneficial behavior.



### 10. QUESTIONS

**Q1. Which would be the best title for the article?**

- A. The similarities of monkeys and humans
- B. A sense of fairness in monkeys and humans
- C. The beneficial trait of cooperation
- D. Training primates in the ways of humans

**Q2. The main reason Capuchin monkeys were chosen for the experiment was that they**

- A. are socially tolerant.
- B. are always found in pairs.
- C. are easy to train.
- D. never complain.

**Q3. Which one of the following statements is not suggested by the author?**

- A. Humans are not the only creatures that like to be treated fairly.
- B. Capuchin monkeys see a connection between effort and reward.

- C. Capuchin monkeys were not interested in what the other monkeys received.
- D. Other animal species may also have the same sense of fairness as Capuchins.

**Q4. The words "this trait" (para. 5) refers to**

- A. an evolved behavior.
- B. a learned behavior.
- C. a sense of fairness.
- D. a beneficial behavior.

**Q5. Bosnan believes that there is an important connection between fairness and**

- A. Reward.
- B. Co-operation.
- C. Power.
- D. Refusal.

**Q6. The words "settle for" (para. 1) can be replaced by which of the following?**

- A. Allow.
- B. Accept.
- C. Put up with.
- D. All of the above answers.

[Go to answers for this reading](#)





# Multiple Choice Reading: 11. Gunpowder

**P1:** The Chinese, as is well known, were the inventors of gunpowder but medieval Europeans took its uses to much greater heights. Historians have traced its Chinese origins to as early as the third century AD, although it was not generally used for warfare until, at least, the eighth century. In its early use, it was merely employed to create a loud explosion to frighten off bad spirits, celebrate weddings and announce eclipses of the moon. Before being taken up by Europeans, gunpowder technology was used by the Mongol invaders. The latter learned about gunpowder from the Chinese themselves and cleverly used it against them to overthrow the Sung dynasty. It is highly likely that it reached Europe through Arab intermediaries, who probably perfected the gunpowder mix.

**P2:** For most of its early history, gunpowder was not used as a propellant, that is, in canons. There is some evidence that it was used in simple hand-grenades that were catapulted at the enemy or in bamboo tubes that were used to launch gunpowder-propelled spears. In the 12th century, it is recorded that one Chinese city defended itself by firing cannons, inflicting heavy casualties on the invaders. Europeans took to the cannon with eagerness, mounting their cannons on ships, an innovation that allowed Western navies to dominate others.

**P3:** The classic ingredients of gunpowder are sulphur, charcoal and saltpetre. To this day, gunpowder formulas have changed remarkably little from medieval times. Raw sulphur can be easily harvested from the ground; suitable charcoal is readily available in the form of burned wood and saltpetre, potassium nitrate, can be obtained from such sources as horse manure. Medieval recipes of preparation reveal that the ingredients were "stamped", that is, put under pressure for at least 20 hours. Modern experiments have confirmed that, even if the time is shortened, results are still effective.

**P4:** Interestingly, the European refinements of gunpowder technology, particularly as used in rocketry, were reintroduced into China in the fifteenth century.



## QUESTIONS

**Q1. Which title best expresses the ideas in the text?**

- A. The Chinese and Gunpowder
- B. Gunpowder through the Ages
- C. The Value of Gunpowder
- D. European Improvements to Gunpowder

**Q2. Bamboo is mentioned because it**

- A. was an added ingredient to gunpowder.
- B. was an early propellant.
- C. was used to defend cities.
- D. allowed material to be fired through it.

**Q3. The one of the following statements is not true?**

- A. Europeans improved on Chinese technology.

- B. Arabs probably had gunpowder before the Europeans.
- C. Modern gunpowder is very different from medieval gunpowder.
- D. The Arabs improved gunpowder technology.

**Q4. The word "them" (2nd last sentence, paragraph 1) refers to**

- A. The Mongol invaders
- B. The Chinese
- C. The Europeans
- D. The latter

**Q5. The elements of medieval gunpowder were**

- A. obtained after pressurizing ingredients.
- B. difficult to collect.
- C. from natural sources.
- D. prepared according to Chinese methods.

**Q6. The word "intermediaries" (last sentence, paragraph 1) is best replaced by**

- A. Middle-men.
- B. Merchants.
- C. Mediators.
- D. Interpreters.

[Go to answers for this reading](#)



## Multiple Choice Reading: 12. Hurricanes

**P1:** The words "hurricane" and "typhoon" are often used interchangeably. They do, however, describe regionally specific phenomena, which are identical. Both are simply manifestations of a strong tropical cyclone, which is a generic term for a non-frontal, low-pressure system over tropical or subtropical waters, associated with thunderstorm activity and vigorous surface wind patterns.

**P2:** Tropical depressions are precursors of tropical cyclones but they have maximum sustained surface winds of less than 39 miles per hour (mph). Above this speed, the phenomenon is called a tropical storm and is assigned a name. Above 74 mph, it is called a hurricane, if occurring in the North Atlantic Ocean, the Northeast Pacific Ocean east of the dateline or the South Pacific Ocean east of 160E. Typhoon refers to activity that occurs in the Southwest Pacific Ocean west of the dateline.

**P3:** Hurricanes receive the most publicity as they occur in the Atlantic Basin and affect the United States or neighbouring regions. They are classified according to wind strength using the Saffir-Simpson Hurricane Scale, which uses five categories. Category 1 has winds between 74-95 mph which means that it is unlikely to cause real damage to buildings, leads to some coastal flooding and minor pier damage. Category 2 (winds between 96 and 110 mph) will cause damage to roofs, doors and windows. Small craft may break their moorings and some trees will be blown over. From Category 3 up to Category 5, structural damage will occur. Category 3 is highly likely to cause damage to smaller houses but could significantly escalate if large trees are blown over. Flooding deep inland is usual. Category 4 will see some complete roof structure failure while Category 5 hurricanes (winds in excess of 156 mph) will cause the removal of roofs from many buildings, both residential and industrial. Flooding will be very severe, causing major damage to lower floors of all structures near the shoreline. It is, also, likely that extensive evacuation of residential areas will result. It should be remembered that lower category winds might cause damage far above their category description, depending on what lies in their way and the particular hazards they bring.

**P4:** The naming system of hurricanes in the Atlantic is a feature that gives a certain personality to the winds. Names alternate between male and female, indicate first names and are drawn from a large number of ethnic groups.



### QUESTIONS

**Q1. Which title best expresses the ideas in the text?**

- A. Hurricanes throughout the world
- B. American Hurricanes
- C. Hurricane and Typhoon Differences
- D. Hurricane Location and Characteristics

**Q2. It is stated that names are given to**

- A. hurricanes only.
- B. depressions, storms and hurricanes.
- C. depressions and hurricanes.

D. storms and hurricanes.

***Q3. Which one of the following statements is not true?***

- A. Typhoons are more powerful than hurricanes.
- B. Typhoons start from the sea.
- C. Typhoons can occur in the Pacific Ocean.
- D. Typhoons are tropical cyclones.

***Q4. Which categories of hurricane cause flooding?***

- A. Categories 3, 4 & 5
- B. Categories 2, 3, 4 & 5
- C. Categories 4 & 5
- D. Categories 1, 2, 3, 4 & 5

***Q5. Which category/-ies of wind will most likely require many people to leave their homes?***

- A. Categories 4 & 5
- B. Category 5
- C. Categories 3 & 4 & 5
- D. Categories 2 & 3 & 4 & 5

***Q6. The word "precursors" (para. 2) is best replaced by***

- A. Predecessors
- B. Relatives
- C. Predictors
- D. Precedents

[Go to answers for this reading](#)



## Multiple Choice Reading: 13. Passports

**P1:** We tend to think of the passport as ordinary and natural, a common fact of existence. But in reality, the passport is a relatively modern invention and its development has been spurred by war and social conflict.

**P2:** In the new global war on terror, the technology of the passport will once again be upgraded. In the not so distant future, travellers heading out of Australia will have a passport, equipped, not just with the usual small colour photograph, but with some form of biometric identification. It may be a scan of the passport holders' right iris for example, since each iris is unique and unmistakable, and can be rendered in digital form as a complex set of numbers and stored in a database. So no one need ever be mistaken for anyone else again. Passport fraud will be all but eliminated - and in the words of political scientist and historian of the passport, John Torpey, we may all become prisoners of our own identities.

**P3:** In this age of jumbo jets and mass tourism, it has become easier and easier to move about the world. But as the physical restrictions on travel are reduced, so the bureaucratic barriers and filters on human movement are refined. The success of any given journey will depend on what kind of passport, if any, you hold.

### QUESTIONS

**Q1.** *Where would the passage most likely be found?*

- A. Textbook
- B. Newspaper editorial
- C. Inflight magazine
- D. Encyclopedia

**Q2.** *Which one of the following statements is not suggested by the author?*

- A. War has contributed to the development of passports.
- B. Passports have been popular since ancient times.
- C. Social conflict has helped create a need for passports.
- D. Passports are considered normal.

**Q3.** *What recent event has brought about further developments in the passport?*

- A. War.
- B. The United Nations.
- C. Social conflict.
- D. The war on terror.

**Q4.** *What does the only "it" in paragraph 2 refer to?*

- A. Photograph
- B. Technology
- C. Biometric identification

**D. Passport**

***Q5. How is the information from an iris scan stored?***

**A. As pictures.**

**B. As numeric data.**

**C. As descriptions in passports.**

**D. As graphs.**

***Q6. The verb "eliminated" (para. 2) could best be replaced by***

**A. Delayed**

**B. Detected**

**C. Canceled**

**D. Stopped**

[Go to answers for this reading](#)



## Multiple Choice Reading: 14. Police

**P1:** It was Sir Robert Peel who finally grasped the nettle in putting forward policies to deal with rising crime in nineteenth century England and, in particular, London. There had been long-standing demands for a comprehensive reorganization of the criminal code and this task fell to Peel. Earlier in his parliamentary career, he had set up a select committee to consider the state of existing police officers, watchmen, Bow Street Patrols and special constables. His thinking soon began to tend towards some form of central control. Crime statistics indicated that there was a desperate need for improvements in the method of policing.

**P2:** In 1829, he sponsored the passing of the Metropolitan Police Act, a measure that had had the support of Wellington, the Prime Minister who was sympathetic to the idea of a disciplined, quasi-military police force in the nation's capital. Two military men, Col. Charles Rowan and Richard Mayne, were largely given a free hand in setting the ground rules and supervising the new Metropolitan force. This force, in the first instance, consisted of 895 constables, 88 sergeants, 20 inspectors and 8 superintendents.

**P3:** Peel's Nine Principles are a fine example of his clear thinking. Particularly noteworthy is the statement that "Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only members of the public who are paid to give full-time attention to duties that are incumbent on every citizen in the interests of community welfare and existence".

**P4:** In the early years, the police followed the first principle that "the basic mission for which the police exist is to prevent crime and disorder". It soon became apparent that crime detection was the other side of the coin. Rather pejoratively, the police were referred to as "Peelers" or "Bobbies" as the principle of centralization meant that the force were directly responsible to its founder in his role as Home Secretary.



### QUESTIONS

**Q1. What title best expresses the ideas in the text?**

- A. The life of Sir Robert Peel
- B. The Metropolitan Police Force and its Principles
- C. Nineteenth Century England's Criminal Reform
- D. The Principles of Good Policing

**Q2. Where are the police referred to as being essentially citizens?**

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

**Q3. Which of the following statements is not true?**

- A. The Metropolitan Police Force had authority over a large part of the country.



- B. Wellington approved of Peel's ideas.
- C. Bobbies were members of the police force.
- D. Peel was Home Secretary when the Metropolitan Police Act was passed.

***Q4. We can deduce that the Police's role of detecting crime***

- A. was not its original purpose.
- B. was easier than preventing crime.
- C. was stressed from the beginning.
- D. was much more difficult than preventing crime.

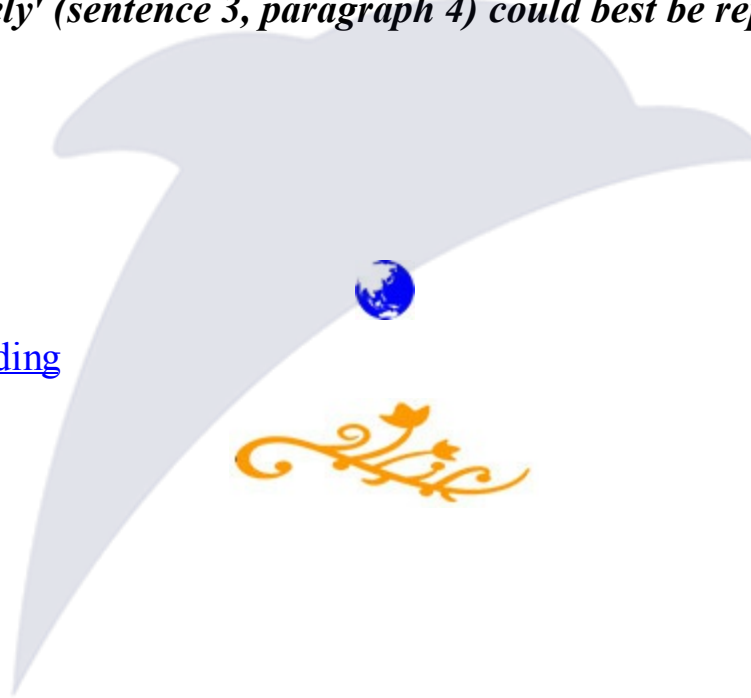
***Q5. Who had been involved previously in police matters?***

- A. Wellington
- B. Rowan & Mayne
- C. Peel
- D. All of the above

***Q6. The word "pejoratively" (sentence 3, paragraph 4) could best be replaced by***

- A. Jokingly
- B. Disparagingly
- C. Humorously
- D. Ironically

[Go to answers for this reading](#)



## Multiple Choice Reading: 15. SARS

**P1:** Sars revealed critical weaknesses in how surveillance centres to detect disease were used and in how the world responds to outbreaks. Global security against outbreaks is not based on the strength of the strongest surveillance system in the best country. It is exposed by the weakness of the weakest. There's a global price to be paid for weaknesses in public health structures anywhere in the world. The major lesson from Sars is that if global health authorities do not invest in basic early warning in these places, we all suffer. The weakest links, sub-Saharan Africa and parts of Asia, need people on the ground in local communities so they can report early on outbreaks of disease..

**P2:** Developing countries are not the only ones that will need help if future outbreaks are to be controlled. Sars caused havoc in the health services of Toronto and Singapore. Health systems are not designed to operate at a level that take unusual changes in demand in their stride but that will have to change. To absorb a surge in demand there needs to be some fat in the system. That cannot be done if you have a health system that has been stripped to the bone, as all health policy experts agree.

**P3:** If Sars has had one useful effect, it has been in testing the world's response and highlighting some good practices for when a pandemic occurs. It also revealed severe shortcomings. There is an increasing realisation that bureaucracy must be cut and trained people must be put in the right places - on the ground, in hospitals or on standby for when the inevitable strikes.

### QUESTIONS

**Q1. Where would this passage most likely be found?**

- A. In a textbook
- B. In a medical journal
- C. In a newspaper
- D. In an encyclopedia

**Q2. What is not mentioned as needed to combat Sars-like diseases?**

- A. Less administration in the health services
- B. More money for health services
- C. More well-trained personnel
- D. More development aid

**Q3. Singapore is mentioned because**

- A. its health service was damaged.
- B. it controlled Sars.
- C. it is a developed country.
- D. it increased levels of health care.

**Q4. The word "they" in the final sentence of paragraph 1 refers to**

- A. Africa and Asia
- B. Asia

- C. people on the ground
- D. local communities

**Q5.** *The word "stride" in sentence 3, paragraph 2 is closest in meaning to*

- A. Success
- B. Step
- C. Routine
- D. Stretch

**Q6.** *Why does the passage say Sars had some good effects?*

- A. a pandemic was avoided
- B. bureaucracy was cut
- C. it was practice for more serious diseases
- D. trained people were put in place

[Go to answers for this reading](#)



## Multiple Choice Reading: 16. Communications

**P1:** It is important to bear in mind that our ability to communicate effectively over long distances with other people on our planet is a relatively new development. The increase in ease of global communication has been phenomenal, something we are all too unappreciative of. We take it for granted that we can as easily place a call to Beijing or Kyoto or Pusan from another continent as we can call up our relatives in the next town. The telephone can be used to call for help, to arrange a meeting, to hire an employee, to transfer money and to do a thousand and one other things. Now we can do the same with handheld mobile phones or other pieces of electronic equipment like the fax or the computer.

**P2:** It was not always the case. Take, for example, the United States of America. Domestic telephone services have been in place for over a century but calls overseas were, until recently, fraught with difficulties. After the war, calls to Asia and Europe used to rely on short-wave radio signals that bounced off the ionosphere, the electrically active layer of the atmosphere that lies between 50 and 250 miles above the earth's surface. Setting up a call involved hours of preparation and, when the call was made, sound quality was often affected by static.

**P3:** Subsequent developments have been rapid as moves were made through copper wire cable, through satellite technology to present-day fibre optic cables.

**P4:** With computer communications, it is now possible to send text and images, which are, in many ways, superior to reliance on the human voice. In addition, if you need help but are not sure where that help might be found, you can search the World Wide Web for information or, if unsuccessful, send out a message to a chat group or bulletin board soliciting help. This could involve mundane things or matters of far greater importance. Medical doctors are now wont to post details of complex medical conditions online in the hope that fellow practitioners might be able to offer insights or point them in the direction of help.

**P5:** Truly global communications have become a significant force for good in the modern world.



### QUESTIONS

**Q1. What title best expresses the ideas in the passage?**

- A. Technical advances in the telephone.
- B. The rapid development of communication technology.
- C. American telephone advances.
- D. The development of computer communications.

**Q2. Long-distance calls after the war were**

- A. restricted by distance.
- B. enabled by radio sets.
- C. often of poor quality.
- D. limited in time.

**Q3. Which of the following statements is not true?**

- A. Many technologies have helped telephone communication.
- B. Fibre optic technology is the most recent technology.
- C. Doctors frequently post problems on the Internet.
- D. Telephone services were rare before the war.

***Q4. The word "them" in the 2nd last sentence of the final paragraph refers to***

- A. fellow practitioners.
- B. Insights.
- C. medical doctors.
- D. medical conditions.

***Q5. Chat is mentioned in the text because of***

- A. its value in communicating with many people.
- B. its social value
- C. its use of text
- D. its ease of use

***Q6. The word "mundane" in the final paragraph could best be replaced by***

- A. Complex.
- B. Ordinary.
- C. Personal.
- D. Practical.

[Go to answers for this reading](#)



## Multiple Choice Reading: 17. Cables

**P1:** Audio/video systems require quality cables. High quality audio and video equipment are now available in many countries at an affordable price but, unfortunately, the cables that are shipped with them are not. They are "free" with the box, which means that they are not necessarily the best for the system. Poor-quality cables, sometimes called "patch cords", reduce the strength of the signal they are transmitting, let other electronic signals cause interference and frequently fail to make a solid connection between components. The rule of thumb is that you should spend 10% of the value of your equipment on high-performance cables.

**P2:** Cables are made from different materials, which in turn are reflected in the price. Copper and silver are excellent conductors of electricity, whereas aluminium is not. It is highly unlikely, though, that any self-respecting manufacturer would supply anything below copper cables. Best of all are fibre optic cables that allow the transmission of laser-generated light signals with hardly any electrical resistance, but these come with a much higher price tag.

**P3:** Thickness also counts for a lot because thicker cables have less electrical resistance and the less the audio/video signal has to struggle to get from one end of the wire to the other. Audio cables are available, most commonly, in 12-, 14-, 16-, 18-gauge - the lower the gauge number, the thicker the cable. If you can connect your equipment together over a distance of less than a couple of meters, 16- or 18- gauge wire is adequate, although you might want to use the lower gauges to be assured of quality.

**P4:** The cables connected to your equipment are subject to attack from other electric signals (eg: from radios, air-conditioners, telephones etc.) travelling in the airwaves, which is why the cable needs to be protected. The best protection is afforded by braided copper shields combined with foil shielding.

**P5:** As a final safeguard, ensure that your cables are not bunched together. Binding cables together might look better but increases the potential for electrical interference between them.



### QUESTIONS

**Q1.** *Where would this passage most likely be found?*

- A. In a magazine
- B. In a textbook
- C. In a user's manual
- D. In a brochure

**Q2.** *Where in the text is cable length mentioned?*

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

**Q3.** *Which of the following statements is not true?*

- A. Aluminium cables are rarely supplied with good equipment.
- B. Fibre optic cables are expensive.
- C. Supplied cables are about 10% of the value of the equipment.
- D. Thick cables decrease electrical resistance.

***Q4. The word "these" in the last sentence of paragraph 2 refers to***

- A. copper cables.
- B. fibre optic cables.
- C. light signals.
- D. electrical resistance.

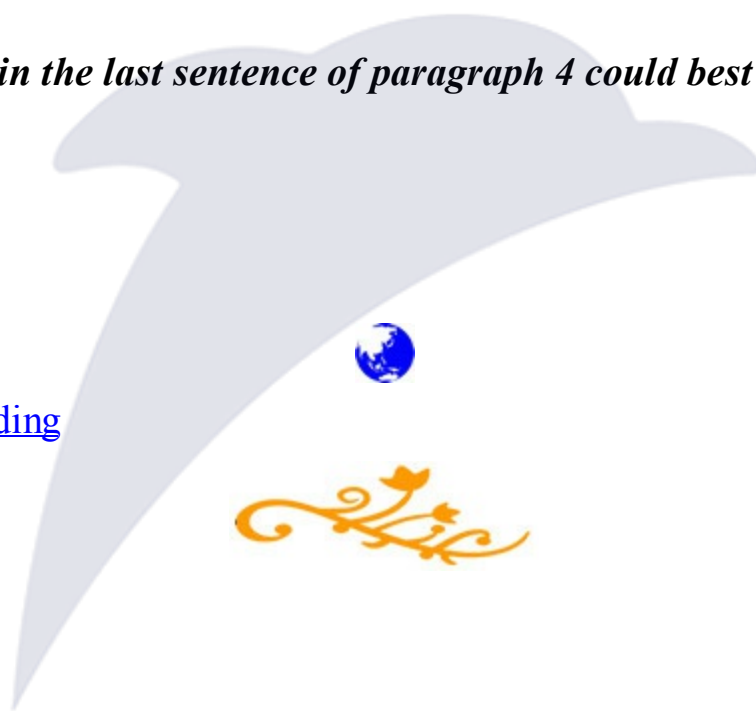
***Q5. What is most likely to reduce electrical resistance?***

- A. 12 gauge cable
- B. 14 gauge cable
- C. 16 gauge cable
- D. 18 gauge cable

***Q6. The word "braided" in the last sentence of paragraph 4 could best be replaced by***

- A. Bonded.
- B. Twisted.
- C. Protected.
- D. Thickened.

[Go to answers for this reading](#)





## Multiple Choice Reading: 18. Tourism

**P1:** The arguments for and against tourism have been rehearsed often enough. However, until now, little attention has been paid to the effect of the tourist explosion on the most sensitive ecosystems of the planet. A recent report written by Conservation International and the United Nations Environment Program says tourism in areas of outstanding biodiversity in the last decade of the twentieth century has grown by more than 100%. In some locations, the growth of such tourism has been staggering. In both Laos and Cambodia it has exceeded 200%, South Africa saw 500% growth and some countries in Central/South America grew by 300%.

**P2:** It is often ecologically sensitive areas that bear the brunt of the damage inflicted by tourism. Tourism can develop rapidly in unique ecosystems because people want to see the marvels of nature: exotic flora, rare fauna and dramatic landscapes. However, the very presence of many people can cause these features to diminish or disappear altogether.

**P3:** The presence of water is one major factor in the sustainability of tourism and nature's richness. Many tourist developments are in arid countries. Tourist installations need large amounts of water. If the environment is damaged because the scarce water resources have been diverted elsewhere, the whole rationale for tourists being there in the first place disappears.

**P4:** The Mexican resort of Cancun is a good example. The barrier island where once only 12 families lived is now host to 2.6 million visitors per year. The damage to create this tourist mecca has been extensive. Mangrove and inland forests have been cut down scarring the land, while the local population suffer with 75% of their sewage being untreated.

**P5:** The island of Phi Phi, near the tourist island of Phuket in the south of Thailand is another example of unsustainable development. The coral, which was the magnet for tourists, has been damaged because development has blocked the nutrient-rich run-off from the island's interior and replaced it with pollutants, the concomitants of over-eager tourism.



### QUESTIONS

**Q1.** *What title best expresses the ideas in the text?*

- A. Tourism and the Water Crisis
- B. Tourism and World Development
- C. Tourism and Third World Problems
- D. Tourism and the Environment

**Q2.** *Laos and Cambodia are given as examples of*

- A. sensitive ecosystems.
- B. average tourist growth.
- C. poor economies.
- D. greatest tourist growth

**Q3.** *Which of the following statements is not true?*

- A. Tourism utilises a great deal of water.
- B. Cancun was once sparsely populated.
- C. Tourism has grown annually by more than 100%.
- D. Tourists are attracted by Phi Phi's coral reefs.

***Q4. The word "it" in the final sentence of the last paragraph refers to***

- A. Run-off.
- B. Coral.
- C. Development.
- D. Interior.

***Q5. Cancun and Phi Phi are examples of***

- A. water shortage areas.
- B. massive tourism.
- C. the loss of forests.
- D. polluted waters.

***Q6. The word "scarring" in paragraph 4 could best be replaced by***

- A. Diminishing.
- B. Mutilating.
- C. Destroying.
- D. Frightening.

[Go to answers for this reading](#)



## Multiple Choice Reading: 19. A Famous Writer

**P1:** It is not uncommon for a great writer to be appreciated only after death. Such was the fate of Francis Scott Fitzgerald, who died believing himself a failure and whose obituaries were condescending. He died in 1940 but, by 1960, he was regarded as one of the finest American writers of the 20th century and *The Great Gatsby*, a sales flop in 1925, hailed as a masterpiece for examining the quintessentially American themes of success and failure.

**P2:** Fitzgerald started writing at an early age, seeing a detective story appear in a school newspaper at the age of thirteen. At Princeton University, he continued his literary apprenticeship at the expense of his studies. There he contributed to various magazines and formed literary friendships. He joined the army in 1917 as a commissioned officer. Believing that he would die in the war, he rapidly wrote a novel, "The Romantic Egotist" which was rejected by Scribners, the publishing house. It was subsequently revamped after army service and published as "This Side of Paradise".

**P3:** His first published work about career aspirations and love disappointments set the theme and tone of much of his later writing. It, also, made him rich and famous. Money fuelled a lifestyle that allowed him to live extravagantly with his flamboyant wife, Zelda Sayre. His next novel was poorly received but he achieved continued success with an abundance of short stories.

**P4:** Two more novels, "The Great Gatsby" and "Tender is the Night" were both commercial failures, although he did receive some critical praise. Owing to his wife's increasing slide into insanity and his own ability to control alcoholism, married life deteriorated rapidly. Both were unable to curtail their excessive spending and exuberant lifestyles. Zelda spent the last 12 years of her life in mental institutions while Fitzgerald moved to the West Coast to work as a screenwriter. It was during his Hollywood period that Fitzgerald's unfinished final novel, "The Last tycoon", was written.



### QUESTIONS

**Q1. What title best expresses the ideas in the text?**

- A. Fitzgerald and the American Dream
- B. Fitzgerald and the novels of love
- C. Fitzgerald's literary output
- D. Fitzgerald, the unsuccessful author

**Q2. "This Side of Paradise"**

- A. disappointed the critics.
- B. was renamed after being rejected.
- C. was originally written for a magazine.
- D. failed to sell well.

**Q3. Which of the following statements is not true?**

- A. Fitzgerald's first novel was started during army service.
- B. *The Great Gatsby* sold poorly.

- C. Fitzgerald wrote five novels.
- D. Fitzgerald's short stories were never popular.

***Q4. The final paragraph indicates that***

- A. Fitzgerald's marriage was strong.
- B. Fitzgerald's wife worked in hospitals.
- C. some critics liked Fitzgerald's work.
- D. Fitzgerald was heavily in debt.

***Q5. Fitzgerald and his wife lived apart because***

- A. they had divorced.
- B. she had become mentally ill.
- C. she had left him.
- D. they worked apart to pay off debts.

***Q6. The word "flamboyant" in paragraph 3 could best be replaced by***

- A. spend-thrift.
- B. Ostentatious.
- C. Generous.
- D. Unfaithful.

[Go to answers for this reading](#)



## Multiple Choice Reading: 20. Ozone

**P1:** There is a solid international consensus about the causes and effects of ozone depletion. About 300 scientists from all corners of the world drafted and reviewed the World Meteorological Organization (WMO) & United Nations Environment Program (UNEP) Scientific Assessment of Ozone Depletion: 1998. The assessment is that the situation is serious but not irreversible.

**P2:** What exactly is the ozone layer and why is it important? Ozone is a form of oxygen, with each ozone molecule made up of three oxygen atoms. Unlike oxygen, ozone is poisonous which would be a problem if concentrated at ground level but is highly beneficial to life when collected in the stratosphere because it blocks out the sun's ultraviolet rays. A diminished ozone layer allows more UV radiation to reach the earth's surface, a serious effect because it can damage DNA, which means it is potentially harmful to most living things, including plants. The human body cannot detect ultraviolet radiation directly which means that humans are unaware of the damage that is done to them on sunny days. This damage can include skin cancer, cataracts and weakened immune systems in humans and reduced crop yields and disruptions in the marine food chain.

**P3:** Even small percentage reductions in the amount of ozone in the upper atmosphere cause a measurable increase in UV radiation that reaches the earth's surface. This reduction has been directly traced to human activity because we now realise that certain manufactured substances can destroy stratospheric ozone much faster than it is formed. Specifically, the release of chlorofluorocarbons (CFCs) and other ozone-depleting substances, which are widely used as refrigerants, insulating foams and solvents, are the culprits. When CFCs float up into the stratosphere, they are broken apart by the UV radiation, releasing chlorine atoms that react with ozone, starting chemical cycles of ozone destruction and depletion.

**P4:** The Montreal Protocol of 1987 attempts to limit the production and use of ozone-depleting substances. Some success has already been recorded with a slowing down in the rate of ozone loss and a levelling off of the concentration of CFCs in the atmosphere. Scientists remain hopeful that, if countries keep to the targets set by the international community, stratospheric ozone will return to normal levels by about 2050.



### QUESTIONS

**Q1. Which title best expresses the ideas in the text?**

- A. Ozone and its effects on humans
- B. The scientific reasons for ozone depletion
- C. Ozone depletion: causes and solutions
- D. International action against ozone depletion

**Q2. Chlorine (final sentence, paragraph 3) is mentioned because it**

- A. exists in the stratosphere.
- B. fights UV radiation.
- C. attacks ozone.

D. reduces ozone loss.

**Q3. Which one of the following statements is not true?**

- A. CFCs have been eliminated from the atmosphere.
- B. Plant and human life are damaged by UV radiation.
- C. Ozone depletion can be stopped.
- D. The ozone layer is poisonous.

**Q4. The word "it" in sentence 3 of paragraph 2 (after "'stratosphere because") refers to**

- A. Ozone.
- B. Oxygen.
- C. Stratosphere.
- D. Ground level.

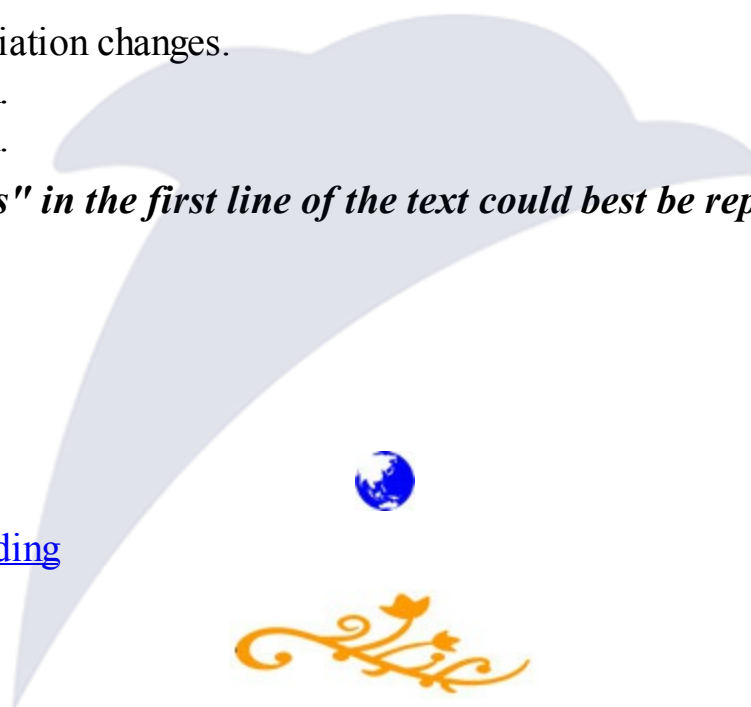
**Q5. Ozone depletion**

- A. has always occurred.
- B. is a consequence of radiation changes.
- C. is a man-made problem.
- D. decreases UV radiation.

**Q6. The word "consensus" in the first line of the text could best be replaced by**

- A. Concern.
- B. Conference.
- C. Agreement.
- D. Sympathy.

[Go to answers for this reading](#)



## Full IELTS Reading

### IELTS Reading: 1. Facts you should know about Global Warming

**Fact 1:** In 1996, the Intergovernmental Panel on Climate Change (IPCC), representing 2,500 scientists, released a major assessment on climate change. The 3600-page report reduces many of the uncertainties surrounding the issue. Scientists are now more confident than ever that the emission of greenhouse gases through human activities is contributing to global warming. This will lead to climate change next century, with potentially disastrous impacts on biodiversity, coasts, agriculture, water and health.

**Fact 2:** The greenhouse effect is a natural phenomenon – if it weren't for the natural greenhouse effect the Earth would be some 33°C cooler than it is at present. The planet is warm enough for complex life because naturally occurring gases (including carbon dioxide and water vapour) trap heat which would otherwise escape into space. The problem is that human activity – including combustion of fossil fuels and land clearing – is adding to these gases faster than oceans, plants and soil can absorb them. This is unnaturally 'enhancing' the greenhouse effect. Since the industrial revolution, the concentration of carbon dioxide, the main greenhouse gas, has increased by 30 per cent. Long-substantiated laws of physics tell us that, given we are altering the energy balance of the atmosphere, this will impact on the world's temperature and climate.

**Fact 3:** The measured increase in temperature of about 0.3-0.6°C this century is consistent with the latest climate model predictions. The 1980s was the warmest decade on record, with 1990, 1991 and 1995 the three warmest years on record. This is not to say that the warming trend is the consequence of the enhanced greenhouse effect. However, recent studies show that the warming trend this century is unlikely to be due to natural phenomena such as increased solar output. The IPCC has now stated that 'the balance of evidence suggests that there is discernible human influence on global climate'.

**Fact 4:** Global warming predictions are based on computer models and analysis of climate change that has occurred in the past. Global warming and climate change predictions are based on two major sources. Complex computer models (known as global circulation models) are able to simulate the broad features of the climate system including atmospheric and ocean circulations. These models can now simulate the present climate and have greatly improved scientists' ability to distinguish between natural and human influences on the climate. The most recent climate models predict an increase in global average temperatures of 1.5-3.5°C for a doubling in the atmospheric concentration of greenhouse gases. The average rate of warming would be greater than at any time in the history of civilization. Analysis of air trapped in glacier ice confirms the model predictions. The analysis reveals that past changes in temperature are closely correlated to changes in carbon dioxide in the atmosphere.

**Fact 5:** Global warming will lead to a rise in the sea level. The IPCC has projected that sea levels will rise by between 15 and 95 cm next century, with a best estimate of 50 cm. Sea level rise will be principally due to thermal expansion of the oceans and also some melting of glaciers. The sea level will continue to rise after next century, even if the concentrations of greenhouse gases are cut by that



time.

**Fact 6:** Human-induced climate change is different to past natural climate change. Natural climate variability is an ongoing phenomenon – scientific analysis suggests temperatures have changed by a number of degrees in recent geological history. It is important to recognize, though, that present-day stresses on natural ecosystems from human activity will mean the resilience of ecosystems to the changes will be much less than in the past. Furthermore, both the rate and the level of global warming will be greater than any time in the last 10,000 years. Past global and regional climate changes, have resulted in social and cultural upheaval – in some cases contributing to the collapse of civilizations.

**Fact 7:** The costs of global warming will outweigh the benefits. The nature and extent of the impacts of global warming are still uncertain. However, the IPCC has made it clear that many of the world's ecological and human systems are extremely vulnerable to the predicted global warming, in particular ecosystems and societies that are already subject to environmental, economic and cultural stresses. The IPCC has also stated that future climate changes may involve 'surprises'. Some commentators have suggested that because some regions or industries may benefit in the short term from climate change – for example, wheat yields could improve in Canada – then there is no need to be concerned about the issue. This suggestion is based on a false assumption that climate change will be a one-off event. Unless the level of greenhouse gases in the atmosphere is stabilised, though, human-induced climate change will continue to occur and benefits may only be transient. Furthermore, the suggestion ignores the social, economic and environmental upheaval that will arise if significant sections of society or ecosystems are unable to adapt to climate change.



## QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to an idea in one of the paragraphs (Fact 2 - Fact 7). Match the two lists by typing in the correct letter for each question.*

**Q 1:** *Fact 2* = \_\_\_\_

**Q 2:** *Fact 3* = \_\_\_\_

**Q 3:** *Fact 4* = \_\_\_\_

**Q 4:** *Fact 5* = \_\_\_\_

**Q 5:** *Fact 6* = \_\_\_\_

**Q 6:** *Fact 7* = \_\_\_\_

- A. Global warming is likely to increase.
- B. The earth will find it difficult to cope with global warning.
- C. This century has seen a rise in temperature.
- D. Sea level rise has been predicted.
- E. Global warning might bring unexpected benefits.
- F. The greenhouse effect has been beneficial to the earth.

**Q7. Considered as a whole, the text:**

- A. is optimistic that global warning can be dealt with.
- B. rejects simple attempts to solve the problem.
- C. explains how the problem can be solved.
- D. explains the consequences of global warning.

**Q8. Computer predictions of climate change have been**

- A. disputed by some scientists
- B. modified over many years
- C. proved reliable by trapped air in glaciers
- D. based on recent climate changes

**Q9. Societies have disappeared because of global warming.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q10. Which statement is closest in meaning to what the text says?**

- A. The greenhouse effect has increased by thirty times since the industrial revolution.
- B. Atmospheric carbon dioxide is thirty times greater than before the industrial revolution.
- C. There is no evidence of changes in carbon dioxide levels since the industrial revolution.
- D. Carbon dioxide in the atmosphere has increased by almost one-third since the industrial revolution.

**Q11. When greenhouse gases are reduced, the rise in sea levels will also be reduced.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q12. Damage from global warming is likely to be only temporary.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

*Complete the summary of the first three paragraphs (Facts 1-3) by choosing a maximum of three words from the passage to fill in the spaces 13 to 18:*

The IPCC **13.**\_\_\_\_\_ helped our understanding of global warming and affirmed that greenhouse gas **14.**\_\_\_\_\_ is a large contributor. Although a naturally occurring phenomenon, the greenhouse effect is being made worse **15.**\_\_\_\_\_, affecting both **16.**\_\_\_\_\_ and **17.**\_\_\_\_\_. The IPCC believe that other factors (for example, **18.**\_\_\_\_\_) are not responsible.



[Go to answers for this reading](#)



## IELTS Reading: 2. The Lands Where the Kurds Live

- P1.** It is something of a misconception to think of the Middle East, as a region of palm trees, camels, and deserts. This is not the Middle East of the Kurds because Kurdish country is characterized by high mountains and great rivers.
- P2.** The Kurds live in a region called Kurdistan, which appeared on maps prior to World War I. Much of the region consists of areas in the central and northern Zagros Mountains, the eastern two-thirds of the Taurus and Pontus mountains, and the northern half of the Amanus Mountains. The 230,000 square miles that make up Kurdistan are stretched across the countries of Turkey, Syria, Iraq, and Iran.
- P3.** Kurds are the fourth largest ethnic group in the Middle East, but they have no modern nation of their own. Throughout this century and earlier, Kurds have fought to regain control over their ancestral territories, producing independence fighters called peshmerga (which literally means "those who face death"). As in every conflict the world over, the Kurdish civilians have suffered most from the Kurdish struggle for self-determination. Until recently, Kurds in Turkey were not allowed to speak their own language in public or practice their customs.
- P4.** About half of the world's 25 million to 30 million Kurds live in Turkey. Six million to 7 million live in Iran, 3.5 million to 4 million live in Iraq, and 1.5 million live in Syria. Others are distributed in such countries as Armenia, Germany, Sweden, France, and the United States. Kurdish communities also exist in the former Soviet Union.
- P5.** The Kurds are an ancient people who trace their history back several thousand years. Like the Highland Scots, who have a clan history, Kurds have a tribal history. Kurds, like Scots, are often fiercely loyal to other members of their tribe, numbering almost 800 separate tribes in Kurdistan. One can often identify the tribe from which a Kurd comes by his or her last name. Even today, the isolation of the mountains has enabled local dynasties and tribes to flourish. In the absence of a central government, many Kurds considered their clan leaders to be their highest source of authority. At times, this has been an obstacle to Kurdish independence, as Kurds have been loyal to local leaders rather than to a Kurdish nation.
- P6.** The Kurds are an Indo-European people with their own history, language, and culture. They are lovers of music, poetry, and dance. Most Kurdish villages and regions have their own dances and, unlike much of the Middle East, men and women often dance together. Kurdish musicians play a type of flute (zornah) and drum (dohol) and there is a strong tradition of recounting folk legends that tell of heroism, romance, and the love of country.
- P7.** The mountains have shaped Kurdish history and culture so it is no surprise that the Kurds are great walkers and mountain climbers. They have learned to survive in the often-harsh conditions of the region. The winters are cold (with heavy snows for up to six months of the year), and earthquakes are not uncommon. Compared with most areas in the Middle East, which are dry, Kurdistan receives a considerable amount of precipitation.
- P8.** The rain and snow run down the rugged mountainsides spilling onto the lowlands, filling the great Tigris and Euphrates rivers. Some of the grandest gorges in the world are in Kurdish country, especially the Gali Ali Beg in central Kurdistan. Most of the major rivers of the Middle East run entirely or nearly entirely in Kurdistan. However, non-Kurds control the flow of most of these rivers, who regulate the waters for agricultural and industrial use and to generate electricity. The area

is also known for its natural lakes and exceptionally powerful springs. Owing to the amount of rainfall, the soil of Kurdistan is rich. The mountainsides are covered with blankets of flowers, which make a delicious meal for grazing sheep. In ancient times, Vikings traveled to Kurdistan to buy Kurdish butter because Kurdish sheep ate flowers as they foraged, and the butter had a delightful scent.

**P9.** Water and fertile soil are not the only natural resources in Kurdistan. The region has some of the largest oil reserves in the Middle East and in the world. In ancient times, the Zagros and Taurus mountains were known as a great source for many metal ores, including copper, chromium, and iron. Though they are no longer considered a plentiful source of such minerals, the mountains are still mined.

**P10.** Although today Kurdistan may seem isolated from the rest of the Middle East, at one time it was a center of civilization. It was located along the Silk Road - the trade route that linked Asia and Europe. Traders passing through would buy beautiful Kurdish rugs and other handicrafts. After the 1500s, however, traders began using sea routes and Kurdistan fell into a long period of decline. It remains to be seen if Kurdistan will ever regain the prominence it once had.

#### QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 10). Match the two lists by typing in the correct letter for each question.*

- Q 1: Para 2 =** \_\_\_\_  
**Q 2: Para 4 =** \_\_\_\_  
**Q 3: Para 6 =** \_\_\_\_  
**Q 4: Para 7 =** \_\_\_\_  
**Q 5: Para 9 =** \_\_\_\_  
**Q 6: Para 10 =** \_\_\_\_

- A.** Kurdistan suffers extreme weather conditions.  
**B.** Kurds are dispersed far and wide over the world.  
**C.** Kurdistan is particularly mountainous.  
**D.** Kurdistan was once an economically successful region.  
**E.** Kurds have a rich cultural inheritance.  
**F.** Kurdistan is rich in natural resources.

**Q7. Scots are mentioned in the text**

- A.** because of the number of tribes.  
**B.** because a tribal system creates loyalty.  
**C.** because both Scots and Kurds are small, fierce nations.  
**D.** because clan history is ancient.

**Q8. Vikings are mentioned in the text**

- A.** because it shows other nations interest in the Kurds  
**B.** because of their search for tasty butter.

- C. because they wanted to obtain sheep meat
- D. because of the country's natural beauty

**Q9. We can infer that the Tigris river is not controlled by Kurdish people.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q10. Gali Ali Beg is**

- A. a mountain
- B. a gorge
- C. a river
- D. a region

**Q11. The three principal resources of the Kurdish region are oil, water and fertile land.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q12. We can infer that the Kurdish language is very similar to other neighbouring languages.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

*Complete the summary of the text by choosing suitable words from the list below. Place a letter next to the question numbers in the text.*

<b>A.</b> an independent nation	<b>G.</b> history and culture
<b>B.</b> Language	<b>H.</b> the Middle East
<b>C.</b> had to move to	<b>I.</b> Kurdistan
<b>D.</b> a nation of freedom fighters	<b>J.</b> Geography
<b>E.</b> owing to tribal loyalties	<b>K.</b> because of poor leadership
<b>F.</b> movements	<b>L.</b> been forced to fight for

It is surprising for some people to realise that **13.**\_\_\_ has mountainous, fertile regions. The land where Kurds live is such a region, but it is not **14.**\_\_\_. This region covers many different countries, so Kurds have **15.**\_\_\_ a separate homeland. Some countries have placed restrictions on their **16.**\_\_\_ . Kurds sometimes have not been concerned about a Kurdish nation, **17.**\_\_\_ and the mountainous nature of their land. However, Kurds are a distinct people if you consider their **18.**\_\_\_.







## IELTS Reading: 3. Downsizing: The Long Term Effects

**P1.** Few government departments or branches have escaped the necessity of downsizing. The last three or four years have brought almost constant cuts in staffing, and some departments have been "hit" several times. For many downsizing has become an annual process.

**P2.** When managers are faced with downsizing, they tend to focus on the immediate and practical needs that emerge at the time when staff are being let go. Employees need to be selected and notified, which is one of the most difficult tasks for any manager. Jobs responsibilities need to be shuffled, and generally the period where downsizing is occurring is very busy and emotionally taxing. Unfortunately, there is a tendency for managers to focus on those that are leaving rather than those that remain. This also holds true for central training and consulting agencies who are asked to support the laid off employees with career development help, counseling, and other supports. There is no question that laid off employees deserve and need these kinds of supports and services. Unfortunately, there is a tendency to forget that after the laid-off workers are gone, the "survivors" must soldier on, and the manager must deal with the long-term effects on the remaining organization.

**P3.** We are now seeing the effects of downsizing on those that remain. One of the most telling comments is often put forth by employees a year or two after downsizing: "Sometimes I think that the ones who were laid off are the lucky ones". They usually go on to describe a workplace where employees feel a lack of executive commitment to their functions, confusion about the priorities of their organization, increased workloads, a sense of being betrayed by managers, a profound sense of distrust and a sense of futility with respect to long-term planning. In operational terms, there is a tendency to less risk-taking and innovation, increased internal competition for resources and individual staff members devoting less effort to working together and more attention to doing things that will protect themselves.

**P4.** To counter-act the long term effects of downsizing, managers need to understand how organizations slip into "down-cycles". An organizational down-cycle can be characterized as a long-term process where the organization becomes progressively more depressed, insular, protective and confused. The important thing to note is that this process occurs slowly, sometimes imperceptibly, and that if the process is allowed to continue unchecked, it gets worse. The down-cycling organization loses its positive momentum and enthusiasm. A vicious circle is formed. Bad feelings and depression become the norm rather than occasional, until, in extreme cases, the organization becomes unable to move effectively, and the work climate can become intolerable for everyone.

**P5.** Owing to the gradual nature of the process, managers tend to assume that the problems that occur early in the down-cycling will solve themselves without attention. It is easy to assume that staff will "get over" the effects of downsizing over time. This may be the fatal mistake, because if the process is left unmanaged, there is a good chance that staff will become more demoralized.

**P6.** Proactive management activities are always required when downsizing occurs. Managers must realize that they "can pay now or pay later", and that delaying actions designed to revitalize the organization will result in a huge cost down the road. Managers should consider that the period immediately after downsizing is critical. Action or inaction during this period will determine whether the organization moves into a depressed downcycle, or makes the commitment to move forward. Downsizing time should also be a time when the organization's mandate and vision are



revisited. It should be a time when the manager dedicates him/herself to the long-term health of the organization by clarifying, supporting and building trust. Above all, this is the time where the manager's prime responsibility is to communicate, both with staff, and with executives.

**P7.** Proactive long-term approaches should also be applied by any central agencies charged with "helping" downsizing organizations. Support should be offered to those that are displaced, but, in the long term, help offered to "survivors" will be much more important in determining organizational health. As a manager, ask, or demand that these services be made available by central agencies, or procure them from private vendors, if the central agency won't do the job.

**P8.** We are seeing more of the long-term effects of downsizing on organizational health. When downsizing is under-managed, there is the danger that an organizational downcycle will be created, and left to continue unchecked over several years. The results can be destructive to the organization and the individuals that work there. It is far easier to avoid or correct this cycle at the time when downsizing occurs, and far less costly. It is important that downsizing trigger organizational renewal strategies immediately. If proactive action is missing, or is ineffective, corrective actions down the road will require a long-term commitment. Once an organization reaches the bottom of a downcycle, it will take considerable time to reverse the process.

#### QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 8). Match the two lists by entering the correct letter for each question.*

**Q 1: Para 1 =** \_\_\_\_

**Q 2: Para 3 =** \_\_\_\_

**Q 3: Para 4 =** \_\_\_\_

**Q 4: Para 5 =** \_\_\_\_

**Q 5: Para 6 =** \_\_\_\_

**Q 6: Para 8 =** \_\_\_\_

- A.** The effects of downsizing are not self-correcting
- B.** The effects of downsizing on the remaining staff
- C.** The frequency of downsizing
- D.** The importance of downsizing and renewal going together
- E.** The effects of downsizing on company outlook
- F.** The necessity of dealing with the effects of downsizing

**Q7.** *According to the text, downsizing contributes to downcycles which occur*

- A.** Occasionally.
- B.** in all big companies.
- C.** Gradually.
- D.** in every business cycle.

**Q8.** *The text implies that a manager's most important asset is the ability*

- A.** to work very hard.
- B.** to communicate.

C. to deal with emergencies.

D. to delegate.

**Q9. Staff members who remain in a downsized organisation are more likely to cooperate with colleagues**

A. TRUE

B. FALSE

C. NOT GIVEN

**Q10. What do survivors of downsizing not complain about?**

A. increased work

B. confusion over company goals

C. lower salaries

D. betrayal by management

**Q11. The effects of downsizing are usually minimal for most companies after an initial period.**

A. TRUE

B. FALSE

C. NOT GIVEN

**Q12. It is customary business practice to help people who lose their jobs during downsizing.**

A. TRUE

B. FALSE

C. NOT GIVEN

Complete the summary based on paragraphs 5 - 8 by choosing phrases from the list A - L. Place a letter next to the question numbers in the text.

**A.** by managing effectively

**B.** communicate effectively

**C.** but not as important as helping

**D.** to be discouraged

**E.** to avoid a downcycle

**F.** by senior managers

**G.** be responsible

**H.** their own abilities

**I.** to be reduced

**J.** to avoid conflict

**K.** their organisation's mission

**L.** indeed more important than helping

Downsizing can cause staff **13.**\_\_\_\_ and must be dealt with **14.**\_\_\_\_ , so that there are no delays in renewing an organisation. Managers must be aware of **15.**\_\_\_\_ , develop trust and **16.**\_\_\_\_ . Helping those who have lost jobs is important, **17.**\_\_\_\_ those who are still in jobs. Problems connected with downsizing must be dealt with immediately **18.**\_\_\_\_ .



## IELTS Reading: 4. Walking and Fat Loss

**P1.** With obesity and disease increasing dramatically, many fitness experts are recommending walking for weight loss and fitness. Some are even going so far as saying that walking is the best way to burn fat and lose weight. However, many strongly disagree with the statement that walking is effective at burning off body fat. The author is in the latter camp.

**P2.** The primary benefits of walking are increased blood flow and circulation, improved recovery, and a strengthened immune system. There are several reasons why walking is not the best choice when it comes to fat loss. Firstly, walking does not burn a lot of calories. The lower the intensity of the activity or exercise the smaller the number of calories burned per unit of time. For example, you can burn more calories in 15 minutes of bicycling at a high intensity level than you can in 45 minutes of easy walking.

**P3.** Secondly, walking does not result in a large increase in metabolism. Another downside to walking is that because it is generally low intensity it results in only a small increase in metabolism that will only last approximately 1-2 hours after the walk. On the other hand, metabolism increases are larger and last longer (4-24 hrs or more) when you perform high intensity cardiovascular workouts.

**P4.** Finally, low intensity exercise like walking does not deplete muscle glycogen levels and therefore, later in the day if you have excess calories they will likely be stored as body fat whereas if you deplete the glycogen the excess calories will primarily be stored in the muscles.

**P5.** So why do so many fitness and health experts recommend walking for weight loss? One reason is that people do not want to hear that they have to work hard so they figure some activity is better than none. Another reason is that the body burns more fat for fuel when exercising at an easy pace. However, the total amount of energy used is so small that you end up burning off little body fat. That is also why when you choose the "fat burning" program on your treadmill or bike it has you exercise at any easy level. Yes, you are burning fat, but so little that you would have to exercise at that easy pace for hours and hours each day.

**P6.** High intensity cardiovascular or aerobic exercise is much more effective in burning off the excess body fat. In fact, several studies have been done to prove this. In one study they compared one group who did moderate level aerobics for 45 minutes with another group who performed high intensity workouts for 15 minutes. They did before and after fitness testing including body fat analysis and found that the group who performed the high intensity aerobics lost nine times as much body fat.

**P7.** If more proof is required, compare the bodies of a walker, marathon runner, and sprinter. If you are not familiar with what a sprinter's body looks like, it is very muscular and has little body fat while, on the other hand, the body of a walker will likely have the opposite, little muscle and more fat. The sprinter does little or no low intensity exercise and does primarily short hard bursts of work while the marathoner overtrains so much they burn off both the body fat and the muscle and that's why they tend to look almost sickly thin. So what should you do then if your main objective is to shed those excess pounds of body fat? Two things: Perform some form of high intensity cardio 2-4 times per week and stabilize blood sugar to minimize the storage of new fat.

**P8.** Sometimes minor injuries are used as an excuse for not doing high intensity exercise. However, it is important to remember that high intensity is all relative to you and your current fitness level. For

example, fast walking up and down hills may be high intensity for some people... it all depends. So don't think that you have to start running or something like that. Just slowly start to increase the intensity of your cardio workouts while also maybe decreasing the time because you can either work hard or you can work long. Also, you can make almost any activity or exercise high intensity. For example, you can increase your speed, use an incline or hills, increase resistance and perform intervals, which is the most effective method.

**P9.** Obviously, some activities are better suited than others but the point is that if you want to burn more fat and make your workouts as productive as possible you need to increase the intensity. As with any changes to your fitness program, be careful and don't over exert yourself. Just because high intensity workouts burn more fat, don't think that you'll get even better results by doing it everyday - that will quickly lead to over-training and a loss of muscle which will only make it even harder to burn off the fat. So if your primary goal is fat loss, don't waste your time walking and instead focus on progressive, high intensity cardiovascular exercises to maximize the effectiveness of your workouts.



### QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 9). Match the two lists by inserting the correct letter for each question:*

**Q 1: Para 1 =** \_\_\_\_

**Q 2: Para 2 =** \_\_\_\_

**Q 3: Para 5 =** \_\_\_\_

**Q 4: Para 6 =** \_\_\_\_

**Q 5: Para 8 =** \_\_\_\_

**Q 6: Para 9 =** \_\_\_\_

- A. Walking burns off fewer calories than high intensity exercises.
- B. It is best to avoid over-exercising.
- C. The amount of fat burned off is connected to the energy used up.
- D. There are different views about walking and losing fat.
- E. High intensity exercises have been shown to achieve high fat loss.
- F. The definition of high intensity exercises vary from person to person.

**Q7. It can be inferred that running up and down hills is**

- A. best avoided if carrying minor injuries.
- B. beneficial cardio-vascular exercise.
- C. the author's preferred method of fat loss.
- D. valuable only if done at speed.

**Q8. The author thinks the type of exercise is more important than the time taken to do the exercise.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q9. *Doing too much physical exercise means that muscle loss will occur.***

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q10. *The example of a sprinter is used to prove that***

- A. long physical exercises help reduce body weight.
- B. high intensity workouts reduce body fat.
- C. athletic exercise is always beneficial.
- D. low intensity exercises remove body fat.

**Q11. *The writer of the article believes walking is the best way to lose fat.***

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q12. *The depletion of muscle glycogen levels is helped by walking.***

- A. TRUE
- B. FALSE
- C. NOT GIVEN

*Complete the summary based on paragraphs 7 - 9 by choosing phrases from the list A - L. Place a letter next to the question numbers in the text.*

<b>A.</b> Walking	<b>G.</b> Running
<b>B.</b> more important than	<b>H.</b> muscle loss
<b>C.</b> reduce your body fat	<b>I.</b> reduce your muscles
<b>D.</b> changes to fitness	<b>J.</b> less important than
<b>E.</b> increase your muscles	<b>K.</b> stabilize the blood sugar
<b>F.</b> high intensity exercises	<b>L.</b> low intensity exercises

The type of physical exercise you do is very important. Sprinting over short distances will **13.**\_\_\_\_ and reduce your body fat. Constantly **14.**\_\_\_\_ long distances means that you will reduce your muscles and **15.**\_\_\_\_ too. Remember that **16.**\_\_\_\_ should be attempted, depending on how fit you are. It is vital to bear in mind that intensity is **17.**\_\_\_\_ the length of time spent on exercises. Over-training is unwise, as it can result in **18.**\_\_\_\_ .



[Go to answers for this reading](#)



## IELTS Reading: 5. Traditional Ballad Verse in Australia

**P1.** The transportees, the earliest European settlers in Australia, numbered among them many Scottish and Irish convicts who had been familiar with ballads from their childhood. Stories of tragedies, comical events, battles and clan history were part of their background; mostly composed in the ancient ballad metre, the "severer" so-called, with four stresses in the first line, three in the second and so through the rest of the tale.

**P2.** They were often sung to a traditional tune; sometimes with a chorus or refrain so the listeners could participate in the performance; sometimes as a solo rendition of a shorter piece. They were always performed because the need was there for some kind of entertainment in circumstances where no other entertainment was available or possible--in the tween-decks of the hulks, the holds of ships, or the huts of the "iron gangs" when they reached their melancholy destination half a world from their native lands.

**P3.** It is hardly surprising that, when the time came for the versifiers among these unhappy people to compose their own laments at their conditions or their shouts of defiance at the Authority which governed their lives in their new country, they turned to the old familiar form of the ballad to chronicle their responses to circumstance. Naturally some of these spoken effusions reminded them of traditional tunes to fit the new words, and the first truly Australian traditional songs were begun and flourished. These were convict-originated songs--lamentations like "The Plains Of Emu," "The Convict Maid," "The Death Of Captain Logan"; shouts of defiance like "Jim Jones At Botany Bay"; praise for outlaws who defied the system like "Bold Jack Donohue" and "The Wild Colonial Boy" - simple stories set to verse and traditional tunes.

**P4.** Some became so popular that Authority became worried and actually officially banned the singing of the "Donahue" songs in the taverns of Sydney in the 1820s. This of course did not prevent their wide spread, both the "Donahue" song and "Wild Colonial Boy" reached America and have been collected in the field there, and as "The Wild Keelonian Boy" one travelled to Ireland and became well-known there.

**P5.** By the middle of the nineteenth century, settlement had spread into the Australian interior across the Dividing Range and there was a large population of freed convicts who had finished their sentences or obtained "tickets-of-leave," mixed with the first of the free settlers and the more well-to-do sheep farmers. These men worked as shearers for the flocks, at building fences, as well-sinkers and so on, while others became timber-getters and sealers on the southern islands. Still, they were bereft of entertainment save for what they could make themselves, and poems and songs continued to originate among these folk.

**P6.** A great change began with the discovery of gold in New South Wales and Victoria, for the enormous influx of folk from many lands who came to the goldfields not only demanded entertainment but also could afford to pay for it. Some of the best theatrical personalities in the world appeared at one time or another to satisfy this demand; but the miners and outback workers continued to create their own kinds of diversions, and the ballad poem flourished. Most of these effusions proved to be ephemeral, but some survived in popular memory, especially the poems and songs about the many gangs of bushrangers who infested the roads and townships at that time, particularly the Hall and Kelly gangs, who seem to have caught the public imagination.



**P7.** The late nineteenth century saw a great revival of the ballad form of verse internationally with the writings of Pret Harte, Charles Leland, Rudyard Kipling and Robert Service; and the encouragement offered by the acceptance of these enormously popular writers spurred many imitators among the previously discouraged versifiers using the ballad metre.

**P8.** A strong tradition of reciting ballad poetry existed right up until the end of the 1930s. Typically, entertainers memorized ballads and deliver them from stages or around the campfires of the cattle drovers that studded the great plains. In settled areas, when there were "social evenings" or dances, reciters entertained audiences with selections from popular ballad poets of the time. In the 40s, ballads in public performance died a quick death, never to be resuscitated.



### QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 8). Match the two lists by inserting the correct letter for each question:*

**Q 1: Para 1 =** \_\_\_\_

**Q 2: Para 3 =** \_\_\_\_

**Q 3: Para 4 =** \_\_\_\_

**Q 4: Para 6 =** \_\_\_\_

**Q 5: Para 7 =** \_\_\_\_

**Q 6: Para 8 =** \_\_\_\_

- A.** The reason for ballad verse continuing in newly-settled Australia
- B.** The ballad form remained popular internationally
- C.** The origins of the ballad verse
- D.** Sudden wealth in Australia spurred on ballad performance
- E.** Final growth and decline of ballads
- F.** The international popularity of some Australian ballads

**Q7. "The Wild Keelonian Boy" is an example of**

- A.** a ballad from Ireland.
- B.** an Australian ballad that was popular abroad.
- C.** a traditional ballad set to music.
- D.** an American ballad that was spread abroad.

**Q8. It can be inferred that most of the early creators of ballad verse were of Scottish and Irish descent.**

- A.** TRUE
- B.** FALSE
- C.** NOT GIVEN

**Q9. The government banned the Donohue songs because they were composed by convicts.**

- A.** TRUE
- B.** FALSE
- C.** NOT GIVEN

**Q10. It can be inferred that the Hall gang were**

- A. corrupt town officials
- B. trouble-makers
- C. outlawed ballad singers
- D. public personalities

**Q11. Ballads were sometimes accompanied by musical instruments**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q12. Performing ballads stopped when the underlying social conditions changed.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

*Complete the summary based on paragraphs 5 - 8 by choosing phrases from the list A - L. Place a letter next to the question numbers in the text.*

- |   |                                     |
|---|-------------------------------------|
| <b>A.</b> Poetry                          | <b>G.</b> traditional entertainment |
| <b>B.</b> the only entertainment they had | <b>H.</b> public entertainment      |
| <b>C.</b> continued expansion             | <b>I.</b> all over the country      |
| <b>D.</b> ballad-reciting                 | <b>J.</b> new wealth                |
| <b>E.</b> from the coast                  | <b>K.</b> ballad-writing            |
| <b>F.</b> organised social events         | <b>L.</b> international writers     |

When settlements expanded **13.**\_\_\_\_, many freed convicts were part of those communities and enjoyed ballads because it was **14.**\_\_\_\_. Later, **15.**\_\_\_\_ encouraged many forms of **16.**\_\_\_\_ but the ballad remained popular. Some ballads (eg: about bushrangers) became very well-known and, later still, the ballad form grew in popularity because of **17.**\_\_\_\_. By the mid twentieth century, the **18.**\_\_\_\_ tradition had ceased to exist.



[Go to answers for this reading](#)



## IELTS Reading: 6. Dyslexia

**P1.** Reading is the most important skill that a child must acquire at school, because one must learn to read to be able to read to learn. The implication of this is that the child who is a poor reader will usually also be a poor learner. Unfortunately poor reading skills, and therefore poor learning skills, have become a reality for an alarming number of people. The \$14 million National Adult Literacy Survey of 1993 found that even though most adults in this survey had finished high school, 96% of them could not read, write, and figure well enough to go to college. Even more to the point, 25% were plainly unable to read.

**P2.** Even more alarming is that reading difficulties are not limited to people who are environmentally, culturally or economically disadvantaged. Many children come from good homes, go to good schools and score average to above average on IQ tests. Yet, they battle to learn to read, and many never succeed. Children with reading difficulties share a number of common symptoms. They are inclined to reverse letters or words, to omit letters, to lose their place, to remember little of what they have read, or to read with poor comprehension. These children are considered to suffer from a learning disability (LD), commonly called dyslexia.

**P3.** The idea that dyslexia is a certifiable biological disorder, a physical problem that could be diagnosed and treated accordingly, gained credence during the 1960s and 1970s, giving rise to an armada of theories. One such a theory states that dyslexia is the result when the link between the language, hearing and comprehension centers of the brain is somehow misconfigured during fetal development.

**P4.** Another theory states that dyslexia is caused by "faulty wiring in the brain," whereas another holds that a subtle impairment of vision may be responsible, while yet another believes that a cerebellar-vestibular dysfunction may be responsible for the learning disability. All these theories - most of them blaming some difference in structure between the brain of the dyslexic and that of the so-called normal reader - have lead to nothing at all. Despite all these theories and all the intervention efforts based on them, not to mention the vast amounts of money expended in the process, the numbers of dyslexics continue to escalate.

**P5.** Except for the fact that proof of a neurological deficit still eludes the researchers, this theory leaves many questions unanswered. If dyslexia has a neurological basis, why is this supposedly non-contagious "ailment" on the increase? Compare the present situation with, for example, that of a century ago. In 1910 the literacy rate in the U.S.A. was so high it was predicted, "the public schools will in a short time practically eliminate illiteracy." In 1935, a survey of the 375,000 men working in the Civilian Conservation Corps - a government-sponsored work project to provide employment - found an illiteracy rate of 1.9 percent. It is most noteworthy that this last figure was found among men primarily of low socio-economic status.

**P6.** It is also impossible to explain how a neurological dysfunction can be more prevalent in specific areas or countries. While the National Commission on Excellence in 1983 warned that the American nation was "at risk," remedial reading facilities were not needed at all in Japan due to the rarity of reading problems. Some would argue that reading problems were virtually nonexistent in Japan because their written language is easier than our Latin alphabet. That, however, is simply not true. The Japanese Kanji ideograms consist of 1,850 characters. In addition there are two Kana

syllabaries, which - like our Latin alphabet - use symbols to represent sounds. Each Kana syllabary has 46 basic letters compared to our 26.

**P7.** It is also important to note that differences in brain structures do not necessarily equal brain disorders. Differences between dyslexics' brains and those of normal readers are not necessarily the cause of a reading difficulty. Such differences can well be the effect of a learning difficulty. Latest neurological findings - for example through the work of Michael Merzenich of the University of San Francisco - show that, while certain areas of the brain are designated for specific purposes, brain cells and cortical maps do change in response to learning. An interesting study in London has found that an area of the brain associated with navigation was larger in London's famed taxi drivers than in other people. The drivers' brains have adapted to help them store a detailed mental map of the city, shrinking in one area to allow growth in another.

**P8.** The tendency over the past nearly a century has been to try and fit the dyslexia shoe on the foot of the children who fail to learn to read. All efforts to make this shoe fit have failed. If a shoe does not fit one foot, shouldn't we try it on the other foot?

### QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 7). Match the two lists by inserting the correct letter for each question:*

**Q 1: Para 1 =** \_\_\_\_

**Q 2: Para 2 =** \_\_\_\_

**Q 3: Para 3 =** \_\_\_\_

**Q 4: Para 4 =** \_\_\_\_

**Q 5: Para 6 =** \_\_\_\_

**Q 6: Para 7 =** \_\_\_\_

- A. Dyslexia as a medical problem
- B. Learning & its effect on the brain
- C. Dyslexia & socio-economic factors
- D. Competing theories to explain dyslexia
- E. The foundational skill of reading
- F. Dyslexia & Writing Systems

**Q7. "London's famed taxi drivers" are given as an example of**

- A. incredible memory powers.
- B. recent academic research.
- C. learning successes.
- D. changes in brain structure.

**Q8. Japan's written language is given as an example of**

- A. a mixed system of letters and ideograms.
- B. the difficulty of learning to read.
- C. linguistic complexity.

D. the unimportance of scripts for dyslexia.

**Q9. Spelling problems are an indicator of dyslexia**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q10. Dyslexia is a learning difficulty that**

- A. can be inherited
- B. never occurs among Japanese speakers
- C. is increasing
- D. was discovered in the 20th century

**Q11. Learning and reading are fundamentally related.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q12. Dyslexic children score low on IQ tests.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

Complete the summary based on paragraphs 5 - 8 by choosing phrases from the list A - L. Place a letter next to the question numbers in the text.

<b>A.</b> learning difficulties	<b>G.</b> brain structure differences
<b>B.</b> Unknown	<b>H.</b> Research
<b>C.</b> Evidence	<b>I.</b> Illiteracy
<b>D.</b> reading problems	<b>J.</b> socio-economic conditions
<b>E.</b> Unemployed	<b>K.</b> writing systems
<b>F.</b> uneven	<b>L.</b> poor

There is no **13.**\_\_\_ that dyslexia is connected to **14.**\_\_\_. The history of 20th century shows that dyslexia is more frequent, especially among **15.**\_\_\_ people. The geographical spread of dyslexia is **16.**\_\_\_ and there is no relationship between **17.**\_\_\_ and dyslexia. It is possible that neurological differences might be caused by **18.**\_\_\_ and not vice-versa.



[Go to answers for this reading](#)



## IELTS Reading: 7. Preventing Violence in the Workplace

**P1.** Few would argue that over the past ten years, occupational violence has become a serious problem facing workers and employers alike. According to the National Institute for Occupational Safety and Health (NIOSH), nearly 7000 workers were victims of homicide in the workplace during the period of 1980 to 1989. Among female employees, homicide was the number one cause of death. In 1992, five states and the District of Columbia reported homicide was the leading cause of occupational deaths for all employees, men or women.

**P2.** If on average, 700 workers died each year in the 1980s, how many others must have been victims of non-lethal attacks? Northwestern National Life reported that more than 2 million Americans, or 15 percent, were victims of physical attacks at the workplace during 1992. Eighteen percent were attacked with a deadly weapon. Other experts believe these figures to be too conservative since they may not take into account acts of violence committed outside, but originating inside, the workplace.

**P3.** Clearly, something must be done. Employees not only deserve a safe work environment, several states mandate it. Labor attorneys recognize that employers may be exposing their corporations to potentially costly litigations if there is no Workplace Violence Prevention Program and executives are being made aware of the enormous costs associated with incidents involving occupational violence.

**P4.** Incidents of work related violence were virtually unheard of until the 1970s. Since then, it has more than tripled. As companies down-size, reorganize, reengineer, and demand more of each employee, stress levels increase to the breaking point, causing work related violence to escalate. Most experts agree that social issues, especially substance abuse, illegal drugs, layoffs, and poverty are major contributors to occupational violence. The ease with which guns can be obtained, excessive graphic violence on TV and in movies, language and ethnic differences among workers, and the general acceptance of violence as a form of communication by a large segment of our population are other causes frequently cited by those closely associated with this problem.

**P5.** Top management is just now starting to recognize the enormity of the financial consequences associated with an incident involving workplace violence. The three most affected areas are costly litigations, lost productivity, and damage control. Research conducted by the Workplace Violence Research Institute (WVRI) revealed that multiple law suits were filed against the employer in each instance where the act resulted in deaths or injuries. The causes for the litigations involving acts of violence by employees are generally negligent hiring and negligent retention. Since most cases are settled out of court, accurate average costs are not known.

**P6.** Lost productivity following an incident is frequently underestimated. Losses in productivity occur throughout the enterprise with decreases of up to 80 percent for up to two weeks immediately after the incident. Losses are caused by the unavailability of the killed or injured worker, work interruptions caused by police and internal security investigations and damage to the facility, time lost by surviving employees talking about the incident and the details leading up to it, decreased efficiency and productivity due to post-traumatic stress syndrome, and time spent by employees in counseling sessions.

**P7.** Every company surveyed by the WVRI which had a workplace violence related incident reported a dramatic increase in employee turnover and an equally dramatic drop in employee morale. Among the many reasons cited for these changes is the fact that most individuals readily accept responsibility

for their own safety and security at home. However, almost all employees feel that it is the employer's duty to provide a safe work environment. Therefore, employees feel betrayed when a violent incident occurs at work. The direct financial consequences of turn-over and low morale are hiring and training expenditures and decreased productivity.

**P8.** What can be done to avoid occupational violence? The answer is not so much what should be done but what must be done. Since proven methods exist to reduce workplace violence, every company has a responsibility to implement a Workplace Violence Prevention Program. Not to do so exposes employees to unnecessary risks and may well violate labor laws in some states. There is, of course, no one solution for all acts of work related violence. In some cases, such as hold-ups of jewelry, liquor, and fast-food stores, traditional security measures must be implemented. However, those incidents that most people now call "workplace violence" and which involve present or former employees, clients, and customers (including applicants for welfare or unemployment) require the efforts of a committee comprised of representatives of various departments.

**P9.** Proper screening procedures during the hiring process will keep potentially dangerous individuals out of the work force. These procedures should include a clear warning to all applicants that the enterprise conducts thorough background investigations of all new employees and requires a signed waiver to allow the company access to criminal, drivers, employment, financial, military, and other appropriate records. In addition, all prospective employees should be warned that they are subject to random drug and alcohol testing and that failing the test is reason for immediate dismissal.

## QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 9). Match the two lists by inserting the correct letter for each question:*

- Q 1:** Para 1 = \_\_\_\_  
**Q 2:** Para 3 = \_\_\_\_  
**Q 3:** Para 4 = \_\_\_\_  
**Q 4:** Para 6 = \_\_\_\_  
**Q 5:** Para 7 = \_\_\_\_  
**Q 6:** Para 9 = \_\_\_\_

- A. Violence, costs & legal requirements
- B. Social factors & workplace violence
- C. Company responsibility in the workplace
- D. The importance of recruitment procedures
- E. The increase in workplace violence
- F. Violence & company losses

### **Q7. When violence happens in the workplace**

- A. more employees leave the company.
- B. a police report must be issued.
- C. companies generally accept responsibility.
- D. training programmes are increased.



**Q8. When serious workplace violence has occurred**

- A. company attorneys were employed.
- B. companies increased employee checks.
- C. company research into violence has increased.
- D. companies were taken to court.

**Q9. No one knows the cost of workplace violence to a company.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q10. The statistics from Northwestern National Life are probably too low because they**

- A. include only deadly weapon attacks.
- B. include only violence which happens in the workplace.
- C. do not include all physical attacks.
- D. are from 1992.

**Q11. Women are the main victims of workplace violence.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q12. Workplace violence is a relatively new phenomenon.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

Complete the summary based on paragraphs 8 - 9 by choosing phrases from the list A - L. Place a letter next to the question numbers in the text.

- |                              |                                     |
|------------------------------|-------------------------------------|
| <b>A.</b> recruit employees  | <b>G.</b> the whole company         |
| <b>B.</b> legally required   | <b>H.</b> need to be researched     |
| <b>C.</b> employee relations | <b>I.</b> legal requirements        |
| <b>D.</b> protect workers    | <b>J.</b> prospective employees     |
| <b>E.</b> company rules      | <b>K.</b> are not difficult to find |
| <b>F.</b> all employees      | <b>L.</b> crucially important       |

Solutions to workplace violence **13.**\_\_\_ and all companies must be serious about implementing them to **14.**\_\_\_ and comply with **15.**\_\_\_. It is the responsibility of **16.**\_\_\_ but good recruitment procedures are **17.**\_\_\_. **18.**\_\_\_ need to be checked to see that they have good records.





## IELTS Reading: 8. Two Inventions

**P1.** When the PC was invented, its uses were completely unclear. Its performance was lacking, its abilities limited, it was unbearably user unfriendly. It suffered from faulty design, was absent any user comfort and ease of use and required considerable professional knowledge to operate. The worst part was that this knowledge was exclusive to the new invention; it was not portable. It reduced labour mobility and limited one's professional horizons. There were many gripes among workers assigned to tame the new beast. Managers regarded it at best as a nuisance.

**P2.** The PC was thought of, at the beginning, as a sophisticated gaming machine, an electronic baby-sitter. It included a keyboard, so it was thought of in terms of a glorified typewriter or spreadsheet. It was used mainly as a word processor (and the outlay justified solely on these grounds). The spreadsheet was the first real PC application and it demonstrated the advantages inherent to this new machine (mainly flexibility and speed). Still, it was more of the same - a speedier sliding ruler. After all, said the unconvinced, what was the difference between this and a hand held calculator (some of them already had computing, memory and programming features)?

**P3.** The PC was recognized as a medium only 30 years after it was invented with the introduction of multimedia software. All this time, the computer continued to spin off markets and secondary markets, needs and professional specialties. The talk as always was centred on how to improve on existing markets and solutions. The Internet is the computer's first important application. Hitherto the computer was only quantitatively different to other computing or gaming devices. Multimedia and the Internet have made it qualitatively superior, sui generis, unique.

**P4.** Part of the problem was that the Internet was invented, is maintained and is operated by computer professionals. For decades these people have been conditioned to think in Olympic terms: faster, stronger, higher - not in terms of the new, the unprecedented, or the non-existent. Engineers are trained to improve - seldom to invent. With few exceptions, its creators stumbled across the Internet - it invented itself despite them. Computer professionals (hardware and software experts alike) - are linear thinkers. The Internet is non linear and modular. It is still the age of hackers. There is still a lot to be done in improving technological prowess and powers. But their control of the contents is waning and they are being gradually replaced by communicators, creative people, advertising executives, psychologists, venture capitalists, and many others. These all are attuned to the user, his mental needs and entertainment preferences.

**P5.** The compact disc is a different tale. It was intentionally invented to improve upon an existing technology (basically, Edison's Gramophone). Market-wise, this was a major gamble. The improvement was, at first, debatable (many said that the sound quality of the first generation of compact discs was inferior to that of its contemporaneous record players). Consumers had to be convinced to change both software and hardware and to dish out thousands of dollars just to listen to what the manufacturers claimed was more a authentically reproduced sound. A better argument was the longer life of the software (though when contrasted with the limited life expectancy of the consumer, some of the first sales pitches sounded absolutely morbid). The computer suffered from unclear positioning. The compact disc was very clear as to its main functions - but had a rough time convincing the consumers that it was needed.

**P6.** Every medium is first controlled by the technical people. Gutenberg was a printer - not a

publisher. Yet, he is the world's most famous publisher. The technical cadre is joined by dubious or small-scale entrepreneurs and, together, they establish ventures with no clear vision, market-oriented thinking, or orderly plan of action. The legislator is also dumbfounded and does not grasp what is happening - thus, there is no legislation to regulate the use of the medium. Witness the initial confusion concerning copyrighted vs. licenced software, e-books, and the copyrights of ROM embedded software.

**P7.** More complex transactions - exactly as in real estate in "real life" - begin to emerge. The Internet is likely to converge with "real life". It is likely to be dominated by brick and mortar entities which are likely to import their business methods and management. As its eccentric past (the dot.com boom and the dot.bomb bust) recedes - a sustainable and profitable future awaits it.



## QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 6). Match the two lists by inserting the correct letter for each question:*

**Q 1: Para 1 =** \_\_\_\_

**Q 2: Para 2 =** \_\_\_\_

**Q 3: Para 3 =** \_\_\_\_

**Q 4: Para 4 =** \_\_\_\_

**Q 5: Para 5 =** \_\_\_\_

**Q 6: Para 6 =** \_\_\_\_

- A. An invention that did things more efficiently
- B. A difficult-to-use invention
- C. Inventions take time to become part of society
- D. An invention that later found a special function
- E. An invention with a very clear function
- F. An invention now adopted by non-technical people

**Q7. Computer use was slow at first because**

- A. computers couldn't be carried.
- B. computers were difficult to use.
- C. keyboards were too complex.
- D. computers had a limited function.

**Q8. The gramophone is mentioned because**

- A. it is also a medium for music.
- B. the technology was market-driven.
- C. it was invented by Edison.
- D. it was replaced by the compact disc.

**Q9. From the text we know that the compact disc was invented after the computer.**

- A. TRUE
- B. FALSE

C. NOT GIVEN

**Q10. The computer and compact disk are different because**

- A. the technology is different.
- B. their functions are different.
- C. one is much older than the other.
- D. they were invented by different sets of people.

**Q11. An early example of a PC application is the spreadsheet.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q12. The changeover from record players to compact discs was slow.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

Complete the summary based on paragraphs 1 - 4 by choosing phrases from the list A - L. Place a letter next to the question numbers in the text.

- |  |  |
|--|--|
| <b>A.</b> Multimedia                   | <b>G.</b> workers and managers           |
| <b>B.</b> unable to be carried about   | <b>H.</b> unlike anything seen before    |
| <b>C.</b> handheld machines            | <b>I.</b> the Internet                   |
| <b>D.</b> any other electronic devices | <b>J.</b> specialised needs              |
| <b>E.</b> professional needs           | <b>K.</b> is changing                    |
| <b>F.</b> managers                     | <b>L.</b> is now in the hands of hackers |

Early PCs were not easy to use, were **13.**\_\_\_\_ and were not welcomed by **14.**\_\_\_\_ alike . They were first used for word processing and spreadsheets and only later for **15.**\_\_\_\_. Use increased with **16.**\_\_\_\_ which showed conclusively that they were better than **17.**\_\_\_\_. Computer professionals controlled the Internet but this **18.**\_\_\_\_.



[Go to answers for this reading](#)



## IELTS Reading: 9. Team Building

**P1.** There is no question that the traditional workplace, with its emphasis on internal competition and individual star performers is undergoing a transformation. Management experts and researchers are suggesting that the successful organization is one characterized by effective teamwork and leadership rather than management. Organizations are realizing the importance of developing teams that can work in a coordinated, efficient, and creative manner. There are, however, many pitfalls along the way.

**P2.** It is not uncommon for people leading a team-building process to focus on a single aspect of team functioning. Often the emphasis will be on communication practices, to the exclusion of other elements that are critical to team success and effectiveness. A team is only as strong as its weakest component. It is rare that a team will benefit by focusing on only one aspect of team development. In fact, what may happen is that the one-dimensional team building process may increase frustration, and destroy the credibility of the process. You need a model of how teams function, so that you can address all the factors that result in reduced team effectiveness. Be mindful that an effective team requires clearly stated vision and goals, talent and skills required to meet goals, clear understanding of team members' roles and functions, efficient and shared understanding of procedures and norms, effective and skilled interpersonal relations and a clear understanding of the team's relationship to the greater organization.

**P3.** Each team is different. Each team has distinct strengths and weaknesses, and team building must build on these specific strengths and address weaknesses. Without knowing these strengths and weaknesses, the team building leader runs the risk of using a process that will be irrelevant or useless, again resulting in lack of credibility for the process. It is vital to diagnose as a first step in the process. If an outside consultant is hired, they should do a thorough team assessment as the first step.

**P4.** It is not uncommon for a manager to arrange for a retreat or team-building day, without developing a longer term strategy for team development. At best, a single day dangling on its own will result in a brief motivational surge that quickly fades. At worst, the day will bring to light issues that cannot be solved during that day, and are left to fester. Again, lack of credibility results. Remember that an organization or team has evolved its character over many years. It is not likely that one day, no matter how good, is going to make much of a dint in the norms, culture and practices of the team. It is vital to plan a long term strategy for team building.

**P5.** Since team building is a long-term process, all team members need to know whether it is succeeding. It is common for team building efforts to take for granted that things are improving without putting in place a mechanism for regular evaluation of team functioning. However, it will be a rare situation where team improvement will occur smoothly.....there are always glitches, but the team building leader must be able to identify barriers so that the team can work to eliminate them. It is crucial to plan regular evaluation of team progress.

**P6.** It is unfortunate that management sometimes enters into a team- building enterprise in a somewhat detached way. The detached manager looks at team development as something that will help others change, so that the team will function more effectively. However, the most influential person in most teams is the formal leader or manager. Like it or not, the manager sets the tone for the team, whether



intentionally or intentionally, and it is inevitable that team effectiveness cannot be improved unless the manager is willing to look at his/her contributions to the team. Management usually has to change too. If a manager isn't willing to hear from employees how their behavior impacts the team (negatively or positively), don't do team-building. The worst thing a manager can do is start the process and refuse to acknowledge that he/she is a key player in the process.

**P7.** Team building generally will not succeed unless conflicts and problems can be brought into the open and dealt with properly. The problem is that poorly functioning teams are characterized by a climate of blame, defensiveness, and a lack of ability to deal with conflict. Poor teams lack the ability to improve themselves. There are times when an outside consultant may be required. While a consultant may bring specialized skills that are lacking in the organization, the most important reason for using an outside consultant is that the "outsider" has no history with the organization, no preconceptions, and may have more credibility than someone who is perceived as having his/her own agenda. Consider hiring an outside consultant to help. However, the team should not become dependent on the consultant, and must ultimately develop the ability to improve on its own. Look to a consultant if there is a high degree of negativism about the team, or there are unresolved conflicts or emotions related to the team, or management.

#### QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 7). Match the two lists by inserting the correct letter for each question:*

**Q 1: Para 1 =** \_\_\_\_

**Q 2: Para 2 =** \_\_\_\_

**Q 3: Para 3 =** \_\_\_\_

**Q 4: Para 4 =** \_\_\_\_

**Q 5: Para 5 =** \_\_\_\_

**Q 6: Para 7 =** \_\_\_\_

- A. Teambuilding has many aspects
- B. Long term planning is necessary
- C. A team leader must know his team
- D. Feedback on teambuilding is essential
- E. Team building development comes from within the team
- F. The workplace is changing

**Q7. The real reason for bringing in a consultant is to**

- A. strengthen the team.
- B. add a specialist skill.
- C. get advice from an outsider.
- D. get advice on team-building.

**Q8. A successful organisation needs primarily to have**

- A. forward-looking managers.
- B. a variety of skill sets.



- C. efficient teams.
- D. a star performance.

**Q9. The manager is the most important person involved in team building.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q10. Team building days will be unsuccessful if**

- A. the time is shortened.
- B. a careful leader is not provided.
- C. any part of the team are excluded.
- D. a longer term strategy is not in place.

**Q11. The first job a consultant should do is examine the stated vision of the team.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q12. Team building works best on a departmental basis.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

Complete the summary based on paragraphs 1 - 3 by choosing phrases from the list A - L. Place a letter next to the question numbers in the text.

- |  |                                |
|--|--------------------------------|
| <b>A.</b> Damages                        | <b>G.</b> the pluses & minuses |
| <b>B.</b> Communication                  | <b>H.</b> from leaders         |
| <b>C.</b> the advantages & disadvantages | <b>I.</b> a clear plan         |
| <b>D.</b> from teams                     | <b>J.</b> Enhances             |
| <b>E.</b> a consultant                   | <b>K.</b> efficient management |
| <b>F.</b> creative team building         | <b>L.</b> a manager            |

Companies are beginning to realise that success comes **13.**\_\_\_\_, not managers. However, this involves many different aspects of which **14.**\_\_\_\_ is only one. A failure to understand all aspects **15.**\_\_\_\_ team building so **16.**\_\_\_\_ is needed. It is vital to recognise **17.**\_\_\_\_ of a team, which is why **18.**\_\_\_\_ might be needed.



[Go to answers for this reading](#)

## IELTS Reading: 10. Valentine's Day

**P1.** On the 15th day of the second month of the year, the ancient Romans celebrated the festival of Lupercalia, in honor of Lupercus. In Roman mythology Lupercus was another name for Faunus, the god of the country who protected shepherds and their flocks. The Luperci were the religious men who presided over Lupercalia. Originally on this day, the god Lupercus was asked to help keep wolves away from the flocks. (The Latin word for "wolf" is lupus.) Lupercus was also asked to provide a bountiful harvest and many lambs during the coming year. The sacred rites began at the Lupercal, a cave on the Palatine, one of the seven hills of Rome.

**P2.** Gradually various traditions became associated with this festival. Goats were sacrificed. From their skins, strips were cut which were given to two youths born of noble parents. The Luperci then soaked a piece of wool in milk and wiped the boys' foreheads which had been smeared with the blood of the sacrificed animals. The two boys, clothed in goatskin aprons, ran around the Palatine Hill giving a slap with their goats' hide strips to any one they might meet.

**P3.** Why were goats' skins used? Since goats are the most aggressive and toughest of the smaller animals tamed by man, the ancients felt that sacrificing them and using their skins as part of the religious ceremonies would be most effective in keeping wolves from their sheep. In time, it is said that the Romans began to believe that if these ceremonies could protect the flocks and help provide many little lambs in spring so might these rites help produce more little Romans. Therefore, it came to be believed that if these youths "slapped" or gently struck a woman with the goats' hide as they ran round the Palatine, she might give birth to a little Roman the next year.

**P4.** The Roman name for the goats' hide strips carried by the boys was februa meaning "instruments of purification," i.e. artifacts (objects) which made what they touched pure and clean. The Latin verb to explain the action was februare meaning "to purify." The Romans believed that these thongs had magic powers granted them by Jupiter's wife, the queen of the gods whose name was Juno. Since it was hoped that as a result of this festival there would be more births, during this festival Juno was worshipped as the goddess of childbirth. In this role she was called Februaria. Thus we now easily understand why the Romans called the second month of the year Februarius - known today as February.

**P5.** What, then, is the connection with Valentine's Day? As the Roman World expanded, the Romans carried their customs to their conquered lands, many of whose people adopted or incorporated the Roman practices into their own culture. The feast of Lupercalia was adopted by many of Rome's provinces. Because of its association with the hope of having more children, one can see how it gradually became associated with love and marriage. The people who lived during the Middle Ages believed that during the last two weeks of February the birds began to mate. Perhaps, it was also believed that at this time it was fitting for humans to seek husbands or wives.

**P6.** Moreover, during this period, the priests of the early Christian Church wished to abolish all the festivals of the ancients who were considered pagans. It was a common practice to rename an ancient festival day and make it a special Christian day. To do this, the names of various saints were used. Since the 14th of February was already the day when some Christians prayed to a bishop of Rome named Valentinus, when it came to renaming the ancients' festival of Lupercalia, the choice of a new name was an easy one. Valentinus supposedly had ignored the decree of the Roman Emperor Claudius

II, forbidding marriage because married men preferred to remain at home rather than to go fight for Rome. Bishop Valentinus, according to this legend, secretly married all who came to him. As a result he was condemned to death by the Roman Emperor on February 14th about the year AD 270.

**P7.** No one knows the exact beginning of Valentine's Day but by AD1300 February 14th was regarded as a day belonging to love. Love letters were written and small gifts or mementos were sent. For many years this day was taken very seriously and many an individual waited and hoped for that special Valentine to arrive. Today for weeks prior to February 14th, we see everywhere red hearts and pictures of the mischievous Roman god of love, Cupid, with his bow and arrow. This practice has even transcended religious barriers, so it is quite common to see young people in Islamic cultures observing Valentine's Day and the days preceding it.



## QUESTIONS

*In the two lists below, a statement in the list (A-F) corresponds to the main idea in one of the paragraphs (Para 1 - Para 6). Match the two lists by inserting the correct letter for each question:*

- Q 1: Para 1 =** \_\_\_\_  
**Q 2: Para 2 =** \_\_\_\_  
**Q 3: Para 3 =** \_\_\_\_  
**Q 4: Para 4 =** \_\_\_\_  
**Q 5: Para 5 =** \_\_\_\_  
**Q 6: Para 6 =** \_\_\_\_

- A.** The significance of goats  
**B.** The ancient origins of the day  
**C.** The spread of the Roman customs  
**D.** The ancient traditions  
**E.** The role of the church in the tradition  
**F.** The origins of February

**Q7. Why were the skins of goats used in the Lupercalia?**

- A.** They were symbols of noble people.  
**B.** They never attacked lambs.  
**C.** They were considered closest to people.  
**D.** They were symbols of strength.

**Q8. The Lupercalia was renamed in Christian Times because of**

- A.** an order from Claudius II.  
**B.** the custom of renaming Roman festivals.  
**C.** the bravery of Valentinus.  
**D.** Valentinus' instructions

**Q9. The P... is a cave.**

- A.** TRUE



- B. FALSE
- C. NOT GIVEN

**Q10. In Ancient Rome, the Lupercalia was originally associated with**

- A. the coming of spring.
- B. Cupid and lovemaking.
- C. protecting sheep.
- D. producing more children.

**Q11. Gift-giving was part of the special Christian Day festival dedicated to Valentius.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

**Q12. Animal killing was part of the Lupercalia.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN

Complete the summary based on paragraphs 1 - 7 by choosing phrases from the list A - L. Place a letter next to the question numbers in the text.

- |                                      |   |
|--------------------------------------|---|
| <b>A.</b> the Lupercalia             | <b>G.</b> Valentine's Day                       |
| <b>B.</b> protect flocks from danger | <b>H.</b> on their foreheads                    |
| <b>C.</b> Februaria                  | <b>I.</b> goats' hide straps                    |
| <b>D.</b> in their hands             | <b>J.</b> increase the likelihood of childbirth |
| <b>E.</b> festival's name            | <b>K.</b> Jupiter                               |
| <b>F.</b> giving gifts               | <b>L.</b> religious customs                     |

The Lupercalia involved two young Romans with thongs **13.**\_\_\_\_, touching women to **14.**\_\_\_\_. **15.**\_\_\_\_ was considered the goddess of childbirth, a name derived from the **16.**\_\_\_\_. The ancient customs spread all over the Roman Empire, so that **17.**\_\_\_\_ was a time for love and marriage. Only much later did it involve **18.**\_\_\_\_.



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## Multiple Choice Reading - Answers

### Answers: 1. Penguins

#### SHORT ANSWERS

Q1 = B, Q2 = D, Q3 = A, Q4 = C, Q5 = C, Q6 = C

#### FEEDBACK ANSWERS

**Q1. What title best expresses the ideas in the passage?**

- A. The breeding habits of penguins
- B. The life cycle of penguins (CORRECT)**
- C. The characteristics of penguins
- D. Penguins in danger

► **Q1. NOTES** Answers A, C & D are too specific. The best title, B, indicates that the text deals with the whole of a penguin's life. This is clear from the highlighted text which moves from the time eggs are produced until penguins die at about 20 years of age.

► **By producing eggs > When the chick is fully developed > Upon emerging > As days go by > As the chicks rapidly put on weight > The time from birth to this stage > The first few weeks at sea > At the one-year stage, > Penguins in the wild probably live up to about 20 years of age**

**Q2. Both parents need to gather food because**

- A. many young are born at the same time.
- B. sea food is difficult to obtain.
- C. temperatures require penguins to eat heavily.
- D. growing penguins eat more and more. (CORRECT)**

► **See P3: As the chicks rapidly put on weight, providing adequate quantities becomes a problem so both parents need to hunt for food.** Since the chicks cannot be left unprotected, they are gathered together in groups, often tightly packed together for extra security and warmth. **When the chicks reach a size approximating their parents**, they begin to moult into juvenile plumage and are ready to take their first trips out to sea.

► **Q2. NOTES:** The text clearly states that getting adequate quantities of food requires both parents so that the young penguins grow quickly to the size of their parents.

**Q3. Which one of the following statements is not true?**

- A. Penguins can produce young before two years of age. (CORRECT)**
- B. Many penguins die in the sea.
- C. Both parents collect food for the young penguins.
- D. Penguins' feathers grow before they enter the sea.

► **See P6: At the one-year stage, moulting happens again at which point the young start to look very much like their parents. At age two, most species of penguin are biologically programmed to**



**turn their attention to breeding.** Breeding then takes place every year. Penguins in the wild probably live up to about 20 years of age, although research has yet to confirm this.

- ▶ **Q3. NOTES:** Penguins can produce young ("breeding") when they are two but not before. This question is really testing the difference in meaning between the phrase "at age two"

**Q4. Penguins leave the nest for the sea**

- A. within days of their birth.
- B. when temperatures rise.
- C. when their second set of feathers grows. (CORRECT)**
- D. when they can swim.

- ▶ **See P3:** As the chicks rapidly put on weight, providing adequate quantities becomes a problem so both parents need to hunt for food. Since the chicks cannot be left unprotected, they are gathered together in groups, often tightly packed together for extra security and warmth. When the chicks reach a size approximating their parents, **they begin to moult into juvenile plumage and are ready to take their first trips out to sea.**

- ▶ **Q4. NOTES:** Penguins grow an initial coat of feathers and later lose them ("moult") to grow a second set ("juvenile plumage"). You need to know the verb "moult" which means a bird or animal loses feathers/hair so that new ones can grow. "Plumage" is the name for a bird's set of feathers while "juvenile" refers to animals (or humans) who are not yet adults. Note the collocations "juvenile court" & "juvenile crime".

**Q5. The word "chisels" (para. 1) could best be replaced by**

- A. Pushes
- B. Hammers
- C. Cuts. (CORRECT)**
- D. Pulls

- ▶ **See P1:** Penguins breed by producing eggs. Both parents take turns in incubating the eggs, which typically lasts for eight weeks, although larger eggs from larger birds might take a little longer. When the chick is fully developed, it carefully **chisels** its way out of the egg using a little notch at the end of its beak. Upon emerging, the chicks are dependent on their parents to protect them from the elements, from predators and for their daily supply of food.

- ▶ **Q5. NOTES:** "To chisel" means "to cut pieces out of material using a sharp-edged tool". Do a net search for the noun "chisel" to get a picture of the tool used to cut wood or stone.

**Q6. Penguins probably die at sea because**

- A. they fail to swim.
- B. they do not catch enough fish.
- C. they are killed by other creatures. (CORRECT)**
- D. All of the above

- ▶ **See P5:** The first few weeks at sea are critical. Juveniles need to quickly learn where the best places to catch their food are and **how to avoid the predators that lurk in the sea.** The research that has been done so far indicates that **less than one half of the young penguins that go out to sea each year survive into adulthood.**

- Q6. *NOTES*: The probable reason for the high rate of penguin deaths is "predators" (animals who live off other animals), mentioned in the last paragraph but one. It is reasonable to assume that all penguins can swim and they know how to catch their food.





## Answers: 2. Earthquakes

### SHORT ANSWERS

Q1 = B, Q2 = B, Q3 = D, Q4 = C, Q5 = D, Q6 = B

### ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Where would this passage most likely be found?**

- A. In a newspaper
- B. In an encyclopaedia (CORRECT)**
- C. In a brochure
- D. In a scientific journal

▶ **See P1:** The severity of an earthquake can be expressed in several ways. The magnitude of an earthquake, usually expressed by the Richter Scale, is a measure of the amplitude of the seismic waves. The moment magnitude of an earthquake is a measure of the amount of energy released -- an amount that **can be estimated** from seismograph readings. The intensity, as expressed by the Modified Mercalli Scale, is a subjective measure that describes how strong a shock was felt at a particular location.

▶ **& See P2:** The Richter Scale, named after Dr. Charles F. Richter, is the best-known scale for measuring the magnitude of earthquakes. This scale is logarithmic so that a recording of 7, for example, indicates a disturbance with ground motion 10 times as large as a recording of 6. A quake of magnitude 2 is the smallest quake normally felt by people. Earthquakes with a Richter value of 6 or more **are commonly considered** major; great earthquakes have a magnitude of 8 or more on the Richter Scale.

▶ **& See P3:** The Modified Mercalli Scale expresses the intensity of an earthquake's effects in a given locality in values ranging from I to XII. The most commonly used adaptation covers the range of intensity from the condition of "I -- not felt except by a very few under especially favorable conditions, " to "XII -- damage total. Lines of sight and level are distorted. Objects thrown upward into the air." Evaluation of earthquake intensity can be made only after eyewitness reports and results of field investigations are **studied and interpreted**. The maximum intensity experienced in the Alaska earthquake of 1964 was X; damage from the San Francisco and New Madrid earthquakes reached a maximum intensity of XI.

▶ **Q1. NOTES:** The passage is an example of formal writing found in a textbook or an encyclopaedia. It simply provides information in a factual way without offering opinions. Formal writing can be found in scientific journals but the content in this text merely explains the effects of earthquakes. Note the frequent use of passives in this type of writing.

**Q2. Which title best expresses the contents of the passage?**

- A. The destructive power of earthquakes.
- B. Measuring earthquakes (CORRECT)**
- C. Factors in earthquake security
- D. Earthquake occurrences

▶ **See P1:** The severity of an earthquake can be expressed in several ways. The magnitude of an earthquake, usually expressed by the Richter Scale, is a measure of the amplitude of the seismic waves. The moment magnitude of an earthquake is a measure of the amount of energy released --

an amount that can be estimated from seismograph readings. The intensity, **as expressed by the Modified Mercalli Scale**, is a subjective measure that describes how strong a shock was felt at a particular location.

- ▶ **& See P2:** The Richter Scale, named after Dr. Charles F. Richter, is **the best-known scale for measuring the magnitude of earthquakes**. This scale is logarithmic so that a recording of 7, for example, indicates a disturbance with ground motion 10 times as large as a recording of 6. A quake of magnitude 2 is the smallest quake normally felt by people. Earthquakes with a Richter value of 6 or more are commonly considered major; great earthquakes have a magnitude of 8 or more on the Richter Scale.
- ▶ **& See P3:** **The Modified Mercalli Scale expresses the intensity of an earthquake's effects** in a given locality in values ranging from I to XII. The most commonly used adaptation covers the range of intensity from the condition of "I -- not felt except by a very few under especially favorable conditions, " to "XII -- damage total. Lines of sight and level are distorted. Objects thrown upward into the air." Evaluation of earthquake intensity can be made only after eyewitness reports and results of field investigations are studied and interpreted. The maximum intensity experienced in the Alaska earthquake of 1964 was X; damage from the San Francisco and New Madrid earthquakes reached a maximum intensity of XI.
- ▶ **Q2. NOTES:** The focus is firmly on ways of measuring earthquakes, as can be seen in P1, P2 & P3. In addition to the word "measure", the text talks about "the severity" and "magnitude" of earthquakes, meaning how strong/big they are.

***Q3. The seriousness of an earthquake according to the Modified Mercalli Scale***

- A. is impossible to express
- B. requires historical reports
- C. is measured by the energy released
- D. depends on local conditions (CORRECT)**

- ▶ **See P1:** The severity of an earthquake can be expressed in several ways. The magnitude of an earthquake, usually expressed by the Richter Scale, is a measure of the amplitude of the seismic waves. The moment magnitude of an earthquake is a measure of the amount of energy released -- an amount that can be estimated from seismograph readings. **The intensity, as expressed by the Modified Mercalli Scale, is a subjective measure that describes how strong a shock was felt at a particular location.**

- ▶ **Q3. NOTES:** The Modified Mercalli Scale describes "how strong a shock was felt at a particular location". This is reworded in the correct answer to "local conditions". "Intensity" describes how intense or strong an earthquake is. The other scale, the Richter Scale, measures the energy released.

***Q4. The Modified Mercalli Scale is calculated using data from***

- A. personal reports
- B. personal reports and instrument readings
- C. personal reports and physical evidence (CORRECT)**
- D. personal reports, physical evidence and historical data

► **See P3:** The Modified Mercalli Scale expresses the intensity of an earthquake's effects in a given locality in values ranging from I to XII. The most commonly used adaptation covers the range of intensity from the condition of "I -- not felt except by a very few under especially favorable conditions, " to "XII -- damage total. Lines of sight and level are distorted. Objects thrown upward into the air." **Evaluation** of earthquake intensity can be **made only after eyewitness reports and results of field investigations are studied and interpreted**. The maximum intensity experienced in the Alaska earthquake of 1964 was X; damage from the San Francisco and New Madrid earthquakes reached a maximum intensity of XI.

► **Q4. NOTES:** This is another question that relies on rewording the text. "Personal reports" is "eyewitness reports" in the text, while "physical evidence" is "results of field investigations". There is nothing about instruments for measuring (B) & nothing about data from the past (D).

**Q5. The word "distorted" in paragraph 3 is closest in meaning to**

- A. Damaged
- B. Flattened
- C. Declined
- D. Twisted (CORRECT)**

► **See P3:** The Modified Mercalli Scale expresses the intensity of an earthquake's effects in a given locality in values ranging from I to XII. The most commonly used adaptation covers the range of intensity from the condition of "I -- not felt except by a very few under especially favorable conditions, " to "XII -- damage total. Lines of sight and level are **distorted**. Objects thrown upward into the air." Evaluation of earthquake intensity can be made only after eyewitness reports and results of field investigations are studied and interpreted. The maximum intensity experienced in the Alaska earthquake of 1964 was X; damage from the San Francisco and New Madrid earthquakes reached a maximum intensity of XI.

► **Q5. NOTES:** The verb "distort" means "to change the shape of something" when we talk about physical objects, so the verb "twist" best captures the meaning. Note that "twist" often goes with the noun "truth". Eg: "Politicians are often accused of distorting the truth for their own personal advantage".

**Q6. Which factor is not mentioned as relevant to the scale of earthquake damage?**

- A. The area of the earthquake
- B. The time of the earthquake (CORRECT)**
- C. Number of people living in the area
- D. Number of buildings involved

► **See P4:** An earthquake's destructiveness depends on many factors. In addition to magnitude and the **local geologic conditions**, these factors include the focal depth, the distance from the epicenter, and the design of buildings and other structures. **The extent of damage also depends on the density of population** and construction in the area shaken by the quake.

► **Q6. NOTES:** Only the time when an earthquake strikes is not mentioned. Paragraph 4 covers (A - "local geologic conditions"), (C - "density of population") & (D - "density of construction").





### Answers: 3. Higher Education

#### SHORT ANSWERS

Q1 = B, Q2 = C, Q3 = C, Q4 = D, Q5 = D, Q6 = D

#### ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Which title best expresses the ideas in the text?**

- A. The crisis in Higher Education
- B. The Funding of Higher Education (CORRECT)**
- C. Knowledge-based economies and Higher Education
- D. Higher education and the Australia/New Zealand experience

► **See P2:** As numbers rose inexorably, so have **costs**. Who is to foot the bill? The answer has been increasingly that **costs** must be transferred to the individual, as the state sector just does not have the capacity **to fund** the expansion that is required. **Fees** have gone up and will have to continue to rise. Many people who want access to all that a tertiary education offers have found that they will be faced with **large mountains of debt** upon graduation. The question that needs to be asked is whether fee hikes have discouraged entrance, particularly among those who would suffer the greatest financial hardship.

► **& See P3:** The evidence is unclear. Australia and New Zealand were early introducers of **increased fees**. The former introduced HECS, which is a combined tuition fee and income-contingent student loan scheme. The latter introduced and then deregulated student fees. In both cases, participation levels were largely unaffected by the changes, especially among lower-income families.

► **& See P4:** A more recent trend has been the adoption of **student loan schemes** which take the form of soft loans, popularly tagged "study now, pay later". Many argue that social equity is damaged by the costs; people from poorer backgrounds will balk at **the costs involved** and fail to enrol at universities. However, some argue that **soft loan schemes** are more equitable because those who have incurred debts during their studies stand a greater chance of repaying the loans through increased opportunities to obtain better-paid jobs.

► **& See P5:** At a time when many governments are strapped for cash, a shift to "study now, pay later" schemes will **free up funds** that could be used to remove barriers at earlier levels of education.

► **Q1. NOTES:** This passage is essentially about funding, hence the reference to bill, costs, funds, loans & debts.

**Q2. Canada is mentioned because**

- A. disadvantaged persons there now enter Higher Education.
- B. it is part of the developed world.
- C. the student population there has increased. (CORRECT)**
- D. it is representative of North America.

► **See P1:** Many countries in the developed and rapidly developing world have come to the realisation that a far greater number of a country's population need to be at university or other places of higher education to ensure that their knowledge-based economies can compete with



others. At the same time, there is a strong feeling that universities, traditionally made up of small elites, need to ensure that disadvantaged groups get equal access. The effect of all this has been **the ballooning of student numbers in Higher Education in the last ten years in many countries** from Australia, to South Korea, to Britain, to **Canada** and to others.

- **Q2. NOTES:** Canada is mentioned because its student numbers have “ballooned” = increased greatly. The verb “to balloon” means to “become larger in a short space of time”. Eg: “The Company’s debts have ballooned in the last few months”.

**Q3. Which one of the following statements is not true?**

- A. Loan schemes have been introduced.
- B. Fees have risen in Australia.
- C. Poorer New Zealand students stopped entering Higher Education. (CORRECT)**
- D. University students often get good salaries.

- **See P3:** The evidence is unclear. Australia and New Zealand were early introducers of increased fees. The former introduced HECS, which is a combined tuition fee and income-contingent student loan scheme. The latter introduced and then deregulated student fees. **In both cases, participation levels were largely unaffected by the changes, especially among lower-income families.**

- **Q3. NOTES:** The last sentence of paragraph 3 state clearly that participation (= people going to university) has been unaffected (ie: not changed) by the increase of fees among lower-income families (= poorer students) in New Zealand. When you read the question, make sure you note any negatives contained in it: “Which is ..... not true”.

**Q4. The word "latter" (Paragraph 3) refers to**

- A. Australia
- B. student loan-scheme
- C. HECS
- D. New Zealand (CORRECT)**

- **See P3:** The evidence is unclear. Australia and **New Zealand** were early introducers of increased fees. The former introduced HECS, which is a combined tuition fee and income-contingent student loan scheme. **The latter** introduced and then deregulated student fees. In both cases, participation levels were largely unaffected by the changes, especially among lower-income families.

- **Q4. NOTES:** The "latter" of two items mentioned in a list refers to the last named, hence New Zealand. It is vital you understand the use of “the former” & “the latter”. Do NOT confuse this word with “later”, “letter” or even “latte”!

**Q5. Soft loan schemes are applicable to**

- A. higher-income students
- B. disadvantaged groups
- C. lower-income students
- D. all university students (CORRECT)**

- **See P4:** A more recent trend has been the adoption of **student loan schemes which take the form of soft loans**, popularly tagged "study now, pay later". Many argue that social equity is damaged by the costs; people from poorer backgrounds will balk at the costs involved and fail to

enrol at universities. However, some argue that soft loan schemes are more equitable because those who have incurred debts during their studies stand a greater chance of repaying the loans through increased opportunities to obtain better-paid jobs.

- ▶ **Q5. NOTES:** The implication in the last but one paragraph (Paragraph 4) is that loans are for all since no special group is specified. It is clear that loan schemes apply to all but there is a discussion about how these schemes affect different people.

**Q6. The word "balk" (Paragraph 4) is best replaced by**

- A. Fear
- B. Reject
- C. Suffer
- D. Recoil (CORRECT)**

- ▶ **See P4:** A more recent trend has been the adoption of student loan schemes which take the form of soft loans, popularly tagged "study now, pay later". Many argue that social equity is damaged by the costs; people from poorer backgrounds will **balk** at the costs involved and fail to enrol at universities. However, some argue that soft loan schemes are more equitable because those who have incurred debts during their studies stand a greater chance of repaying the loans through increased opportunities to obtain better-paid jobs.

- ▶ **Q6. NOTES:** "Balk at ..." (also "balk" in American English) means to be reluctant to do something because you find it unpleasant or unacceptable. A good example to remember is: "Many people balk at the idea of eating any kind of snake". The verb "recoil" also gives the idea of avoiding something because it is unpleasant or frightening.



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# Answers: 4. Whales

## SHORT ANSWERS

Q1 = A, Q2 = A, Q3 = D, Q4 = C, Q5 = A, Q6 = B

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. What is the main topic of the passage?**

**A. The study of whales (CORRECT)**

B. The travel habits of whales

C. The development of whales

D. The long life of whales

► **See P1: Whales**, the largest animals on earth, **belong to a family of mammals known as cetaceans**. Unlike fish, whales are warm-blooded, breathe air and give birth to live young. Scientists believe that they evolved from land mammals with four legs, though they are now supremely adapted to underwater life. They have excellent hearing and are two to three times more efficient than land mammals at using oxygen in inhaled air. Whales have collapsible ribcages, which assist them with deep diving, and they have layers of insulating fat, called blubber, to protect them from the cold.

► **& see P2: Whales are difficult creatures to study** because they are long-lived, reproduce slowly and most are highly migratory. Pacific Gray whales, for example, migrate from Alaska to Mexico every year, traveling about 20,000 kilometres annually. Most whales live to approximately 40 years of age, though others, such as the Fin, can live to be 90. Bowhead whales may be especially long-lived. In 1993, a large male killed by the Alaskan Inuit was found to have been carrying in its flesh a stone harpoon point. Since this kind of harpoon is not known to have been in use after 1900, it suggests that some individual whales of this type may live around the 100 years mark.

► **& see P3: Since it is very difficult to count whales** accurately (population changes occur very slowly), **it is impossible to tell** if a population is growing or shrinking in the course of a few years' study. In fact, the size of some populations of whales is known no more accurately than plus or minus 50 percent.

► **Q1. NOTES:** Only A is adequate because it is the most general. The main point of the text is to provide a general introduction to the topic. Travel (Paragraph 2), development (Paragraph 1) & long-life (Paragraph 2) do not cover the entirety of the passage.

**Q2. Which statement is not true of whales?**

**A. They are easy to count. (CORRECT)**

B. They live for a long time.

C. They hear underwater.

D. They once lived on land.

► **See P3: Since it is very difficult to count whales** accurately (population changes occur very slowly), **it is impossible to tell** if a population is growing or shrinking in the course of a few years' study. In fact, the size of some populations of whales is known no more accurately than plus or minus 50 percent.

- ▶ **Q2. NOTES:** This is another example of a question where you need to match words in the question with words in the text, but paying attention to the “not” in the question. “Very difficult to count” is the direct opposite of “easy to count”.

**Q3. The word "supremely" in line 4 could best be replaced by**

- A. Firstly
- B. Originally
- C. Mostly
- D. **Highly (CORRECT)**

▶ **See P1:** Whales, the largest animals on earth, belong to a family of mammals known as cetaceans. Unlike fish, whales are warm-blooded, breathe air and give birth to live young. Scientists believe that they evolved from land mammals with four legs, though they are now **supremely adapted** to underwater life. They have excellent hearing and are two to three times more efficient than land mammals at using oxygen in inhaled air. Whales have collapsible ribcages, which assist them with deep diving, and they have layers of insulating fat, called blubber, to protect them from the cold.

▶ **Q3. NOTES:** “Supremely” means “highly, to the highest degree” so the text means that whales are very well adapted (=suited) to living in water. Another example: “Mike was supremely confident of passing his chemistry exam” means that Mike was very, very confident he would pass.

**Q4. Whale age**

- A. depends on migration patterns.
- B. cannot be determined by study.
- C. **varies from species to species.(CORRECT)**
- D. depends on hunting success.

▶ **See P2:** Whales are difficult creatures to study because they are long-lived, reproduce slowly and most are highly migratory. Pacific Gray whales, for example, migrate from Alaska to Mexico every year, traveling about 20,000 kilometres annually. **Most whales live to approximately 40 years of age, though others, such as the Fin, can live to be 90. Bowhead whales may be especially long-lived.** In 1993, a large male killed by the Alaskan Inuit was found to have been carrying in its flesh a stone harpoon point. Since this kind of harpoon is not known to have been in use after 1900, it suggests that some individual whales of this type may live around the 100 years mark.

▶ **Q4. NOTES:** The text clearly indicates that age varies according to the type of whale eg: Fin & Bowhead live to 90 or more while most whales only live to 40.

**Q5. The phrase "of this type" in paragraph 2 refers to**

- A. **Bowheads (CORRECT)**
- B. Harpoons
- C. Inuits
- D. Male whales

▶ **See P2:** Whales are difficult creatures to study because they are long-lived, reproduce slowly and most are highly migratory. Pacific Gray whales, for example, migrate from Alaska to Mexico every year, traveling about 20,000 kilometres annually. Most whales live to approximately 40

years of age, though others, such as the Fin, can live to be 90. **Bowhead whales** may be especially long-lived. In 1993, a **large male** killed by the Alaskan Inuit was found to have been carrying in its flesh a stone harpoon point. Since this kind of harpoon is not known to have been in use after 1900, it suggests that some individual **whales of this type** may live around the 100 years mark.

- ▶ **Q5. NOTES:** Note that “Bowheads” (a type of whale) is a long way from the final sentence, even though it is the type of whale which is referred to.

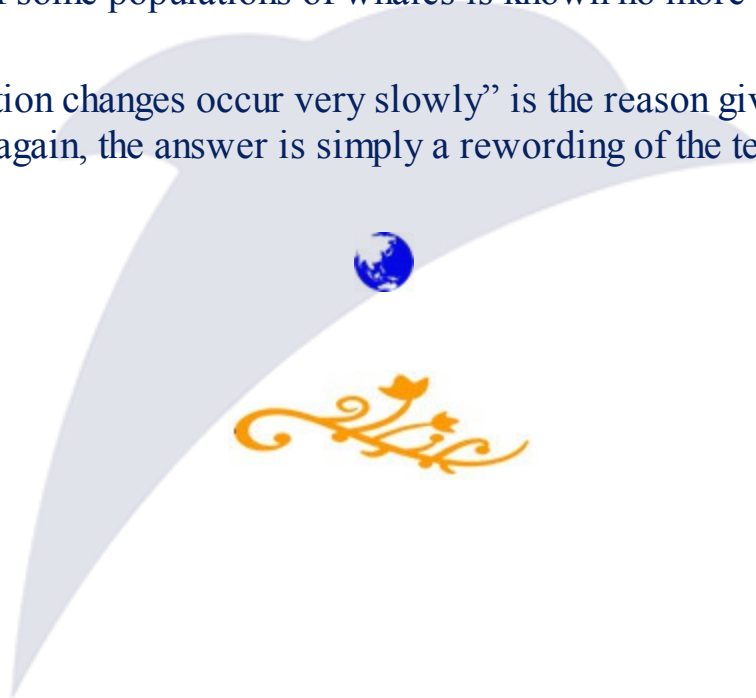
**Q6. Population surveying is difficult because**

- A. whales are migratory.
- B. whale numbers hardly move. (CORRECT)**
- C. whales are small in number.
- D. whale numbers are decreasing.

- ▶ **See P3:** Since it is very difficult to count whales accurately (**population changes occur very slowly**), it is impossible to tell if a population is growing or shrinking in the course of a few years' study. In fact, the size of some populations of whales is known no more accurately than plus or minus 50 percent.

- ▶ **Q6. NOTES:** “Population changes occur very slowly” is the reason given for the problems in counting whales. Once again, the answer is simply a rewording of the text. “hardly move” = occur very slowly”.

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## Answers: 5. Pollen

### SHORT ANSWERS

Q1 = C, Q2 = C, Q3 = C, Q4 = D, Q5 = B, Q6 = A

### ANSWERS WITH DETAILED EXPLANATIONS

**Q1. What is the best title for this passage?**

- A. The problems of pollen
- B. The allergenicity of pollen
- C. The producers of pollen (CORRECT)**
- D. The causes of hay fever

► **See P1: Most species of pollen** have some level of allergenicity but some are particularly notorious for inducing symptoms of hay fever. Grass pollen affects about 95% of all hay fever sufferers and birch tree pollen affects about 20%. Oak tree, plane tree and nettle pollen are also well known for their allergenic properties.

► **& See P2: One of the most allergenic species** on an international level is the wind-pollinated ragweed. It **produces** a huge amount of pollen - up to 8,000 million pollen grains can be released in just 5 hours from the giant ragweed species. **Wind pollinated plants do tend to produce masses of pollen** to ensure that at least some of it reaches the right target.

► **& See P3: The majority of flowering plants** are insect-pollinated and so their pollen does not need to be dispersed on the wind and they therefore **produce smaller quantities** of it. The pollen from these insect-pollinated species is often sticky to adhere to the bodies of insects and can form clumps making it visible to the eye, which often makes people assume that this is the pollen type causing their symptoms. While such pollen does have allergenic properties, the chances of it reaching the nose are usually slim. So, it is the wind-pollinated species with their insignificant flowers (usually greeny-yellow and small) **producing millions of pollen grains** that mainly cause the hay fever symptoms and trigger asthma in those susceptible.

► **Q1. NOTES:** This passage details the two ways in which the pollen which plants and trees produce is spread, so the answer must be **C**. The other choices are too specific and do not cover the entirety of the text. The word “produce” is used several times.

**Q2. Why does the ragweed produce much pollen?**

- A. Its release time is short.
- B. It is allergenic.
- C. Much might be lost. (CORRECT)**
- D. It is large in size.

► **See P2: One of the most allergenic species** on an international level is the **wind-pollinated ragweed**. It produces a huge amount of pollen - up to 8,000 million pollen grains can be released in just 5 hours from the giant ragweed species. **Wind pollinated plants do tend to produce masses of pollen to ensure that at least some of it reaches the right target.**

► **Q2. NOTES:** It produces "masses" (= a large amount) so that "at least some of it reaches the target", which implies that much of it will fail to reach its target and so be lost.



**Q3. The word "it" in sentence 1 of paragraph 3 refers to**

- A. Allergy
- B. Flowering plants
- C. Pollen (CORRECT)**
- D. Majority

▶ **See P3:** The majority of flowering plants are insect-pollinated and so **their pollen** does not need to be dispersed on the wind and **they therefore produce smaller quantities of it**. The pollen from these insect-pollinated species is often sticky to adhere to the bodies of insects and can form clumps making it visible to the eye, which often makes people assume that this is the pollen type causing their symptoms. While such pollen does have allergenic properties, the chances of it reaching the nose are usually slim. So, it is the wind-pollinated species with their insignificant flowers (usually greeny-yellow and small) producing millions of pollen grains that mainly cause the hay fever symptoms and trigger asthma in those susceptible.

▶ **Q3. NOTES:** Flowering plants produce smaller quantities of pollen.

**Q4. The word "clumps" in line 11 could best be replaced by**

- A. Pieces
- B. Patterns
- C. Droplets
- D. Clusters (CORRECT)**

▶ **See P3:** The majority of flowering plants are insect-pollinated and so their pollen does not need to be dispersed on the wind and they therefore produce smaller quantities of it. The pollen from these insect-pollinated species is often sticky to adhere to the bodies of insects and can form **clumps** making it visible to the eye, which often makes people assume that this is the pollen type causing their symptoms. While such pollen does have allergenic properties, the chances of it reaching the nose are usually slim. So, it is the wind-pollinated species with their insignificant flowers (usually greeny-yellow and small) producing millions of pollen grains that mainly cause the hay fever symptoms and trigger asthma in those susceptible.

▶ **Q4. NOTES:** A clump is a collection or cluster of individual pieces. Clump gives the idea of things being grouped together so only clusters could be similar in meaning. Examine these examples: "a clump of hair", "clumps of grass", "a cluster of stars", "a cluster of fans".

**Q5. Which statement is not true of insect-pollinated plants?**

- A. They produce sticky pollen.
- B. They produce only greeny-yellow flowers. (CORRECT)**
- C. They produce smaller quantities of pollen than wind-pollinated plants.
- D. They produce pollen that can often be seen.

▶ **See P3:** The majority of flowering plants are insect-pollinated and so their pollen does not need to be dispersed on the wind and they therefore produce smaller quantities of it. The pollen from these insect-pollinated species is often sticky to adhere to the bodies of insects and can form clumps making it visible to the eye, which often makes people assume that this is the pollen type causing their symptoms. While such pollen does have allergenic properties, the chances of it



reaching the nose are usually slim. So, it is the **wind-pollinated species with their insignificant flowers (usually greeny-yellow and small)** producing millions of pollen grains that mainly cause the hay fever symptoms and trigger asthma in those susceptible.

► **Q5. NOTES:** Nothing is said about the flowers of insect-pollinated plants. Greeny-yellow flowers are only discussed in the context of wind-pollinated plants, so we must say that in the context of the passage it is not true because the choice states “**ONLY** greeny-yellow flowers”. According to Paragraph 3, insect-pollinated plants do produce sticky pollen (A), so produce smaller quantities (**CORRECT**) & they are visible (D).

**Q6. People believe insect-pollinated species cause their allergy because**

**A. they can see the pollen. (CORRECT)**

**B.** pollen is carried by the wind.

**C.** millions of grains are produced.

**D.** they are allergenic.

► **See P3:** The majority of flowering plants are insect-pollinated and so their pollen does not need to be dispersed on the wind and they therefore produce smaller quantities of it. **The pollen** from these insect-pollinated species is often sticky to adhere to the bodies of insects and can form clumps **making it visible to the eye, which often makes people assume that this is the pollen type causing their symptoms**. While such pollen does have allergenic properties, the chances of it reaching the nose are usually slim. So, it is the wind-pollinated species with their insignificant flowers (usually greeny-yellow and small) producing millions of pollen grains that mainly cause the hay fever symptoms and trigger asthma in those susceptible.

► **Q6. NOTES:** This is another example of the question rewording the passage. “They can see” = “visible” and “believe” = “assume”.

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## Answers: 6. Coral

### SHORT ANSWERS

Q1 = **D**, Q2 = **B**, Q3 = **B**, Q4 = **C**, Q5 = **A**, Q6 = **B**

### ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Which title best expresses the ideas in the passage?**

- A. The discovery of cold-water coral
- B. Coral and its diversity
- C. The value of cold-water coral
- D. Cold-water coral (CORRECT)**

- ▶ **See P1: Cold-water coral** can live as deep as 2000m below the ocean surface, well beyond the reach of sunlight and where the temperature can be as low as 4°C.
- ▶ **& See P2:** Despite their dark, chilly location, these reefs are every bit as beautiful as their tropical counterparts. The *Lophelia pertusa* reefs off the coasts of Scotland, Ireland, and Norway, for example, grow as delicate branches ranging in colour from orange to pink to white. Like tropical reefs, **they are home to a multitude of other animals**, including starfish, sea urchins, anemones, sponges, worms, and crabs. They are also likely to be important spawning and nursery grounds for several fish species, including commercially valuable ones.
- ▶ **& See P3: Their biology is, however, very different.** Tropical corals get most of their food from symbiotic algae, which create energy from photosynthesis. Sunlight doesn't reach the areas where cold-water coral grows, so instead, **these corals** feed by scooping up microscopic organisms and food particles that drift past. **Cold-water corals** are also incredibly slow growing: it can take 400 years for a coral tree to become just 2cm thick. The largest reefs discovered so far are up to 3km wide and 45km long and are at least 4,500 years old - amongst the oldest living systems on the planet.
- ▶ **& See P4: Although fishermen have known of their existence for a long time**, it's only in the last decade or so that scientists have really started to study **cold-water coral**. They have been found around the world, from the Bering Sea and northern Europe to Florida, the Galapagos Islands, the southern Pacific, and even Antarctica. Most deep-water reefs are poorly mapped, and it is likely that many more remain to be discovered. Many mysteries remain even for the best-studied reefs, including the details of how the corals feed and reproduce.
- ▶ **Q1. NOTES:** A and C are too specific; B implies that all types of coral are explained. Only D is suitable and is the focus of all four paragraphs.
- ▶ Cold-water coral > Despite their dark, chilly location > they are home to a multitude of other animals > Their biology is, however, very different > these corals > Cold-water corals > Although fishermen have known of their existence for a long time > cold-water coral

**Q2. The word "their" in sentence 1, paragraph 3 refers to**

- A. fish species
- B. cold-water coral (CORRECT)**
- C. nursery grounds
- D. tropical coral



- ▶ **See P1:** Cold-water coral can live as deep as 2000m below the ocean surface, well beyond the reach of sunlight and where the temperature can be as low as 4°C.
- ▶ **& See P2:** Despite **their** dark, chilly location, these reefs are every bit as beautiful as their tropical counterparts. The *Lophelia pertusa* reefs off the coasts of Scotland, Ireland, and Norway, for example, grow as delicate branches ranging in colour from orange to pink to white. Like tropical reefs, **they** are home to a multitude of other animals, including starfish, sea urchins, anemones, sponges, worms, and crabs. **They** are also likely to be important spawning and nursery grounds for several fish species, including commercially valuable ones.
- ▶ **& See P3:** **Their** biology is, however, very different. Tropical corals get most of their food from symbiotic algae, which create energy from photosynthesis. Sunlight doesn't reach the areas where cold-water coral grows, so instead, these corals feed by scooping up microscopic organisms and food particles that drift past. Cold-water corals are also incredibly slow growing: it can take 400 years for a coral tree to become just 2cm thick. The largest reefs discovered so far are up to 3km wide and 45km long and are at least 4,500 years old - amongst the oldest living systems on the planet.
- ▶ **Q2. NOTES:** Notice that the words that “their” refers to (cold-water coral) can be many sentences away. This is common in continuous text.

**Q3. The verb "scooping up" in paragraph 3 is best replaced by**

- A. Eating  
**B. Gathering (CORRECT)**  
C. Attracting  
D. Capturing

- ▶ **See P3:** Their biology is, however, very different. Tropical corals get most of their food from symbiotic algae, which create energy from photosynthesis. Sunlight doesn't reach the areas where cold-water coral grows, so instead, these corals feed by **scooping up** microscopic organisms and food particles that drift past. Cold-water corals are also incredibly slow growing: it can take 400 years for a coral tree to become just 2cm thick. The largest reefs discovered so far are up to 3km wide and 45km long and are at least 4,500 years old - amongst the oldest living systems on the planet.
- ▶ **Q3. NOTES:** “To scoop up something” means to take or lift up something quickly with your hands. It is usually used of people but, in this case, is used of plants that gather up or collect food.

**Q4. Cold-water coral are different to tropical coral because**

- A. they contain many fish.  
B. they have bright colors.  
**C. they do not receive the sun. (CORRECT)**  
D. they do not require energy.

- ▶ **See P3:** Their biology is, however, very different. Tropical corals get most of their food from symbiotic algae, which create energy from photosynthesis. **Sunlight doesn't reach the areas where cold-water coral grows**, so instead, these corals feed by scooping up microscopic organisms and food particles that drift past. Cold-water corals are also incredibly slow growing:

it can take 400 years for a coral tree to become just 2cm thick. The largest reefs discovered so far are up to 3km wide and 45km long and are at least 4,500 years old - amongst the oldest living systems on the planet.

- ▶ **Q4. NOTES:** It is made clear in Paragraph 3 that there is a major difference between tropical and cold-water coral. Tropical coral get their food from plants that need light whereas cold-water coral areas receive no light.

**Q5. Which statement is not true of cold-water coral?**

**A. They are mostly in Europe. (CORRECT)**

**B. They grow slowly.**

**C. They are home to many animals.**

**D. They are unaffected by the sun.**

- ▶ **See P4:** Although fishermen have known of their existence for a long time, it's only in the last decade or so that scientists have really started to study cold-water coral. **They have been found around the world, from the Bering Sea and northern Europe to Florida, the Galapagos Islands, the southern Pacific, and even Antarctica.** Most deep-water reefs are poorly mapped, and it is likely that many more remain to be discovered. Many mysteries remain even for the best-studied reefs, including the details of how the corals feed and reproduce.

- ▶ **Q5. NOTES:** Cold-water coral appear to be spread all over the world - Europe, the Americas, South Pacific, Antarctica are all mentioned.

**Q6. We have little knowledge of cold-water coral because**

**A. they are very deep.**

**B. they have not been studied in detail. (CORRECT)**

**C. they are spread around the world.**

**D. they were recently discovered.**

- ▶ **See P4:** Although fishermen have known of their existence for a long time, it's only in the last decade or so that scientists have really started to study cold-water coral. They have been found around the world, from the Bering Sea and northern Europe to Florida, the Galapagos Islands, the southern Pacific, and even Antarctica. Most deep-water reefs are **poorly mapped**, and it is likely that **many more remain to be discovered**. Many mysteries remain even for the best-studied reefs, including the details of how the corals feed and reproduce.

- ▶ **Q6. NOTES:** Only recently have scientists started to study them because they are “poorly-mapped” which implies they have not been studied in detail. Therefore “many more remain to be discovered”.



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## Answers: 7. A Famous Composer

### SHORT ANSWERS

Q1 = **D**, Q2 = **C**, Q3 = **C**, Q4 = **A**, Q5 = **C**, Q6 = **D**

### ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Which title best expresses the ideas in the passage?**

- A. Elgar, the Man and his Message
- B. Elgar, the Quintessential Edwardian Composer
- C. Elgar, the Self-made Man
- D. Elgar, an Original Composer (CORRECT)**

▶ **See P1:** Sir Edward Elgar is considered to be the finest English composer of modern times. Some would even say he is the greatest since Tudor times. It is undeniable that he has been **regarded universally as the producer of hauntingly beautiful and deeply emotional music**, as exemplified in such masterpieces as the Enigma Variations, The Dream of Gerontius, Introduction and Allegro for Strings - to name but a few.

▶ **& See P2:** For many years after his death, his music was considered to be "out of fashion" because it was erroneously believed that it epitomised the Edwardian era. Simply think of the Pomp and Circumstance Marches, the first one in D major containing the famous trio section that was later to become Land of Hope and Glory. Music lovers of recent times, however, have come to see his music as being **a great deal more personal and idiosyncratic**. Continental Europeans, indeed, have always shown their appreciation of his musical efforts and it was they who first noticed and applauded his genius.

▶ **& See P3:** Elgar was very largely self-taught, nurtured by a family who appreciated and played music. His father was a piano tuner who owned in a music shop in Worcester, a small city in England. Elgar taught himself to play a wide variety of musical instruments and in his early years taught the violin and played the organ at a Roman Catholic Church in his city. He had the good fortune to marry one of his pupils, who, especially in the years before fame came, never wavered in her belief in his destiny. Elgar's talent grew until by the time that the Variations on an Original Theme (Enigma) was performed it had become clear to the music world that **he had surpassed all other English composers of his day**, both in technical accomplishment and sheer force of musical personality.

▶ **Q1. NOTES:** A is irrelevant here. C is not a good choice because only Paragraph 3 gives some idea he was self-taught. B is clearly wrong because Paragraph 2 indicates he was much more than an Edwardian composer ("erroneously" = "by mistake"). D is best as Elgar's originality is suggested by Paragraph 1, 2 & 3. See the highlighted sections.

**Q2. The word "epitomised" in paragraph 2 is closest in meaning to?**

- A. Condemned
- B. Involved
- C. Typified (CORRECT)**
- D. Praised

▶ **See P2:** For many years after his death, his music was considered to be "out of fashion" because

it was erroneously believed that it **epitomised** the Edwardian era. Simply think of the Pomp and Circumstance Marches, the first one in D major containing the famous trio section that was later to become Land of Hope and Glory. Music lovers of recent times, however, have come to see his music as being a great deal more personal and idiosyncratic. Continental Europeans, indeed, have always shown their appreciation of his musical efforts and it was they who first noticed and applauded his genius.

- **Q2. NOTES:** “Epitomise” means it is typical or an example of something. For example: “As a first-rate student, she was epitomised by hard work and deep concentration”.

**Q3. Elgar's music was ignored because people believed**

- A. it was too personal.
- B. marches were old-fashioned.
- C. it belonged to an earlier age. (CORRECT)**
- D. it contained errors and flaws.

- **See P2:** For many years after his death, his music was considered to be "**out of fashion**" because it was erroneously believed that it **epitomised the Edwardian era**. Simply think of the Pomp and Circumstance Marches, the first one in D major containing the famous trio section that was later to become Land of Hope and Glory. Music lovers of recent times, however, have come to see his music as being a great deal more personal and idiosyncratic. Continental Europeans, indeed, have always shown their appreciation of his musical efforts and it was they who first noticed and applauded his genius.

- **Q3. NOTES:** “Belonged to an earlier age” = "epitomised the Edwardian era" & "out of fashion" (Paragraph 2).

**Q4. The word "they" in the final sentence of paragraph 2 refers to**

- A. Continental Europeans. (CORRECT)**
- B. the Edwardian era.
- C. music lovers.
- D. musical efforts.

- **See P2:** For many years after his death, his music was considered to be "out of fashion" because it was erroneously believed that it epitomised the Edwardian era. Simply think of the Pomp and Circumstance Marches, the first one in D major containing the famous trio section that was later to become Land of Hope and Glory. Music lovers of recent times, however, have come to see his music as being a great deal more personal and idiosyncratic. **Continental Europeans**, indeed, have always shown **their** appreciation of his musical efforts and it was **they** who first noticed and applauded his genius.

- **Q4. NOTES:** The pronoun “they” in the final sentence of para. 2 refers back to Continental Europeans.

**Q5. Which statement is unlikely to be true?**

- A. He was encouraged musically by his father.
- B. His wife played music.
- C. Foreigners were not fond of his music. (CORRECT)**

**D.** His music reflected his own nature.

► **See P2:** For many years after his death, his music was considered to be "out of fashion" because it was erroneously believed that it epitomised the Edwardian era. Simply think of the Pomp and Circumstance Marches, the first one in D major containing the famous trio section that was later to become Land of Hope and Glory. Music lovers of recent times, however, have come to see his music as being a great deal more personal and idiosyncratic. **Continental Europeans**, indeed, **have always shown their appreciation of his musical efforts and it was they who first noticed and applauded his genius.**

► **Q5. NOTES:** "Foreigners" (eg: Continental Europeans) did like his music (Paragraph 2) because "they have always shown their appreciation" which means they appreciated (= valued) his music.

**Q6. When he was young, Elgar**

**A.** was religious.

**B.** inherited a fortune.

**C.** was unemployed.

**D. performed musically. (CORRECT)**

► **See P3:** Elgar was very largely self-taught, nurtured by a family who appreciated and played music. His father was a piano tuner who owned in a music shop in Worcester, a small city in England. Elgar taught himself to play a wide variety of musical instruments and in his early years taught the violin and **played the organ** at a Roman Catholic church in his city. He had the good fortune to marry one of his pupils, who, especially in the years before fame came, never wavered in her belief in his destiny. Elgar's talent grew until by the time that the Variations on an Original Theme (Enigma) was performed it had become clear to the music world that he had surpassed all other English composers of his day, both in technical accomplishment and sheer force of musical personality.

► **Q6. NOTES:** "Performed musically" is a rewording of the phrase "he played the organ".



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# Answers: 8. Trams

## SHORT ANSWERS

Q1 = **B**, Q2 = **A**, Q3 = **C**, Q4 = **D**, Q5 = **C**, Q6 = **B**

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Which title best expresses the contents of the passage?**

- A. Melbourne - progress of a city
- B. Melbourne - doing things differently (CORRECT)**
- C. Melbourne - a city in transition
- D. Melbourne - old-fashioned values

► **See P1:** After the post-World War boom, it seemed as though motorised transport was set to dominate all forms of transport. People had little idea of the traffic congestion that would ensue in cities throughout the world. The tram was seen as old-fashioned and a symbol of past ways of doing things. Consequently **many cities, especially in Europe merely tore up their tramlines and laid tarmac roads. Melbourne was conspicuous by its retention of trams**, a policy decision that has proved to be highly beneficial and the envy of other cities that have come to bitterly regret their phasing out of trams in the middle of the century, only to plan for their reintroduction decades later.

► **& See P2:** Sir Robert Risson, Chairman of the Melbourne and Metropolitan Tramways Board (MMTB), successfully argued that **trams should be retained**, often in the face of withering press campaigns for their closure. He upgraded track by setting it in mass concrete, which meant that any Victorian Government wishing to abolish trams would see the loss of that considerable investment. Risson's championing of trams meant that the Bourke St. bus service, which had itself replaced a tramline, gave way to a new tram in time for the Melbourne Olympics of 1956.

► **& See P4:** Even by the mid 70s, it had become apparent how percipient Risson had been. **Even conservative governments**, who were no friends of the MMTB and did not believe in heavy subsidies for public transport, **viewed the trams as valuable city assets** and agreed to further investments in new trams. As the century closed, new tram designs were still being introduced, a trend that has continued in the early years of this century.

► **Q1. NOTES:** The focus of the passage is on how Melbourne retained its trams in contrast to other cities. This is clear from Paragraph 1 & Paragraph 2 gives an example of trams even being available for the Olympics.

**Q2. Keeping trams in the post-war era was a policy strongly supported by**

- A. MMTB (CORRECT)**
- B. Victorian governments
- C. Melbourne's press
- D. European cities

► **See P2: Sir Robert Risson, Chairman of the Melbourne and Metropolitan Tramways Board (MMTB), successfully argued that trams should be retained**, often in the face of withering press campaigns for their closure. He upgraded track by setting it in mass concrete, which meant that any Victorian Government wishing to abolish trams would see the loss of that considerable

investment. Risson's championing of trams meant that the Bourke St. bus service, which had itself replaced a tramline, gave way to a new tram in time for the Melbourne Olympics of 1956.

- ▶ **Q2. NOTES:** Keeping trams was supported by MMTB under the chairmanship of Risson. “Strongly supported” is a rewording of “successfully argued”.

**Q3. The final "their" in paragraph 1 refers to**

- A. Other cities
- B. Roads
- C. Trams (CORRECT)**
- D. Tramlines

- ▶ **See P1:** After the post-World War boom, it seemed as though motorised transport was set to dominate all forms of transport. People had little idea of the traffic congestion that would ensue in cities throughout the world. The tram was seen as old-fashioned and a symbol of past ways of doing things. Consequently many cities, especially in Europe merely tore up their tramlines and laid tarmac roads. Melbourne was conspicuous by its retention of **trams**, a policy decision that has proved to be highly beneficial and the envy of other cities that have come to bitterly regret their phasing out of **trams** in the middle of the century, only to plan for **their** reintroduction decades later.

- ▶ **Q3. NOTES:** The final "their " in paragraph 1 must refer to trams.

**Q4. The new Bourke Street tram of 1956**

- A. was replaced by a bus service.
- B. went all the way to the Olympics.
- C. was a result of Victorian government investment.
- D. was a victory for Risson's policy. (CORRECT)**

- ▶ **See P2:** Sir Robert Risson, Chairman of the Melbourne and Metropolitan Tramways Board (MMTB), successfully argued that trams should be retained, often in the face of withering press campaigns for their closure. He upgraded track by setting it in mass concrete, which meant that any Victorian Government wishing to abolish trams would see the loss of that considerable investment. **Risson's championing of trams meant that the Bourke St. bus service, which had itself replaced a tramline, gave way to a new tram in time for the Melbourne Olympics of 1956.**

- ▶ **Q4. NOTES:** It was a victory for Risson as he supported (= championed) the use of trams. To champion something means to enthusiastically support it. Example: “The Prime Minister championed environmental policies for many years”.

**Q5. Which statement is not true of the history of Melbourne's transport?**

- A. Buses once had to have two operators.
- B. The appearance of trams has changed over the years.
- C. Trams were reintroduced into the city. (CORRECT)**
- D. Victorian governments spent money on the trams.

- ▶ **See P1** After the post-World War boom, it seemed as though motorised transport was set to dominate all forms of transport. People had little idea of the traffic congestion that would ensue in cities throughout the world. The tram was seen as old-fashioned and a symbol of past ways of



doing things. Consequently many cities, especially in Europe merely tore up their tramlines and laid tarmac roads. **Melbourne was conspicuous by its retention of trams**, a policy decision that has proved to be highly beneficial and the envy of other cities that have come to bitterly regret their phasing out of trams in the middle of the century, only to plan for their reintroduction decades later.

- ▶ **Q5. NOTES:** Trams were never reintroduced as they were not withdrawn in the first place. Paragraph 1 makes it clear that they were retained. The noun “retention” comes from the verb “to retain”.

**Q6. The word "intransigent" in paragraph 3 is closest in meaning to**

- A. Temporary
- B. Stubborn (CORRECT)**
- C. Unsophisticated
- D. Irresponsible

- ▶ **See P3:** Risson was helped in his crusade by an **intransigent** union who insisted that if a tram were to be replaced by a bus it would need to be operated by a two-man crew, thus undercutting the main economic reason for bus use.

- ▶ **Q6. NOTES:** “Intransigent” means stubborn; an intransigent person is one who refuses to behave differently or change his/her attitude towards something. Example: “The Chairman of the Board refused to accept the opinions of the others and remained intransigent in his views right to the end”.

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## Answers: 9. A Famous Politician

### SHORT ANSWERS

Q1 = C, Q2 = D, Q3 = C, Q4 = C, Q5 = C, Q6 = A

### ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Which title best expresses the ideas in the passage?**

- A. Lloyd George, the Peacemaker
- B. Lloyd George, the Politician
- C. Lloyd George, the Personality (CORRECT)**
- D. Lloyd George, the People's Man

► **See P2:** Lloyd George was the youngest of the three, a cheerful rosy-faced man with startling blue eyes and a shock of white hair. ("Hello!" , a little girl once asked him. "Are you Charlie Chaplin?"). He was undoubtedly a **supreme politician and mover of men**. As well as being a **magnificent conversationalist**, he was also a **good listener**. From the powerful to the humble, adults to children, everyone who met him was made to feel that he or she had something important to say. "One of the most admirable traits in Mr. Lloyd George's character", in Winston Churchill's view, " was his complete freedom at the height of his power, responsibility and good fortune from anything in the nature of pomposity or superior airs. **He was always natural and simple**. He was always exactly the same to those who knew him well: ready to argue any point, to listen to disagreeable facts, even when controversially presented".

► **& See P3:** Put this beside the description of him by John Maynard Keynes who saw the Welshman as anything but simple. "How can I convey to the reader any just impression of this **extraordinary figure of our time**, this siren, this goat-footed bard, this half-human visitor to our age from the hag-ridden magic and enchanted woods of Celtic antiquity?"

► **& See P4:** People were (and still are) divided on the **character** and influence of this seminal figure in history.

► **Q1. NOTES:** This passage is clearly about the personal qualities of Lloyd George. Note the words: "mover of men", "conversationalist", "listener", "natural and simple" plus the reference in the last paragraph to "character".

**Q2. Which word does not describe Lloyd George's qualities?**

- A. Humble
- B. Articulate
- C. Fair-minded
- D. Quick-tempered (CORRECT)**

► **See P2:** Lloyd George was the youngest of the three, a cheerful rosy-faced man with startling blue eyes and a shock of white hair. ("Hello!" , a little girl once asked him. "Are you Charlie Chaplin?"). He was undoubtedly a supreme politician and mover of men. As well as being a **magnificent conversationalist**, he was also a good listener. From the powerful to the humble, adults to children, everyone who met him was made to feel that he or she had something important to say. "One of the most admirable traits in Mr. Lloyd George's character", in Winston Churchill's view, " was **his complete freedom** at the height of his power, responsibility and good fortune

from anything in the nature of pomposity or superior airs. He was always natural and simple. He was always exactly the same to those who knew him well: **ready** to argue any point, **to listen to disagreeable facts**, even when controversially presented".

- **Q2. NOTES:** Nothing is said about LG's temper but the other qualities are covered. "Articulate" is covered by "conversationalist"; "humble" by "freedom .... from ... superior airs"; "fair-minded" by "ready to listen to disagreeable facts".

**Q3. The word "pomposity" in line 13 is closest in meaning to**

- A. Frivolity
- B. Vulgarity
- C. **Self-importance (CORRECT)**
- D. Pride

- **See P2:** Lloyd George was the youngest of the three, a cheerful rosy-faced man with startling blue eyes and a shock of white hair. ("Hello!" , a little girl once asked him. "Are you Charlie Chaplin?"). He was undoubtedly a supreme politician and mover of men. As well as being a magnificent conversationalist, he was also a good listener. From the powerful to the humble, adults to children, everyone who met him was made to feel that he or she had something important to say. "One of the most admirable traits in Mr. Lloyd George's character", in Winston Churchill's view, " was his complete freedom at the height of his power, responsibility and good fortune from anything in the nature of **pomposity** or superior airs. He was always natural and simple. He was always exactly the same to those who knew him well: ready to argue any point, to listen to disagreeable facts, even when controversially presented".

- **Q3. NOTES:** Pomposity means speaking/behaving in a way that shows you feel yourself more important than you are.

**Q4. The word "I" in the quotation in paragraph 3 refers to**

- A. Churchill
- B. Lloyd George
- C. **Keynes (CORRECT)**
- D. the Welshman

- **See P3:** Put this beside the **description of him by John Maynard Keynes** who saw the Welshman as anything but simple. "How can I convey to the reader any just impression of this extraordinary figure of our time, this siren, this goat-footed bard, this half-human visitor to our age from the hag-ridden magic and enchanted woods of Celtic antiquity?"

- **Q4. NOTES:** "I" refers to the author of the quote, Keynes, which is given inside quotation marks.

**Q5. Where in the text are Lloyd George's magical qualities highlighted?**

- A. Sentence 1, paragraph 2
- B. Sentence 3, paragraph 2 (after quote)
- C. **Quote in paragraph 3 (CORRECT)**
- D. Paragraph 4

- **See P3:** Put this beside the description of him by John Maynard Keynes who saw the Welshman as anything but simple. "How can I convey to the reader any just impression of this extraordinary

figure of our time, this siren, this goat-footed bard, this **half-human visitor** to our age from the hag-ridden magic and **enchanted** woods of Celtic antiquity?"

► *Q5. NOTES:* The words "enchanted", "half-human" imply magical qualities.

*Q6. The word "just" in the quotation in paragraph 3 could best be replaced by*

**A. Fair (CORRECT)**

**B. Articulate**

**C. Immediate**

**D. Detailed**

► *See P3:* Put this beside the description of him by John Maynard Keynes who saw the Welshman as anything but simple. "How can I convey to the reader any **just** impression of this extraordinary figure of our time, this siren, this goat-footed bard, this half-human visitor to our age from the hag-ridden magic and enchanted woods of Celtic antiquity?"

► *Q6. NOTES:* "Just" means "fair" in this context (note the noun "justice"), although "just" in other contexts is connected with time. Examples: "just in time", "just finished" & "just a minute".

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# Answers: 10. Monkeys

## SHORT ANSWERS

Q1 = B, Q2 = A, Q3 = C, Q4 = C, Q5 = B, Q6 = D

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Which would be the best title for the article?**

- A. The similarities of monkeys and humans
- B. A sense of fairness in monkeys and humans (CORRECT)**
- C. The beneficial trait of cooperation
- D. Training primates in the ways of humans

- ▶ **See P1:** Humans are not the only species to have a **sense of fairness**, according to a new U.S. study, carried out by Sarah Brosnan and Frans de Waal in Atlanta, Georgia. Capuchin monkeys also demand their equal share of food or rewards for tasks they have done, will **not settle for an injustice** and are miffed when they think they have been cheated. To the knowledge of the researchers, it is the first time a **sense of fairness** has been found in any non-human.
- ▶ **& See P2:** The researchers uncovered the **sense of fair play** in a study of the small brown primates from central and South America. They gave pairs of monkeys, who knew each other well, jobs to perform. The monkeys received food in exchange for doing a certain task but each partner did not always get the same quantity or quality of food for equal amounts of effort. The research showed the subjects compared their rewards with those of their partners and refused to accept a lower-value reward if their partners received a high-value reward. If both members of the pair did not get the same reward, the monkey that was not given the same amount refused to accept it or threw it away, in a reaction similar to that of humans.
- ▶ **& See P3:** Brosnan believes that this active response towards reward by the monkeys is really unusual, as they were clearly not pleased with the way things were going. She adds, "In humans, it is proposed that this **sense of fairness** is actually what makes co-operation work well."
- ▶ **& See P4:** She suspects other animals also have a **sense of fairness** but chose to study capuchins because they are known from field studies to be a co-operative species and to have a very tolerant society.
- ▶ **& See P5:** Many now believe these findings settle the question of whether a **sense of fairness** is something that is taught or an evolved behavior: finding this trait in capuchin monkeys does indicate that a sense of fairness is evolutionary and an extremely beneficial behavior.

- ▶ **Q1. NOTES:** The focus throughout the text is on a sense of fairness in monkeys, comparing it to the human sense of fairness. The phrase "sense of fairness/fair play" is seen in every paragraph.

**Q2. The main reason Capuchin monkeys were chosen for the experiment was that they**

- A. are socially tolerant. (CORRECT)**
- B. are always found in pairs.
- C. are easy to train.
- D. never complain.

- ▶ **See P4:** She suspects other animals also have a sense of fairness but chose to study capuchins



because **they are known from field studies to be a co-operative species and to have a very tolerant society.**

- **Q2. NOTES:** "Cooperative species" & "very tolerant society" are the phrases that indicate that only A can be the correct answer.

**Q3. Which one of the following statements is not suggested by the author?**

- A. Humans are not the only creatures that like to be treated fairly.
- B. Capuchin monkeys see a connection between effort and reward.
- C. Capuchin monkeys were not interested in what the other monkeys received. (CORRECT)**
- D. Other animal species may also have the same sense of fairness as Capuchins.

- **See P2:** The researchers uncovered the sense of fair play in a study of the small brown primates from central and South America. They gave pairs of monkeys, who knew each other well, jobs to perform. The monkeys received food in exchange for doing a certain task but each partner did not always get the same quantity or quality of food for equal amounts of effort. The research showed **the subjects compared their rewards with those of their partners** and refused to accept a lower-value reward if their partners received a high-value reward. If both members of the pair did not get the same reward, the monkey that was not given the same amount refused to accept it or threw it away, in a reaction similar to that of humans.

- **Q3. NOTES:** In fact, the monkeys were very interested in the rewards of other monkeys because they made comparisons with their own rewards. Take care when you see a negative in the question and in a possible answer.

**Q4. The words "this trait" (para. 5) refers to**

- A. an evolved behavior.
- B. a learned behavior.
- C. a sense of fairness. (CORRECT)**
- D. a beneficial behavior.

- **See P5:** Many now believe these findings settle the question of whether a **sense of fairness** is something that is taught or an evolved behavior: finding **this trait** in capuchin monkeys does indicate that a sense of fairness is evolutionary and an extremely beneficial behavior.

- **Q4. NOTES:** "A sense of fairness" is the only answer listed that is a "trait", or characteristic.

**Q5. Brosnan believes that there is an important connection between fairness and**

- A. Reward.
- B. Co-operation. (CORRECT)**
- C. Power.
- D. Refusal.

- **See P3:** Brosnan believes that this active response towards reward by the monkeys is really unusual, as they were clearly not pleased with the way things were going. She adds, "In humans, **it is proposed that this sense of fairness is actually what makes co-operation work well.**"

- **Q5. NOTES:** Fairness is an essential part of cooperation (as Paragraph 3 makes clear).

**Q6. The words "settle for" (para. 1) can be replaced by which of the following?**

- A. Allow.
- B. Accept.
- C. Put up with.
- D. All of the above answers. (CORRECT)

- ▶ **See P1:** Humans are not the only species to have a sense of fairness, according to a new U.S. study, carried out by Sarah Brosnan and Frans de Waal in Atlanta, Georgia. Capuchin monkeys also demand their equal share of food or rewards for tasks they have done, will **not settle for** an injustice and are miffed when they think they have been cheated. To the knowledge of the researchers, it is the first time a sense of fairness has been found in any non-human.
- ▶ **Q6. NOTES:** Answers A, B & C carry a similar force in this context and are all possible meanings for "settle for".



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# Answers: 11. Gunpowder

## SHORT ANSWERS

Q1 = **B**, Q2 = **D**, Q3 = **C**, Q4 = **B**, Q5 = **C**, Q6 = **A**


## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Which title best expresses the ideas in the text?**

- A. The Chinese and Gunpowder
- B. Gunpowder through the Ages (CORRECT)**
- C. The Value of Gunpowder
- D. European Improvements to Gunpowder

- ▶ **See P1:** The Chinese, as is well known, were the inventors of gunpowder but **medieval Europeans** took its uses to much greater heights. Historians have traced its Chinese origins to **as early as the third century AD**, although it was not generally used for warfare until, at least, **the eighth century**. In its early use, it was merely employed to create a loud explosion to frighten off bad spirits, celebrate weddings and announce eclipses of the moon. **Before being taken up by Europeans**, gunpowder technology was used by the Mongol invaders. The latter learned about gunpowder from the Chinese themselves and cleverly used it against them to overthrow the Sung dynasty. It is highly likely that it reached Europe through Arab intermediaries, who probably perfected the gunpowder mix.
- ▶ **& See P2:** **For most of its early history**, gunpowder was not used as a propellant, that is, in canons. There is some evidence that it was used in simple hand-grenades that were catapulted at the enemy or in bamboo tubes that were used to launch gunpowder-propelled spears. In the **12th century**, it is recorded that one Chinese city defended itself by firing cannons, inflicting heavy casualties on the invaders. Europeans took to the cannon with eagerness, mounting their cannons on ships, an innovation that allowed Western navies to dominate others.
- ▶ **& See P3:** The classic ingredients of gunpowder are sulphur, charcoal and saltpetre. **To this day**, gunpowder formulas have changed remarkably little from medieval times. Raw sulphur can be easily harvested from the ground; suitable charcoal is readily available in the form of burned wood and saltpetre, potassium nitrate, can be obtained from such sources as horse manure. **Medieval** recipes of preparation reveal that the ingredients were "stamped", that is, put under pressure for at least 20 hours. Modern experiments have confirmed that, even if the time is shortened, results are still effective.
- ▶ **& See P4:** Interestingly, the European refinements of gunpowder technology, particularly as used in rocketry, were reintroduced into China **in the fifteenth century**.
- ▶ **Q1. NOTES:** Questions A & D are too specific as they exclude other national groups. C excludes what gunpowder is made of, so B is the most inclusive. Note the extensive use of time expressions, especially "medieval" which means "middle ages".

**Q2. Bamboo is mentioned because it**

- A. was an ed ingredient to gunpowder.
- B. was an early propellant.**
- C. was used to defend cities.

**D. allowed material to be fired through it. (CORRECT)**

► **See P2:** For most of its early history, gunpowder was not used as a propellant, that is, in canons. There is some evidence that it was used in simple hand-grenades that were catapulted at the enemy or in **bamboo tubes that were used to launch gunpowder-propelled spears**. In the 12th century, it is recorded that one Chinese city defended itself by firing cannons, inflicting heavy casualties on the invaders. Europeans took to the cannon with eagerness, mounting their cannons on ships, an innovation that allowed Western navies to dominate others.

► **Q2. NOTES:** Bamboo goes with the word "tubes". Spears passed through these tubes.

**Q3. The one of the following statements is not true?**

A. Europeans improved on Chinese technology.

B. Arabs probably had gunpowder before the Europeans.

**C. Modern gunpowder is very different from medieval gunpowder. (CORRECT)**

D. The Arabs improved gunpowder technology.

► **See P3:** The classic ingredients of gunpowder are sulphur, charcoal and saltpetre. **To this day, gunpowder formulas have changed remarkably little from medieval times**. Raw sulphur can be easily harvested from the ground; suitable charcoal is readily available in the form of burned wood and saltpetre, potassium nitrate, can be obtained from such sources as horse manure. Medieval recipes of preparation reveal that the ingredients were "stamped", that is, put under pressure for at least 20 hours. Modern experiments have confirmed that, even if the time is shortened, results are still effective.

► **Q3. NOTES:** Paragraph 3 stresses the similarities of medieval and modern gunpowder. Therefore, modern gunpowder is NOT very different, a rewording of "changed remarkably little".

**Q4. The word "them" (2nd last sentence, paragraph 1) refers to**

A. The Mongol invaders

**B. The Chinese (CORRECT)**

C. The Europeans

D. The latter

► **See P1:** The Chinese, as is well known, were the inventors of gunpowder but medieval Europeans took its uses to much greater heights. Historians have traced its Chinese origins to as early as the third century AD, although it was not generally used for warfare until, at least, the eighth century. In its early use, it was merely employed to create a loud explosion to frighten off bad spirits, celebrate weddings and announce eclipses of the moon. Before being taken up by Europeans, gunpowder technology was used by the Mongol invaders. The latter learned about gunpowder **from the Chinese themselves** and cleverly used it **against them** to overthrow the Sung dynasty. It is highly likely that it reached Europe through Arab intermediaries, who probably perfected the gunpowder mix.

► **Q4. NOTES:** Gunpowder was used against the Chinese to overthrow their dynasty. Note that in the previous sentence "the latter" refers to the Mongols so it was the Mongols who overthrew the Chinese.

**Q5. The elements of medieval gunpowder were**

- A. obtained after pressurizing ingredients.
- B. difficult to collect.
- C. from natural sources. (CORRECT)**
- D. prepared according to Chinese methods.

► **See P3:** The classic ingredients of gunpowder are sulphur, charcoal and saltpetre. To this day, gunpowder formulas have changed remarkably little from medieval times. Raw sulphur can be easily harvested from the ground; suitable charcoal is readily available in the form of burned wood and saltpetre, potassium nitrate, can be obtained **from such sources as horse manure**. Medieval recipes of preparation reveal that the ingredients were "stamped", that is, put under pressure for at least 20 hours. Modern experiments have confirmed that, even if the time is shortened, results are still effective.

► **Q5. NOTES:** From natural sources ie: from the ground ("raw sulphur"), from wood ("charcoal") & from horse manure ("potassium nitrate").

**Q6. The word "intermediaries" (last sentence, paragraph 1) is best replaced by**

- A. Middle-men. (CORRECT)**
- B. Merchants.
- C. Mediators.
- D. Interpreters.

► **See P1:** The Chinese, as is well known, were the inventors of gunpowder but medieval Europeans took its uses to much greater heights. Historians have traced its Chinese origins to as early as the third century AD, although it was not generally used for warfare until, at least, the eighth century. In its early use, it was merely employed to create a loud explosion to frighten off bad spirits, celebrate weddings and announce eclipses of the moon. Before being taken up by Europeans, gunpowder technology was used by the Mongol invaders. The latter learned about gunpowder from the Chinese themselves and cleverly used it against them to overthrow the Sung dynasty. It is highly likely that it reached Europe through Arab **intermediaries**, who probably perfected the gunpowder mix.

► **Q6. NOTES:** An intermediary is someone who acts between two groups and is, therefore, a middle-man. Mediators is wrong as these are middle-men who act when there is conflict or a disagreement.



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# Answers: 12. Hurricanes

## SHORT ANSWERS

Q1 = **D**, Q2 = **D**, Q3 = **A**, Q4 = **D**, Q5 = **B**, Q6 = **A**

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Which title best expresses the ideas in the text?**

- A. Hurricanes throughout the world
- B. American Hurricanes
- C. Hurricane and Typhoon Differences
- D. Hurricane Location and Characteristics (CORRECT)**

- ▶ **See P1:** The words "hurricane" and "typhoon" are often used interchangeably. They do, however, describe regionally specific phenomena, which are identical. Both are simply manifestations of a strong tropical cyclone, which is a generic term for a non-frontal, low-pressure system **over tropical or sub-tropical waters**, associated with thunderstorm activity and vigorous surface wind patterns.
- ▶ **& See P2:** Tropical depressions are precursors of tropical cyclones but they have maximum sustained surface winds of less than 39 miles per hour (mph). Above this speed, the phenomenon is called a tropical storm and is assigned a name. Above 74 mph, it is called a hurricane, if occurring in the **North Atlantic Ocean, the Northeast Pacific Ocean east of the dateline or the South Pacific Ocean east of 160E**. Typhoon refers to activity that occurs in the **Southwest Pacific Ocean west of the dateline**.
- ▶ **& See P3:** Hurricanes receive the most publicity as they occur in the **Atlantic Basin** and affect **the United States or neighbouring regions**. They are classified according to wind strength using the Saffir-Simpson Hurricane Scale, which uses **five categories**. **Category 1** has winds between 74-95 mph which means that it is unlikely to cause real damage to buildings, leads to some coastal flooding and minor pier damage. **Category 2** (winds between 96 and 110 mph) will cause damage to roofs, doors and windows. Small craft may break their moorings and some trees will be blown over. **From Category 3 up to Category 5**, structural damage will occur. **Category 3** is highly likely to cause damage to smaller houses but could significantly escalate if large trees are blown over. Flooding deep inland is usual. **Category 4** will see some complete roof structure failure while **Category 5** hurricanes (winds in excess of 156 mph) will cause the removal of roofs from many buildings, both residential and industrial. Flooding will be very severe, causing major damage to lower floors of all structures near the shoreline. It is, also, likely that extensive evacuation of residential areas will result. It should be remembered that lower category winds might cause damage far above their category description, depending on what lies in their way and the particular hazards they bring.
- ▶ **& See P4:** The naming system of hurricanes in the **Atlantic** is a feature that gives a certain personality to the winds. Names alternate between male and female, indicate first names and are drawn from a large number of ethnic groups.
- ▶ **Q1. NOTES:** Only D is really valid. A & B are too specific and C is completely wrong. The text talks about hurricane location in every paragraph & Paragraph 3 describes the different types/categories, its "characteristics".



**Q2. It is stated that names are given to**

- A. hurricanes only.
- B. depressions, storms and hurricanes.
- C. depressions and hurricanes.
- D. storms and hurricanes. (CORRECT)**

► **See P2:** Tropical depressions are precursors of tropical cyclones but they have maximum sustained surface winds of less than 39 miles per hour (mph). Above this speed, **the phenomenon is called a tropical storm and is assigned a name**. Above 74 mph, it is called a hurricane, if occurring in the North Atlantic Ocean, the Northeast Pacific Ocean east of the dateline or the South Pacific Ocean east of 160E. Typhoon refers to activity that occurs in the Southwest Pacific Ocean west of the dateline.

► **& See P4:** The **naming system of hurricanes** in the Atlantic is a feature that gives a certain personality to the winds. Names alternate between male and female, indicate first names and are drawn from a large number of ethnic groups.

► **Q2. NOTES:** Names are given to tropical storms (Paragraph 2) and hurricanes (Paragraph 4).

**Q3. The one of the following statements is not true?**

- A. Europeans improved on Chinese technology.
- B. Arabs probably had gunpowder before the Europeans.
- C. Modern gunpowder is very different from medieval gunpowder. (CORRECT)**
- D. The Arabs improved gunpowder technology.

► **See P1:** The words "hurricane" and "typhoon" are often used interchangeably. They do, however, describe regionally specific phenomena, which are identical. **Both are simply manifestations of a strong tropical cyclone**, which is a generic term for a non-frontal, low-pressure system over tropical or sub-tropical waters, associated with thunderstorm activity and vigorous surface wind patterns.

► **Q3. NOTES:** Typhoons and hurricanes are described as identical ("used interchangeably"), except in their geographical location.

**Q4. Which categories of hurricane cause flooding?**

- A. Categories 3, 4 & 5
- B. Categories 2, 3, 4 & 5
- C. Categories 4 & 5
- D. Categories 1, 2, 3, 4 & 5 (CORRECT)**

► **See P3:** Hurricanes receive the most publicity as they occur in the Atlantic Basin and affect the United States or neighbouring regions. They are classified according to wind strength using the Saffir-Simpson Hurricane Scale, which uses five categories. Category 1 has winds between 74-95 mph which means that it is unlikely to cause real damage to buildings, leads to some coastal **flooding** and minor pier damage. Category 2 (winds between 96 and 110 mph) will cause damage to roofs, doors and windows. **Small craft may break their moorings** and some trees will be blown over. From Category 3 up to Category 5, structural damage will occur. Category 3 is highly likely to cause damage to smaller houses but could significantly escalate if large trees are blown

over. **Flooding deep inland is usual.** Category 4 will see some complete roof structure failure while Category 5 hurricanes (winds in excess of 156 mph) will cause the removal of roofs from many buildings, both residential and industrial. **Flooding will be very severe**, causing major damage to lower floors of all structures near the shoreline. It is, also, likely that extensive evacuation of residential areas will result. It should be remembered that lower category winds might cause damage far above their category description, depending on what lies in their way and the particular hazards they bring.

▶ *Q4. NOTES:* We can assume all categories will, if the lowest category causes flooding. The categories build on one another so flooding from Category 1 through Category 5 becomes worse ("more severe").

*Q5. Which category/-ies of wind will most likely require many people to leave their homes?*

- A. Categories 4 & 5
- B. Category 5 (CORRECT)**
- C. Categories 3 & 4 & 5
- D. Categories 2 & 3 & 4 & 5

▶ *See P3:* Hurricanes receive the most publicity as they occur in the Atlantic Basin and affect the United States or neighbouring regions. They are classified according to wind strength using the Saffir-Simpson Hurricane Scale, which uses five categories. Category 1 has winds between 74-95 mph which means that it is unlikely to cause real damage to buildings, leads to some coastal flooding and minor pier damage. Category 2 (winds between 96 and 110 mph) will cause damage to roofs, doors and windows. Small craft may break their moorings and some trees will be blown over. From Category 3 up to Category 5, structural damage will occur. Category 3 is highly likely to cause damage to smaller houses but could significantly escalate if large trees are blown over. Flooding deep inland is usual. Category 4 will see some complete roof structure failure while **Category 5 hurricanes** (winds in excess of 156 mph) will cause the removal of roofs from many buildings, both residential and industrial. Flooding will be very severe, causing major damage to lower floors of all structures near the shoreline. It is, also, likely that **extensive evacuation of residential areas will result**. It should be remembered that lower category winds might cause damage far above their category description, depending on what lies in their way and the particular hazards they bring.

▶ *Q5. NOTES:* The text says "extensive evacuation" (2nd last sentence, Paragraph 3), which must mean many people have to leave their homes. This is one of the Category 5 effects.

*Q6. The word "precursors" (para. 2) is best replaced by*

- A. Predecessors (CORRECT)**
- B. Relatives
- C. Predictors
- D. Precedents

▶ *See P1:* Tropical depressions are **precursors** of tropical cyclones but they have maximum sustained surface winds of less than 39 miles per hour (mph). Above this speed, the phenomenon is called a tropical storm and is assigned a name. Above 74 mph, it is called a hurricane, if occurring in the North Atlantic Ocean, the Northeast Pacific Ocean east of the dateline or the South



Pacific Ocean east of 160E. Typhoon refers to activity that occurs in the Southwest Pacific Ocean west of the dateline.

- *Q6. NOTES:* "Precursor" is something which happens before something else. Literally it means "going before", so "predecessors" is the appropriate synonym here.



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# Answers: 13. Passports

## SHORT ANSWERS

Q1 = C, Q2 = B, Q3 = D, Q4 = C, Q5 = B, Q6 = D

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Where would the passage most likely be found?**

- A. Textbook
- B. Newspaper editorial
- C. Inflight magazine (CORRECT)**
- D. Encyclopedia

▶ **See P1:** We tend to think of the passport as ordinary and natural, a common fact of existence. But in reality, the passport is a relatively modern invention and its development has been spurred by war and social conflict.

▶ **& See P2:** In the new global war on terror, the technology of the passport will once again be upgraded. In the not so distant future, travellers heading out of Australia will have a passport, equipped, not just with the usual small colour photograph, but with some form of biometric identification. It may be a scan of the passport holders' right iris for example, since each iris is unique and unmistakable, and can be rendered in digital form as a complex set of numbers and stored in a database. So no one need ever be mistaken for anyone else again. Passport fraud will be all but eliminated - and in the words of political scientist and historian of the passport, **John Torpey**, we may all become prisoners of our own identities.

▶ **& See P3:** In this age of jumbo jets and mass tourism, it has become easier and easier to move about the world. But as the physical restrictions on travel are reduced, so the bureaucratic barriers and filters on human movement are refined. The success of any given journey will depend on what kind of passport, if any, you hold.

▶ **Q1. NOTES:** This passage is typical of magazine writing - colloquial & addressed directly to the reader. It uses personal pronouns & refers to a historian ("John Torpey") without giving any references. A, B & D would require a more formal style of writing.

**Q2. Which one of the following statements is not suggested by the author?**

- A. War has contributed to the development of passports.
- B. Passports have been popular since ancient times. (CORRECT)**
- C. Social conflict has helped create a need for passports.
- D. Passports are considered normal.

▶ **See P1:** We tend to think of the passport as ordinary and natural, a common fact of existence. But in reality, the passport is a **relatively modern invention** and its development has been spurred by war and social conflict.

▶ **Q2. NOTES:** The passport is not ancient, but modern.

**Q3. What recent event has brought about further developments in the passport?**

- A. War.
- B. The United Nations.**

C. Social conflict.

**D. The war on terror. (CORRECT)**

► **See P2:** In the new global war on terror, the technology of the passport will once again be upgraded. In the not so distant future, travellers heading out of Australia will have a passport, equipped, not just with the usual small colour photograph, but with some form of biometric identification. It may be a scan of the passport holders' right iris for example, since each iris is unique and unmistakable, and can be rendered in digital form as a complex set of numbers and stored in a database. So no one need ever be mistaken for anyone else again. Passport fraud will be all but eliminated - and in the words of political scientist and historian of the passport, John Torpey, we may all become prisoners of our own identities.

► **Q3. NOTES:** "War on terror" is recent - "new". Note that there will be changes in the passport "once again".

**Q4. What does the only "it" in paragraph 2 refer to?**

A. Photograph

B. Technology

**C. Biometric identification (CORRECT)**

D. Passport

► **See P2:** In the new global war on terror, the technology of the passport will once again be upgraded. In the not so distant future, travellers heading out of Australia will have a passport, equipped, not just with the usual small colour photograph, but with some form of **biometric identification**. **It** may be a scan of the passport holders' right iris for example, since each iris is unique and unmistakable, and can be rendered in digital form as a complex set of numbers and stored in a database. So no one need ever be mistaken for anyone else again. Passport fraud will be all but eliminated - and in the words of political scientist and historian of the passport, John Torpey, we may all become prisoners of our own identities.

► **Q4. NOTES:** "Biometric identification" = it, which could be a scan of the iris of the eye.

**Q5. How is the information from an iris scan stored?**

A. As pictures.

**B. As numeric data. (CORRECT)**

C. As descriptions in passports.

D. As graphs.

► **See P2:** In the new global war on terror, the technology of the passport will once again be upgraded. In the not so distant future, travellers heading out of Australia will have a passport, equipped, not just with the usual small colour photograph, but with some form of biometric identification. It may be a scan of the passport holders' right iris for example, since each iris is unique and unmistakable, and **can be rendered in digital form as a complex set of numbers** and stored in a database. So no one need ever be mistaken for anyone else again. Passport fraud will be all but eliminated - and in the words of political scientist and historian of the passport, John Torpey, we may all become prisoners of our own identities.

► **Q5. NOTES:** "A complex set of numbers" is reworded in the question to "numerical data".

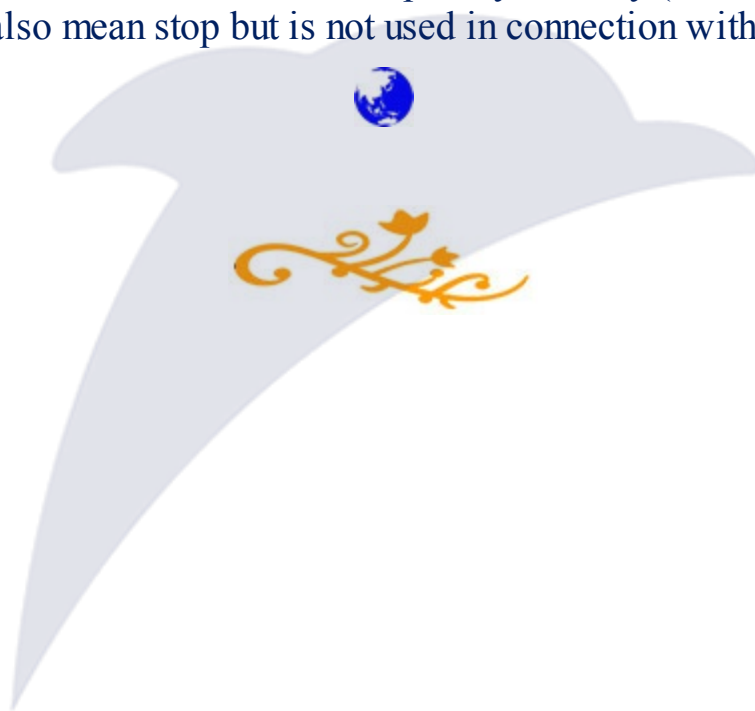
**Q6. The verb "eliminated" (para. 2) could best be replaced by**

- A. Delayed
- B. Detected
- C. Canceled
- D. Stopped (CORRECT)**

► **See P2:** In the new global war on terror, the technology of the passport will once again be upgraded. In the not so distant future, travellers heading out of Australia will have a passport, equipped, not just with the usual small colour photograph, but with some form of biometric identification. It may be a scan of the passport holders' right iris for example, since each iris is unique and unmistakable, and can be rendered in digital form as a complex set of numbers and stored in a database. So no one need ever be mistaken for anyone else again. Passport fraud will be all but **eliminated** - and in the words of political scientist and historian of the passport, John Torpey, we may all become prisoners of our own identities.

► **Q6. NOTES:** "Eliminate" means to remove completely; destroy (the need for); stop completely. Option C (cancel) can also mean stop but is not used in connection with the word "fraud".

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# Answers: 14. Police

## SHORT ANSWERS

Q1 = B, Q2 = C, Q3 = A, Q4 = A, Q5 = C, Q6 = B

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. What title best expresses the ideas in the text?**

- A. The life of Sir Robert Peel
- B. The Metropolitan Police Force and its Principles (CORRECT)**
- C. Nineteenth Century England's Criminal Reform
- D. The Principles of Good Policing

- ▶ **See P1:** It was Sir Robert Peel who finally grasped the nettle in putting forward policies to deal with rising crime in nineteenth century England and, in particular, London. There had been long-standing demands for a comprehensive reorganization of the criminal code and this task fell to Peel. Earlier in his parliamentary career, he had set up a select committee to consider the state of existing police officers, watchmen, Bow Street Patrols and special constables. His thinking soon began to tend towards some form of central control. Crime statistics indicated that there was a desperate need for improvements in the method of policing.
- ▶ **& See P2:** In 1829, he sponsored the passing of the **Metropolitan Police Act**, a measure that had had the support of Wellington, the Prime Minister who was sympathetic to the idea of a disciplined, quasi-military police force in the nation's capital. Two military men, Col. Charles Rowan and Richard Mayne, were largely given a free hand in setting **the ground rules** and supervising the new Metropolitan force. This force, in the first instance, consisted of 895 constables, 88 sergeants, 20 inspectors and 8 superintendents.
- ▶ **& See P3:** Peel's **Nine Principles** are a fine example of his clear thinking. Particularly noteworthy is the statement that "Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only members of the public who are paid to give full-time attention to duties that are incumbent on every citizen in the interests of community welfare and existence".
- ▶ **& See P4:** In the early years, the police followed the **first principle** that "the basic mission for which the police exist is to prevent crime and disorder". It soon became apparent that crime detection was the other side of the coin. Rather pejoratively, the police were referred to as "Peelers" or "Bobbies" as the principle of centralization meant that the force were directly responsible to its founder in his role as Home Secretary.
- ▶ **Q1. NOTES:** The focus is very much on the Metropolitan Police Force and the early guiding principles. The text does not cover Peel's whole life (A) & Options C & D are too general.

**Q2. Where are the police referred to as being essentially citizens?**

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3 (CORRECT)**
- D. Paragraph 4

- ▶ **See P3:** Peel's Nine Principles are a fine example of his clear thinking. Particularly noteworthy is

the statement that "Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition **that the police are the public and the public are the police**; the police being only members of the public who are paid to give full-time attention to duties that are incumbent on every citizen in the interests of community welfare and existence".

- **Q2. NOTES:** The police remain members of the public and are simply doing full-time what all good citizens should do.

**Q3. Which of the following statements is not true?**

- A. The Metropolitan Police Force had authority over a large part of the country. (CORRECT)**
- B. Wellington approved of Peel's ideas.
- C. Bobbies were members of the police force.
- D. Peel was Home Secretary when the Metropolitan Police Act was passed.

- **See P2:** In 1829, he sponsored the passing of the Metropolitan Police Act, a measure that had had the support of Wellington, the Prime Minister who was sympathetic to the idea of a disciplined, quasi-military **police force in the nation's capital**. Two military men, Col. Charles Rowan and Richard Mayne, were largely given a free hand in setting the ground rules and supervising the new Metropolitan force. This force, in the first instance, consisted of 895 constables, 88 sergeants, 20 inspectors and 8 superintendents.

- **Q3. NOTES:** The Metropolitan Police Force was set up for London ("the nation's capital"), not the whole country.

**Q4. We can deduce that the Police's role of detecting crime**

- A. was not its original purpose (CORRECT).**
- B. was easier than preventing crime.
- C. was stressed from the beginning.
- D. was much more difficult than preventing crime.

- **See P4:** In the early years, the police followed the first principle that "the basic mission for which the police exist is to prevent crime and disorder". It soon became apparent that **crime detection was the other side of the coin**. Rather pejoratively, the police were referred to as "Peelers" or "Bobbies" as the principle of centralization meant that the force were directly responsible to its founder in his role as Home Secretary.

- **Q4. NOTES:** In this paragraph, it seems that, at first, crime prevention was stressed and crime detection came later. Nothing is said about the difficulty of the different roles.

**Q5. Who had been involved previously in police matters?**

- A. Wellington
- B. Rowan & Mayne
- C. Peel (CORRECT)**
- D. All of the above

- **See P1:** It was Sir Robert Peel who finally grasped the nettle in putting forward policies to deal with rising crime in nineteenth century England and, in particular, London. There had been long-standing demands for a comprehensive reorganization of the criminal code and this task fell to Peel. **Earlier in his parliamentary career, he had set up a select committee to consider the**



state of existing police officers, watchmen, Bow Street Patrols and special constables. His thinking soon began to tend towards some form of central control. Crime statistics indicated that there was a desperate need for improvements in the method of policing.

▶ *Q5. NOTES:* Only Peel. The others might have been but the text does not explicitly say so.

*Q6. The word "pejoratively" (sentence 3, paragraph 4) could best be replaced by*

A. Jokingly

**B. Disparagingly (CORRECT)**

C. Humorously

D. Ironically

▶ *See P4:* In the early years, the police followed the first principle that "the basic mission for which the police exist is to prevent crime and disorder". It soon became apparent that crime detection was the other side of the coin. Rather **pejoratively**, the police were referred to as "Peelers" or "Bobbies" as the principle of centralization meant that the force were directly responsible to its founder in his role as Home Secretary.

▶ *Q6. NOTES:* A pejorative word is a word that implies that something is not good or of no value. Here "disparagingly" is the only word that comes close. Eg: "The film director spoke disparagingly about the actress's ability" (= critically & scornfully), meaning that the actress was a poor actress.

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# Answers: 15. SARS

## SHORT ANSWERS

Q1 = C, Q2 = D, Q3 = A, Q4 = C, Q5 = B, Q6 = C

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Where would this passage most likely be found?**

- A. In a textbook
- B. In a medical journal
- C. In a newspaper (CORRECT)**
- D. In an encyclopedia

- ▶ **See P1:** Sars revealed critical weaknesses in how surveillance centres to detect disease were used and in how the world responds to outbreaks. Global security against outbreaks is not based on the strength of the strongest surveillance system in the best country. It is exposed by the weakness of the weakest. There's a global price to be paid for weaknesses in public health structures anywhere in the world. **The major lesson from Sars** is that if global health authorities do not invest in basic early warning in these places, we all suffer. The weakest links, sub-Saharan Africa and parts of Asia, need people on the ground in local communities so they can report early on outbreaks of disease.
- ▶ **& See P2:** Developing countries are not the only ones that will need help if future outbreaks are to be controlled. Sars caused havoc in the health services of Toronto and Singapore. Health systems are not designed to operate at a level that take unusual changes in demand in their stride but that will have to change. To absorb a surge in demand there needs to be some fat in the system. **That cannot be done if you have a health system** that has been stripped to the bone, as all health policy experts agree.
- ▶ **& See P3:** If Sars has had one useful effect, it has been in testing the world's response and highlighting some good practices for when a pandemic occurs. It also revealed severe shortcomings. There is an increasing realisation that **bureaucracy must be cut and trained people must be put in the right places** - on the ground, in hospitals or on standby for when the inevitable strikes.
- ▶ **Q1. NOTES:** This passage is not very formal. It is likely to be the output of a journalist. It comments on what is needed to deal with another Sars-like outbreak. Pointing out lessons that should be learned is typical of newspapers' Opinion Sections.

**Q2. What is not mentioned as needed to combat Sars-like diseases?**

- A. Less administration in the health services
- B. More money for health services
- C. More well-trained personnel
- D. More development aid. (CORRECT)**

- ▶ **See P2:** Developing countries are not the only ones that will need help if future outbreaks are to be controlled. Sars caused havoc in the health services of Toronto and Singapore. Health systems are not designed to operate at a level that take unusual changes in demand in their stride but that will have to change. To absorb a surge in demand **there needs to be some fat in the system.** That

cannot be done if you have a health system that has been stripped to the bone, as all health policy experts agree.

- ▶ **See P3:** If Sars has had one useful effect, it has been in testing the world's response and highlighting some good practices for when a pandemic occurs. It also revealed severe shortcomings. There is an increasing realisation that **bureaucracy must be cut and trained people must be put in the right places** - on the ground, in hospitals or on standby for when the inevitable strikes.
- ▶ **Q2. NOTES:** Nothing is mentioned about aid for development (to poorer countries) but more money is ("needs to be some fat") (P. 2) and administration ("bureaucracy") & personnel ("trained people") are (P. 3).

**Q3. Singapore is mentioned because**

- A. its health service was damaged. (CORRECT)**
- B. it controlled Sars.
- C. it is a developed country.
- D. it increased levels of health care.

- ▶ **See P2:** Developing countries are not the only ones that will need help if future outbreaks are to be controlled. **Sars caused havoc in the health services of Toronto and Singapore.** Health systems are not designed to operate at a level that take unusual changes in demand in their stride but that will have to change. To absorb a surge in demand there needs to be some fat in the system. That cannot be done if you have a health system that has been stripped to the bone, as all health policy experts agree.

- ▶ **Q3. NOTES:** Damaged is a rewording of "caused havoc" (=suffered a lot of damage").

**Q4. The word "they" in the final sentence of paragraph 1 refers to**

- A. Africa and Asia
- B. Asia
- C. people on the ground (CORRECT)**
- D. local communities

- ▶ **See P1:** Sars revealed critical weaknesses in how surveillance centres to detect disease were used and in how the world responds to outbreaks. Global security against outbreaks is not based on the strength of the strongest surveillance system in the best country. It is exposed by the weakness of the weakest. There's a global price to be paid for weaknesses in public health structures anywhere in the world. The major lesson from Sars is that if global health authorities do not invest in basic early warning in these places, we all suffer. The weakest links, sub-Saharan Africa and parts of Asia, need **people on the ground** in local communities so **they** can report early on outbreaks of disease.

- ▶ **Q4. NOTES:** "They" must mean "people on the ground" who can do the reporting.

**Q5. The word "stride" in sentence 3, paragraph 2 is closest in meaning to**

- A. Success
- B. Step (CORRECT)**
- C. Routine

## D. Stretch

- ▶ **See P2:** Developing countries are not the only ones that will need help if future outbreaks are to be controlled. Sars caused havoc in the health services of Toronto and Singapore. Health systems are not designed to operate at a level that **take unusual changes in demand in their stride** but that will have to change. To absorb a surge in demand there needs to be some fat in the system. That cannot be done if you have a health system that has been stripped to the bone, as all health policy experts agree.
- ▶ **Q5. NOTES:** Stride and step are similar in meaning. Note "take changes in their stride" means to cope well with changes.

**Q6. Why does the passage say Sars had some good effects?**

- A. a pandemic was avoided
- B. bureaucracy was cut
- C. it was practice for more serious diseases (CORRECT)**
- D. trained people were put in place

- ▶ **See P3:** If Sars has had one useful effect, it has been in testing the world's response and **highlighting some good practices for when a pandemic occurs**. It also revealed severe shortcomings. There is an increasing realisation that bureaucracy must be cut and trained people must be put in the right places - on the ground, in hospitals or on standby for when the inevitable strikes.
- ▶ **Q6. NOTES:** "Highlighting some good practices" implies the Sars problem had a good effect ("useful") in showing what needs to be done in a crisis.



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# Answers: 16. Communications

## SHORT ANSWERS

Q1 = B, Q2 = C, Q3 = D, Q4 = C, Q5 = A, Q6 = B

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. What title best expresses the ideas in the passage?**

- A. Technical advances in the telephone.
- B. The rapid development of communication technology.(CORRECT)**
- C. American telephone advances.
- D. The development of computer communications.

▶ **See P1:** It is important to bear in mind that our ability **to communicate** effectively over long distances with other people on our planet is a relatively new development. The increase in ease of global communication has been phenomenal, something we are all too unappreciative of. We take it for granted that we can as easily place a call to Beijing or Kyoto or Pusan from another continent as we can call up our relatives in the next town. The telephone can be used to call for help, to arrange a meeting, to hire an employee, to transfer money and to do a thousand and one other things. **Now we can do the same with handheld mobile phones or other pieces of electronic equipment like the fax or the computer.**

▶ **& See P2:** It was not always the case. Take, for example, the United States of America. Domestic **telephone** services have been in place for over a century but calls overseas were, until recently, fraught with difficulties. After the war, calls to Asia and Europe used to rely on **short-wave radio signals** that bounced off the ionosphere, the electrically active layer of the atmosphere that lies between 50 and 250 miles above the earth's surface. Setting up a call involved hours of preparation and, when the call was made, sound quality was often affected by static.

▶ **& See P3:** Subsequent developments have been rapid as moves were made through **copper wire cable, through satellite technology to present-day fiber optic cables.**

▶ **& See P4:** With **computer communications**, it is now possible to send text and images, which are, in many ways, superior to reliance on the human voice. In addition, if you need help but are not sure where that help might be found, you can search the World Wide Web for information or, if unsuccessful, send out a message to a chat group or bulletin board soliciting help. This could involve mundane things or matters of far greater importance. Medical doctors are now wont to post details of complex medical conditions online in the hope that fellow practitioners might be able to offer insights or point them in the direction of help.

▶ **& See P5:** Truly **global communications** have become a significant force for good in the modern world.

▶ **Q1. NOTES:** This passage is about communication technology, the means that are used to achieve communication & how it developed. A, C & D are too limited.

**Q2. Long-distance calls after the war were**

- A. restricted by distance.
- B. enabled by radio sets.
- C. often of poor quality. (CORRECT)**



D. limited in time.

► **See P2:** It was not always the case. Take, for example, the United States of America. Domestic telephone services have been in place for over a century but calls overseas were, until recently, fraught with difficulties. After the war, calls to Asia and Europe used to rely on short-wave radio signals that bounced off the ionosphere, the electrically active layer of the atmosphere that lies between 50 and 250 miles above the earth's surface. **Setting up a call involved hours of preparation and, when the call was made, sound quality was often affected by static.**

► **Q2. NOTES:** "Static" affected (= influenced) the sound quality, which implies that the calls were often poor.

**Q3. Which of the following statements is not true?**

- A. Many technologies have helped telephone communication.
- B. Fiber optic technology is the most recent technology.
- C. Doctors frequently post problems on the Internet.
- D. Telephone services were rare before the war. (CORRECT)**

► **See P2:** It was not always the case. Take, for example, the United States of America. **Domestic telephone services have been in place for over a century** but calls overseas were, until recently, fraught with difficulties. After the war, calls to Asia and Europe used to rely on short-wave radio signals that bounced off the ionosphere, the electrically active layer of the atmosphere that lies between 50 and 250 miles above the earth's surface. Setting up a call involved hours of preparation and, when the call was made, sound quality was often affected by static.

► **Q3. NOTES:** Telephone services had been in existence for over a century, even though international calls were difficult.

**Q4. The word "them" in the 2nd last sentence of the final paragraph refers to**

- A. fellow practitioners.
- B. Insights.
- C. medical doctors. (CORRECT)**
- D. medical conditions.

► **See P4:** With computer communications, it is now possible to send text and images, which are, in many ways, superior to reliance on the human voice. In addition, if you need help but are not sure where that help might be found, you can search the World Wide Web for information or, if unsuccessful, send out a message to a chat group or bulletin board soliciting help. This could involve mundane things or matters of far greater importance. **Medical doctors** are now wont to post details of complex medical conditions online in the hope that fellow practitioners might be able to offer insights or **point them** in the direction of help.

► **Q4. NOTES:** "Them" = the doctors (who looked for help from others online, from their "fellow practitioners").

**Q5. What is mentioned in the text because of**

- A. its value in communicating with many people. (CORRECT)**
- B. its social value
- C. its use of text



D. its ease of use

▶ **See P4:** With computer communications, it is now possible to send text and images, which are, in many ways, superior to reliance on the human voice. In addition, **if you need help but are not sure where that help might be found, you can search the World Wide Web for information or, if unsuccessful, send out a message to a chat group** or bulletin board soliciting help. This could involve mundane things or matters of far greater importance. Medical doctors are now wont to post details of complex medical conditions online in the hope that fellow practitioners might be able to offer insights or point them in the direction of help.

▶ **Q5. NOTES:** Chat is mentioned as a way of getting out a message seeking help to a group of people.

**Q6. The word "mundane" in the final paragraph could best be replaced by**

A. Complex.

**B. Ordinary. (CORRECT)**

C. Personal.

D. Practical.

▶ **See P4:** With computer communications, it is now possible to send text and images, which are, in many ways, superior to reliance on the human voice. In addition, if you need help but are not sure where that help might be found, you can search the World Wide Web for information or, if unsuccessful, send out a message to a chat group or bulletin board soliciting help. This could involve **mundane** things or matters of far greater importance. Medical doctors are now wont to post details of complex medical conditions online in the hope that fellow practitioners might be able to offer insights or point them in the direction of help.

▶ **Q6. NOTES:** "Mundane" means very ordinary and, therefore, not interesting or unusual. Eg: "the mundane household duties of washing and cleaning".



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# Answers: 17. Cables

## SHORT ANSWERS

Q1 = A, Q2 = C, Q3 = C, Q4 = B, Q5 = A, Q6 = B

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Where would this passage most likely be found?**

**A. In a magazine (CORRECT)**

B. In a textbook

C. In a user's manual

D. In a brochure

▶ **See P1:** Audio/video systems require quality cables. High quality audio and video equipment are now available in many countries at an affordable price but, unfortunately, the cables that are shipped with them are not. They are "free" with the box, which means that they are not necessarily the best for the system. Poor-quality cables, sometimes called "patch cords", reduce the strength of the signal they are transmitting, let other electronic signals cause interference and frequently fail to make a solid connection between components. The rule of thumb is that **you should spend 10% of the value of your equipment on high-performance cables.**

▶ **& See P2:** Cables are made from different materials, which in turn are reflected in the price. Copper and silver are excellent conductors of electricity, whereas aluminium is not. It is highly unlikely, though, that any self-respecting manufacturer would supply anything below copper cables. Best of all are fiber optic cables that allow the transmission of laser-generated light signals with hardly any electrical resistance, but these come with a much higher price tag.

▶ **& See P3:** Thickness also counts for a lot because thicker cables have less electrical resistance and the less the audio/video signal has to struggle to get from one end of the wire to the other. Audio cables are available, most commonly, in 12-, 14-, 16-, 18-gauge - the lower the gauge number, the thicker the cable. **If you can connect your equipment together** over a distance of less than a couple of meters, 16- or 18- gauge wire is adequate, **although you might want to use the lower gauges** to be assured of quality.

▶ **& See P4:** The cables connected to your equipment are subject to attack from other electric signals (eg: from radios, air-conditioners, telephones etc.) travelling in the airwaves, which is why the cable needs to be protected. **The best protection is afforded** by braided copper shields combined with foil shielding.

▶ **& See P5:** As a final safeguard, **ensure that your cables are not bunched together.** Binding cables together might look better but increases the potential for electrical interference between them.

▶ **Q1. NOTES:** This type of information giving an overview of audio & video cables is written in the form of giving advice so it would not be part of a textbook or user's manual. Nor would it likely be part of a brochure. It is much more likely to be found in a magazine (for generalists).

**Q2. Where is the text is cable length mentioned?**

A. Paragraph 1

B. Paragraph 2

### C. Paragraph 3 (CORRECT)

#### D. Paragraph 4

► **See P3:** Thickness also counts for a lot because thicker cables have less electrical resistance and the less the audio/video signal has to struggle to get from one end of the wire to the other. Audio cables are available, most commonly, in 12-, 14-, 16-, 18-gauge - the lower the gauge number, the thicker the cable. **If you can connect your equipment together over a distance of less than a couple of meters**, 16- or 18- gauge wire is adequate, although you might want to use the lower gauges to be assured of quality.

► **Q2. NOTES:** Cable length is relevant to the distance between equipment.

**Q3. Which of the following statements is not true?**

A. Aluminium cables are rarely supplied with good equipment.

B. Fiber optic cables are expensive.

**C. Supplied cables are about 10% of the value of the equipment. (CORRECT)**

D. Thick cables decrease electrical resistance.

► **See P1:** Audio/video systems require quality cables. High quality audio and video equipment are now available in many countries at an affordable price but, unfortunately, the cables that are shipped with them are not. They are "free" with the box, which means that they are not necessarily the best for the system. Poor-quality cables, sometimes called "patch cords", reduce the strength of the signal they are transmitting, let other electronic signals cause interference and frequently fail to make a solid connection between components. The rule of thumb is that **you should spend 10% of the value of your equipment on high-performance cables**.

► **Q3. NOTES:** The point of the text is that supplied cables are often of far less value than they should be but the 10% refers to how much you should spend, not on the value of cables supplied.

**Q4. The word "these" in the last sentence of paragraph 2 refers to**

A. copper cables.

**B. fiber optic cables. (CORRECT)**

C. light signals.

D. electrical resistance.

► **See P2:** Cables are made from different materials, which in turn are reflected in the price. Copper and silver are excellent conductors of electricity, whereas aluminium is not. It is highly unlikely, though, that any self-respecting manufacturer would supply anything below copper cables. Best of all are **fiber optic cables** that allow the transmission of laser-generated light signals with hardly any electrical resistance, but **these** come with a much higher price tag.

► **Q4. NOTES:** "These" must refer to fiber optic cables

**Q5. What is most likely to reduce electrical resistance?**

**A. 12 gauge cable (CORRECT)**

B. 14 gauge cable

C. 16 gauge cable

D. 18 gauge cable

▶ **See P3:** Thickness also counts for a lot because thicker cables have less electrical resistance and the less the audio/video signal has to struggle to get from one end of the wire to the other. Audio cables are available, most commonly, in 12-, 14-, 16-, 18-gauge - **the lower the gauge number, the thicker the cable**. If you can connect your equipment together over a distance of less than a couple of meters, 16- or 18- gauge wire is adequate, although you might want to use the lower gauges to be assured of quality.

▶ **Q5. NOTES:** The lower the gauge number, the thicker the cable. Therefore, electrical resistance will be lower.

**Q6. The word "braided" in the last sentence of paragraph 4 could best be replaced by**

- A. Bonded.
- B. Twisted. (CORRECT)**
- C. Protected.
- D. Thickened.

▶ **See P4:** The cables connected to your equipment are subject to attack from other electric signals (eg: from radios, air-conditioners, telephones etc.) travelling in the airwaves, which is why the cable needs to be protected. The best protection is afforded by **braided** copper shields combined with foil shielding.

▶ **Q6. NOTES:** Braiding is weaving or twisting strands together. Eg: "Some types of rope are made from braided horse hair".

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# Answers: 18. Tourism

## SHORT ANSWERS

Q1 = **D**, Q2 = **A**, Q3 = **C**, Q4 = **A**, Q5 = **B**, Q6 = **B**

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. What title best expresses the ideas in the text?**

- A. Tourism and the Water Crisis
- B. Tourism and World Development
- C. Tourism and Third World Problems
- D. Tourism and the Environment (CORRECT)**

- ▶ **See P1:** The arguments for and against tourism have been rehearsed often enough. However, until now, little attention has been paid to **the effect of the tourist explosion on the most sensitive ecosystems of the planet**. A recent report written by Conservation International and the United Nations Environment Program says tourism in areas of outstanding biodiversity in the last decade of the twentieth century has grown by more than 100%. In some locations, the growth of such tourism has been staggering. In both Laos and Cambodia it has exceeded 200%, South Africa saw 500% growth and some countries in Central/South America grew by 300%.
- ▶ **& See P2:** It is often ecologically sensitive areas that bear the brunt of **the damage inflicted by tourism**. Tourism can develop rapidly in unique ecosystems because people want to see the marvels of nature: exotic flora, rare fauna and dramatic landscapes. However, the very presence of many people can cause these features to diminish or disappear altogether.
- ▶ **& See P3:** The presence of water is one major factor in **the sustainability of tourism and nature's richness**. Many tourist developments are in arid countries. Tourist installations need large amounts of water. If **the environment** is damaged because the scarce water resources have been diverted elsewhere, the whole rationale for tourists being there in the first place disappears.
- ▶ **& See P4:** The Mexican resort of Cancun is a good example. The barrier island where once only 12 families lived is now host to 2.6 million visitors per year. The damage to create this tourist mecca has been extensive. Mangrove and inland forests have been cut down scarring the land, while the local population suffer with 75% of their sewage being untreated.
- ▶ **& See P5:** The island of Phi Phi, near the tourist island of Phuket in the south of Thailand is another example of **unsustainable development**. The coral, which was the magnet for tourists, has been damaged because development has blocked the nutrient-rich run-off from the island's interior and replaced it with pollutants, the concomitants of over-eager tourism.
- ▶ **Q1. NOTES:** This passage is clearly about the environment and the impact of tourism specifically. Options A, B & C are too restrictive.

**Q2. Laos and Cambodia are given as examples of**

- A. sensitive ecosystems. (CORRECT)**
- B. average tourist growth.
- C. poor economies
- D. greatest tourist growth



► **See P1:** The arguments for and against tourism have been rehearsed often enough. However, until now, little attention has been paid to the effect of the tourist explosion on the most *sensitive ecosystems* of the planet. A recent report written by Conservation International and the United Nations Environment Program says tourism in areas of outstanding biodiversity in the last decade of the twentieth century has grown by more than 100%. In some locations, *the growth of such tourism* has been staggering. *In both Laos and Cambodia it has exceeded 200%*, South Africa saw 500% growth and some countries in Central/South America grew by 300%.

► **Q2. NOTES:** Laos and Cambodia have above average tourist growth but not the greatest tourist growth. They are examples of sensitive ecosystems.

**Q3. Which of the following statements is not true?**

- A. Tourism utilises a great deal of water.
- B. Cancun was once sparsely populated.
- C. Tourism has grown annually by more than 100%. (CORRECT)**
- D. Tourists are attracted by Phi Phi's coral reefs.

► **See P1:** The arguments for and against tourism have been rehearsed often enough. However, until now, little attention has been paid to the effect of the tourist explosion on the most sensitive ecosystems of the planet. A recent report written by Conservation International and the United Nations Environment Program says tourism in areas of outstanding biodiversity in the **last decade of the Twentieth Century** has grown by more than 100%. In some locations, the growth of such tourism has been staggering. In both Laos and Cambodia it has exceeded 200%, South Africa saw 500% growth and some countries in Central/South America grew by 300%.

► **Q3. NOTES:** The 100% figure refers not to annual growth, but to growth over ten years ("the last decade").

**Q4. The word "it" in the final sentence of the last paragraph refers to**

- A. Run-off. (CORRECT)**
- B. Coral.
- C. Development.
- D. Interior.

► **See P5:** The island of Phi Phi, near the tourist island of Phuket in the south of Thailand is another example of unsustainable development. The coral, which was the magnet for tourists, has been damaged because development has blocked the nutrient-rich **run-off** from the island's interior and replaced **it** with pollutants, the concomitants of over-eager tourism.

► **Q4. NOTES:** "It" must refer to run-off, which is now replaced by pollutants.

**Q5. Cancun and Phi Phi are examples of**

- A. water shortage areas.
- B. massive tourism. (CORRECT)**
- C. the loss of forests.
- D. polluted waters.

► **See P4:** The Mexican resort of Cancun is a good example. The barrier island where **once only 12**



**families lived is now host to 2.6 million visitors per year.** The damage to create this tourist mecca has been extensive. Mangrove and inland forests have been cut down scarring the land, while the local population suffer with 75% of their sewage being untreated.

▶ **& See P5:** The island of Phi Phi, near the tourist island of Phuket in the south of Thailand is another example of unsustainable development. The coral, which was the **magnet for tourists**, has been damaged because development has blocked the nutrient-rich run-off from the island's interior and replaced it with pollutants, the concomitants of over-eager tourism.

▶ **Q5. NOTES:** Forests are not mentioned on Phi Phi, nor is water shortage. Polluted waters are not mentioned on Cancun so the only possible answer is B. Tourist visitors to Cancun are huge while Phi Phi attracts (is a “magnet for”) many tourists.

**Q6. The word "scarring" in paragraph 4 could best be replaced by**

A. Diminishing.

**B. Mutilating. (CORRECT)**

C. Destroying.

D. Frightening.

▶ **See P4:** The Mexican resort of Cancun is a good example. The barrier island where once only 12 families lived is now host to 2.6 million visitors per year. The damage to create this tourist mecca has been extensive. Mangrove and inland forests have been cut down **scarring** the land, while the local population suffer with 75% of their sewage being untreated.

▶ **Q6. NOTES:** If something is scarred, it has a mark or scar on it so its appearance is mutilated & is damaged in some way.

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# Answers: 19. A Famous Writer

## SHORT ANSWERS

Q1 = C, Q2 = B, Q3 = D, Q4 = C, Q5 = B, Q6 = B

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. What title best expresses the ideas in the text?**

- A. Fitzgerald and the American Dream
- B. Fitzgerald and the novels of love
- C. Fitzgerald's literary output (CORRECT)**
- D. Fitzgerald, the unsuccessful author

► **See P1:** It is not uncommon for a great writer to be appreciated only after death. Such was the fate of Francis Scott Fitzgerald, who died believing himself a failure and whose obituaries were condescending. He died in 1940 but, by 1960, he was regarded as one of the finest American writers of the 20th century and **The Great Gatsby**, a sales flop in 1925, hailed as a masterpiece for examining the quintessentially American themes of success and failure.

► **& See P2:** Fitzgerald started writing at an early age, seeing a detective story appear in a school newspaper at the age of thirteen. At Princeton University, he continued his literary apprenticeship at the expense of his studies. There **he contributed to various magazines** and formed literary friendships. He joined the army in 1917 as a commissioned officer. Believing that he would die in the war, **he rapidly wrote a novel, "The Romantic Egotist"** which was rejected by Scribners, the publishing house. It was subsequently revamped after army service and **published as "This Side of Paradise"**.

► **& See P3:** His first published work about career aspirations and love disappointments set the theme and tone of much of his later writing. It, also, made him rich and famous. Money fuelled a lifestyle that allowed him to live extravagantly with his flamboyant wife, Zelda Sayre. **His next novel** was poorly received but he achieved continued success with an abundance of short stories.

► **& See P4:** Two more novels, "The Great Gatsby" and "Tender is the Night" were both commercial failures, although he did receive some critical praise. Owing to his wife's increasing slide into insanity and his own ability to control alcoholism, married life deteriorated rapidly. Both were unable to curtail their excessive spending and exuberant lifestyles. Zelda spent the last 12 years of her life in mental institutions while Fitzgerald moved to the West Coast to **work as a screenwriter**. It was during his Hollywood period that **Fitzgerald's unfinished final novel, "The Last tycoon", was written**.

► **Q1. NOTES:** The text is really a short biography, detailing what he wrote. He did have success and wrote more than novels.

**Q2. "This Side of Paradise"**

- A. disappointed the critics.
- B. was renamed after being rejected. (CORRECT)**
- C. was originally written for a magazine.
- D. failed to sell well.

► **See P2:** Fitzgerald started writing at an early age, seeing a detective story appear in a school

newspaper at the age of thirteen. At Princeton University, he continued his literary apprenticeship at the expense of his studies. There he contributed to various magazines and formed literary friendships. He joined the army in 1917 as a commissioned officer. Believing that he would die in the war, he rapidly wrote a novel, **"The Romantic Egotist" which was rejected by Scribners, the publishing house. It was subsequently revamped after army service and published as "This Side of Paradise".**

► **Q2. NOTES:** "This Side of Paradise" was not the original name of the novel. It was a novel that sold well after it was published but originally publishers had refused to publish it.

**Q3. Which of the following statements is not true?**

- A. Fitzgerald's first novel was started during army service.
- B. The Great Gatsby sold poorly.
- C. Fitzgerald wrote five novels.
- D. Fitzgerald's short stories were never popular. (CORRECT)**

► **See P3:** His first published work about career aspirations and love disappointments set the theme and tone of much of his later writing. It, also, made him rich and famous. Money fuelled a lifestyle that allowed him to live extravagantly with his flamboyant wife, Zelda Sayre. His next novel was poorly received but **he achieved continued success with an abundance of short stories.**

► **Q3. NOTES:** His short stories were successful because the text states "he achieved continued success".

**Q4. The final paragraph indicates that**

- A. Fitzgerald's marriage was strong.
- B. Fitzgerald's wife worked in hospitals.
- C. some critics liked Fitzgerald's work. (CORRECT)**
- D. Fitzgerald was heavily in debt.

► **See P4:** Two more novels, "The Great Gatsby" and "Tender is the Night" were both commercial failures, although **he did receive some critical praise**. Owing to his wife's increasing slide into insanity and his own ability to control alcoholism, married life deteriorated rapidly. Both were unable to curtail their excessive spending and exuberant lifestyles. Zelda spent the last 12 years of her life in mental institutions while Fitzgerald moved to the West Coast to work as a screenwriter. It was during his Hollywood period that Fitzgerald's unfinished final novel, "The Last tycoon", was written.

► **Q4. NOTES:** Although he didn't make money, he did "receive some critical praise" meaning that some critics praised him. It does not say explicitly that he was in debt.

**Q5. Fitzgerald and his wife lived apart because**

- A. they had divorced.
- B. she had become mentally ill. (CORRECT)**
- C. she had left him.
- D. they worked apart to pay off debts.

► **See P4:** Two more novels, "The Great Gatsby" and "Tender is the Night" were both commercial failures, although he did receive some critical praise. Owing to his wife's increasing slide into

insanity and his own ability to control alcoholism, married life deteriorated rapidly. Both were unable to curtail their excessive spending and exuberant lifestyles. **Zelda spent the last 12 years of her life in mental institutions** while Fitzgerald moved to the West Coast to work as a screenwriter. It was during his Hollywood period that Fitzgerald's unfinished final novel, "The Last tycoon", was written.

▶ *Q5. NOTES:* Zelda spent 12 years in mental homes because of her insanity.

*Q6. The word "flamboyant" in paragraph 3 could best be replaced by*

A. Spend-thrift.

**B. Ostentatious. (CORRECT)**

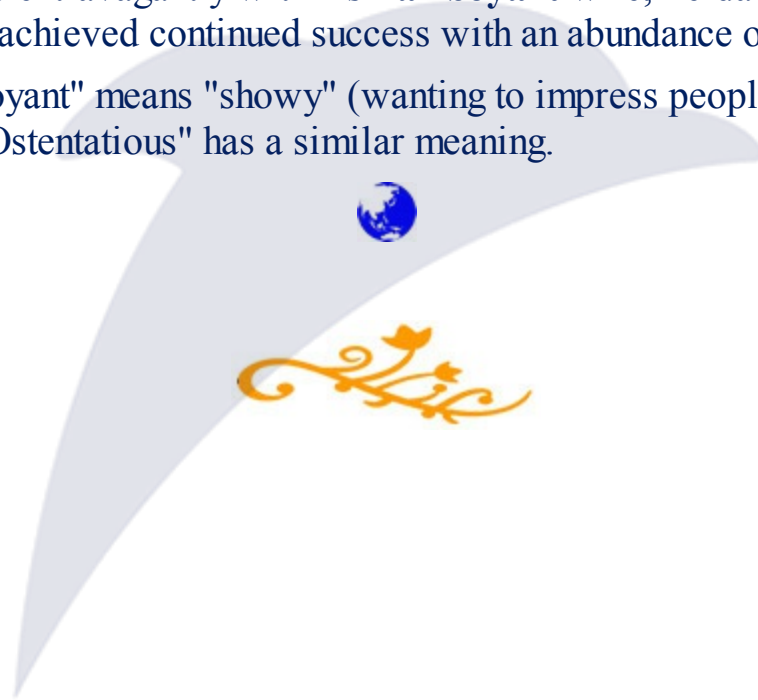
C. Generous.

D. Unfaithful.

▶ *See P3:* His first published work about career aspirations and love disappointments set the theme and tone of much of his later writing. It, also, made him rich and famous. Money fuelled a lifestyle that allowed him to live extravagantly with his **flamboyant** wife, Zelda Sayre. His next novel was poorly received but he achieved continued success with an abundance of short stories.

▶ *Q6. NOTES:* "Flamboyant" means "showy" (wanting to impress people) when referring to someone's character. "Ostentatious" has a similar meaning.

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# Answers: 20. Ozone

## SHORT ANSWERS

Q1 = C, Q2 = C, Q3 = A, Q4 = A, Q5 = C, Q6 = C

## ANSWERS WITH DETAILED EXPLANATIONS

**Q1. Which title best expresses the ideas in the text?**

- A. Ozone and its effects on humans
- B. The scientific reasons for ozone depletion
- C. Ozone depletion: causes and solutions (CORRECT)**
- D. International action against ozone depletion

▶ **See P1:** There is a solid international consensus about the causes and effects of ozone depletion. About 300 scientists from all corners of the world drafted and reviewed the World Meteorological Organization (WMO) & United Nations Environment Program (UNEP) Scientific Assessment of Ozone Depletion: 1998. The assessment is that the situation is serious but not irreversible.

▶ **& See P2:** What exactly is the ozone layer and why is it important? Ozone is a form of oxygen, with each ozone molecule made up of three oxygen atoms. Unlike oxygen, ozone is poisonous which would be a problem if concentrated at ground level but is highly beneficial to life when collected in the stratosphere because it blocks out the sun's ultraviolet rays. A diminished ozone layer allows more UV radiation to reach the earth's surface, a serious effect because it can damage DNA, which means it is potentially harmful to most living things, including plants. The human body cannot detect ultraviolet radiation directly which means that humans are unaware of the damage that is done to them on sunny days. This damage can include skin cancer, cataracts and weakened immune systems in humans and reduced crop yields and disruptions in the marine food chain.

▶ **& See P3:** Even small percentage reductions in the amount of ozone in the upper atmosphere cause a measurable increase in UV radiation that reaches the earth's surface. **This reduction has been directly traced to human activity** because we now realise that certain manufactured substances can destroy stratospheric ozone much faster than it is formed. Specifically, the release of chlorofluorocarbons (CFCs) and other ozone-depleting substances, which are widely used as refrigerants, insulating foams and solvents, are the culprits. When CFCs float up into the stratosphere, they are broken apart by the UV radiation, releasing chlorine atoms that react with ozone, starting chemical cycles of ozone destruction and depletion.

▶ **& See P4: The Montreal Protocol of 1987 attempts to limit the production and use of ozone-depleting substances. Some success has already been recorded** with a slowing down in the rate of ozone loss and a levelling off of the concentration of CFCs in the atmosphere. Scientists remain hopeful that, if countries keep to the targets set by the international community, stratospheric ozone will return to normal levels by about 2050.

▶ **Q1. NOTES:** This text deals both with the causes and solutions of ozone depletion. All the other answers are partial.

**Q2. Chlorine (final sentence, paragraph 3) is mentioned because it**

- A. exists in the stratosphere.
- B. fights UV radiation.



**C. attacks ozone. (CORRECT)**

**D. reduces ozone loss.**

► **See P3:** Even small percentage reductions in the amount of ozone in the upper atmosphere cause a measurable increase in UV radiation that reaches the earth's surface. This reduction has been directly traced to human activity because we now realise that certain manufactured substances can destroy stratospheric ozone much faster than it is formed. Specifically, the release of chlorofluorocarbons (CFCs) and other ozone-depleting substances, which are widely used as refrigerants, insulating foams and solvents, are the culprits. When CFCs float up into the stratosphere, they are broken apart by the UV radiation, releasing **chlorine atoms that react with ozone, starting chemical cycles of ozone destruction and depletion.**

► **Q2. NOTES:** Chlorine reacts with ozone, destroying and depleting it.

**Q3. Which one of the following statements is not true?**

**A. CFCs have been eliminated from the atmosphere. (CORRECT)**

**B. Plant and human life are damaged by UV radiation.**

**C. Ozone depletion can be stopped.**

**D. The ozone layer is poisonous.**

► **See P4:** The Montreal Protocol of 1987 attempts to limit the production and use of ozone-depleting substances. Some success has already been recorded with a slowing down in the rate of ozone loss and a **levelling off of the concentration of CFCs in the atmosphere.** Scientists remain hopeful that, if countries keep to the targets set by the international community, stratospheric ozone will return to normal levels by about 2050.

► **Q3. NOTES:** CFCs have levelled off but have not been eliminated. The text does not say that elimination of CFCs is even possible.

**Q4. The word "it" in sentence 3 of paragraph 2 (after "'stratosphere because") refers to**

**A. Ozone. (CORRECT)**

**B. Oxygen.**

**C. Stratosphere.**

**D. Ground level.**

► **See P2:** What exactly is the ozone layer and why is it important? Ozone is a form of oxygen, with each ozone molecule made up of three oxygen atoms. Unlike oxygen, **ozone** is poisonous which would be a problem if concentrated at ground level but is highly beneficial to life when collected in the stratosphere because **it** blocks out the sun's ultraviolet rays. A diminished ozone layer allows more UV radiation to reach the earth's surface, a serious effect because it can damage DNA, which means it is potentially harmful to most living things, including plants. The human body cannot detect ultraviolet radiation directly which means that humans are unaware of the damage that is done to them on sunny days. This damage can include skin cancer, cataracts and weakened immune systems in humans and reduced crop yields and disruptions in the marine food chain.

► **Q4. NOTES:** "it" refers to ozone which blocks the sun's UV rays. Redesign by ieltsdinhluoc.vn

**Q5. Ozone depletion**



- A. has always occurred.
- B. is a consequence of radiation changes.
- C. is a man-made problem. (CORRECT)**
- D. decreases UV radiation.

▶ **See P3:** Even small percentage reductions in the amount of ozone in the upper atmosphere cause a measurable increase in UV radiation that reaches the earth's surface. **This reduction has been directly traced to human activity because we now realise that certain manufactured substances** can destroy stratospheric ozone much faster than it is formed. Specifically, the release of chlorofluorocarbons (CFCs) and other ozone-depleting substances, which are widely used as refrigerants, insulating foams and solvents, are the culprits. When CFCs float up into the stratosphere, they are broken apart by the UV radiation, releasing chlorine atoms that react with ozone, starting chemical cycles of ozone destruction and depletion.

▶ **Q5. NOTES:** It is a man-made problem ("traced to human activity") because the substances causing the problem are manufactured.

**Q6. The word "consensus" in the first line of the text could best be replaced by**

- A. Concern.
- B. Conference.
- C. Agreement. (CORRECT)**
- D. Sympathy.

▶ **See P1:** There is a solid international **consensus** about the causes and effects of ozone depletion. About 300 scientists from all corners of the world drafted and reviewed the World Meteorological Organization (WMO) & United Nations Environment Program (UNEP) Scientific Assessment of Ozone Depletion: 1998. The assessment is that the situation is serious but not irreversible.

▶ **Q6. NOTES:** "Consensus" means people agreeing together. Eg: "There was general consensus about the right course of action to take".

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# Full IELTS Reading Answers & Notes

## Answers: 1. Facts you should know about Global Warming

**Q1: Fact 2 = F.** Otherwise the earth would be much cooler

**Q2: Fact 3 = C.** "the warming trend this century"

**Q3: Fact 4 = A.** "predict an increase"

**Q4: Fact 5 = D.** "projected that sea levels will rise"

**Q5: Fact 6 = B.** "stresses" = "social and cultural upheavals"

**Q6: Fact 7 = E.** "surprises" - increased wheat yields in Canada

**Q7. Considered as a whole, the text:**

A. is optimistic that global warning can be dealt with

B. rejects simple attempts to solve the problem

C. explains how the problem can be solved

**D. explains the consequences of global warning. (CORRECT)**

► **Q7. NOTES** The text is concerned with what will happen e.g.: impact on temperature, climate, sea levels, societal changes - not solutions.

**Q8. Computer predictions of climate change have been**

A. disputed by some scientists

B. modified over many years

**C. proved reliable by trapped air in glaciers (CORRECT)**

D. based on recent climate changes

► **Q8. NOTES** See FACT 4: the last but one sentence where the example in (c) is given.

**Q9. Societies have disappeared because of global warning**

**A. TRUE (CORRECT)**

B. FALSE

C. NOT GIVEN

► **Q9. NOTES** The last paragraph of FACT 6 talks about "the collapse of civilizations"

**Q10. Which statement is closest in meaning to what the text says?**

A. The greenhouse effect has increased by thirty times since the industrial revolution.

B. Atmospheric carbon dioxide is thirty times greater than before the industrial revolution.

C. There is no evidence of changes in carbon dioxide levels since the industrial revolution.

**D. Carbon dioxide in the atmosphere has increased by almost one-third since the industrial revolution. (CORRECT)**

► **Q10. NOTES** See Fact 2 "has increased by 30%"

**Q11. When greenhouse gases are reduced, the rise in sea levels will also be reduced.**

A. TRUE

**B. FALSE (CORRECT)**

C. NOT GIVEN

► *Q11. NOTES* See Fact 5 "the sea level will continue to rise, even if ..... gases are cut"

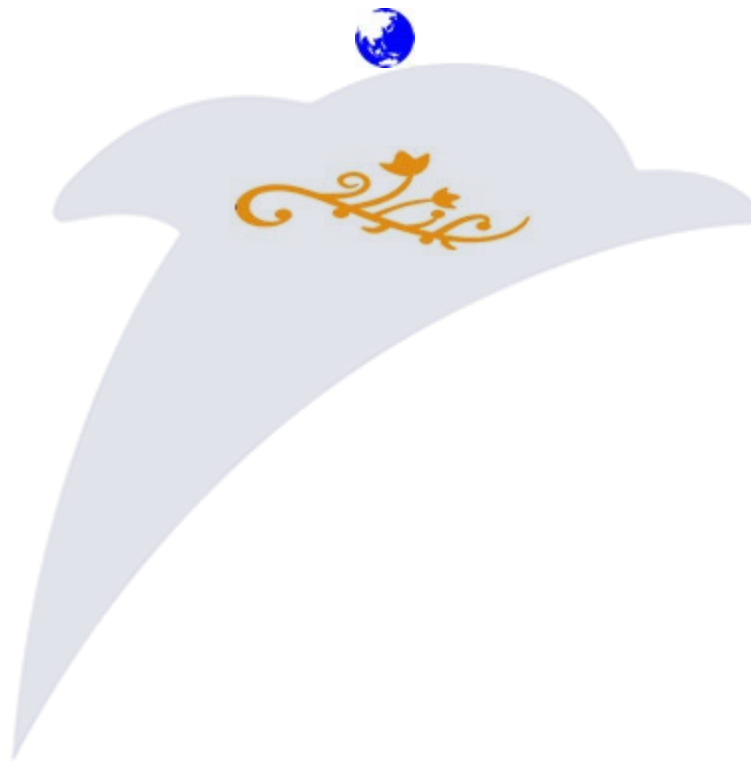
*Q12. Damage from global warming is likely to be only temporary.*

- A. TRUE
- B. FALSE (CORRECT)**
- C. NOT GIVEN

► *Q12. NOTES* See Fact 7 It can be inferred that social, economic and environmental upheaval will cause long-term damage.

The IPPC (*Q13.*) **report** helped our understanding of global warming and affirmed that greenhouse gas (*Q14.*) **emission** is a large contributor. Although a naturally occurring phenomenon, the greenhouse effect is being made worse (*Q15*) **by human activity / by humans** , affecting both (*Q16.*) **temperature / climate** and (*Q17.*) **climate / temperature** . The IPCC believe that other factors (for example, (*Q18.*) **increased solar output / solar output**) are not responsible.

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## Answers: 2. The Lands Where the Kurds Live

**Q1: Para 2 = C.** Kurdistan is particularly mountainous.

**Q2: Para 4 = B.** Kurds are dispersed far and wide over the world.

**Q3: Para 6 = E.** Kurds have a rich cultural inheritance.

**Q4: Para 7 = A.** Kurdistan suffers extreme weather conditions.

**Q5: Para 9 = F.** Kurdistan is rich in natural resources.

**Q6: Para 10 = D.** Kurdistan was once an economically successful region.

**Q7. Scots are mentioned in the text**

A. because of the number of tribes.

**B. because a tribal system creates loyalty. (CORRECT)**

C. because both Scots and Kurds are small, fierce nations.

D. because clan history is ancient.

► **Q7. NOTES** "fiercely loyal" ... to the tribe = clan Para 5.

**Q8. Vikings are mentioned in the text**

A. because it shows other nations interest in the Kurds

**B. because of their search for tasty butter. (CORRECT)**

C. because they wanted to obtain sheep meat

D. because of the country's natural beauty

► **Q8. NOTES** "to buy butter" .... which had a "delightful scent" Para 8.

**Q9. We can infer that the Tigris river is not controlled by Kurdish people.**

**A. TRUE (CORRECT)**

B. FALSE

C. NOT GIVEN

► **Q9. NOTES** "Non-Kurds control the flow of most of these rivers" Para 8.

**Q10 Gali Ali Beg is**

A. a mountain

**B. a gorge (CORRECT)**

C. a river

D. a region

► **Q10. NOTES** "Some of the grandest gorges ..... especially .... Gali Ali Beg" (Para 8)

**Q11. The three principal resources of the Kurdish region are oil, water and fertile land.**

**A. TRUE (CORRECT)**

B. FALSE

C. NOT GIVEN

► **Q11. NOTES** water + soil (fertile land) + oil (Para 9)

**Q12. We can infer that the Kurdish language is very similar to other neighbouring languages.**

A. TRUE

**B. FALSE (CORRECT)**

**C. NOT GIVEN**

► *Q12. NOTES* "The Kurds ... their own language" implies it is different from others (Para 6)

*Q13:* = **H.** the Middle East

*Q14:* = **A.** an independent nation

*Q15:* = **L.** been forced to fight for

*Q16:* = **B.** Language

*Q17:* = **E.** owing to tribal loyalties

*Q18:* = **G.** history and culture



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### Answers: 3. Downsizing: The Long Term Effects

**Q1: Para 1 = C.** The frequency of downsizing

**Q2: Para 3 = B.** The effects of downsizing on the remaining staff

**Q3: Para 4 = E.** The effects of downsizing on company outlook

**Q4: Para 5 = A.** The effects of downsizing are not self-correcting

**Q5: Para 6 = F.** The necessity of dealing with the effects of downsizing

**Q6: Para 8 = D.** The importance of downsizing and renewal going together

**Q7. According to the text, downsizing contributes to downcycles which occur**

A. Occasionally.

B. in all big companies.

**C. Gradually. (CORRECT)**

D. in every business cycle.

► **Q7. NOTES** Downsizing can contribute to down-cycles which, in turn, "occur slowly, sometimes imperceptibly". (Para 4)

**Q8. The text implies that a manager's most important asset is the ability**

A. to work very hard.

**B. to communicate. (CORRECT)**

C. to deal with emergencies.

D. to delegate.

► **Q8. NOTES** "The manager's prime responsibility is to communicate ... " which implies it is the most important quality a manager can bring to the job. (Para 6)

**Q9. Staff members who remain in a downsized organisation are more likely to cooperate with colleagues.**

A. TRUE

**B. FALSE (CORRECT)**

C. NOT GIVEN

► **Q9. NOTES** " .. devoting less time to working together ....." (Para 3)

**Q10. What do survivors of downsizing not complain about?**

A. increased work

B. confusion over company goals

**C. lower salaries (CORRECT)**

D. betrayal by management

► **Q10. NOTES** Nothing is mentioned about salaries but (a), (b) & (d) are listed in Para 3.

**Q11. The effects of downsizing are usually minimal for most companies after an initial period.**

A. TRUE

**B. FALSE (CORRECT)**

C. NOT GIVEN

► **Q11. NOTES** Para 6 implies the effects of downsizing can be great and Para 8 implies it can last



for several years.

**Q12. We can infer that the Kurdish language is very similar to other neighbouring languages.**

**A. TRUE (CORRECT)**

**B. FALSE**

**C. NOT GIVEN**

► **Q12. NOTES** Para 2 implies it is usual to help those who are laid off ("central training", "consulting services", "supports & services")

**Q13: = D.** to be discouraged

**Q14: = A.** by managing effectively

**Q15: = K.** their organisation's mission

**Q16: = B.** communicate effectively

**Q17: = C.** but not as important as helping

**Q18: = E.** to avoid a downcycle

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## Answers: 4. Walking and Fat Loss

**Q1: Para 1 = D.** There are different views about walking and losing fat

**Q2: Para 2 = A.** Walking burns off fewer calories than high intensity exercises

**Q3: Para 5 = C.** The amount of fat burned off is connected to the energy used up

**Q4: Para 6 = E.** High intensity exercises have been shown to achieve high fat

**Q5: Para 8 = F.** The definition of high intensity exercises vary from person to person

**Q6: Para 9 = B.** It is best to avoid over-exercising

**Q7. It can be inferred that running up and down hills is**

A. best avoided if carrying minor injuries.

**B. beneficial cardio-vascular exercise. (CORRECT)**

C. the author's preferred method of fat loss.

D. valuable only if done at speed.

► **Q7. NOTES** (a) is the opposite ; (c) is wrong because the author does not state a preference; (d) is incorrect because hill running is valuable in itself; (b) must be the correct answer as all high intensity cardio exercises are helpful. (Para 8)

**Q8. The author thinks the type of exercise is more important than the time taken to do the exercise.**

**A. TRUE (CORRECT)**

B. FALSE

C. NOT GIVEN

► **Q8. NOTES** The author favors high intensity exercises, not the length of time. See the examples (treadmill & bike) in Para 6.

**Q9. Doing too much physical exercise means that muscle loss will occur.**

**A. TRUE (CORRECT)**

B. FALSE

C. NOT GIVEN

► **Q9. NOTES** See Para 7 - the example of the marathon runner; too much exercise will burn off muscle.

**Q10. The example of a sprinter is used to prove that**

A. long physical exercises help reduce body weight.

**B. high intensity workouts reduce body fat. (CORRECT)**

C. athletic exercise is always beneficial.

D. low intensity exercises remove body fat.

► **Q10. NOTES** The sprinter is muscular and has very little body fat because high intensity workouts cut body fat. (Para 7)

**Q11. The writer of the article believes walking is the best way to lose fat.**

A. TRUE

**B. FALSE (CORRECT)**

C. NOT GIVEN

► *Q11. NOTES* See Para 1: "latter camp" means the author holds the second opinion i.e.: walking is not effective at burning off body fat.

*Q12. The depletion of muscle glycogen levels is helped by walking.*

A. TRUE

**B. FALSE (CORRECT)**

C. NOT GIVEN

► *Q12. NOTES* "Walking does not deplete muscle glycogen levels". See Para 4

*Q13:* = **E.** increase your muscles

*Q14:* = **G.** Running

*Q15:* = **C.** reduce your body fat

*Q16:* = **F.** high intensity exercises

*Q17:* = **B.** more important than

*Q18:* = **H.** muscle loss

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## Answers: 5. Traditional Ballad Verse in Australia

**Q1: Para 1 = C.** The origins of the ballad verse

**Q2: Para 3 = A.** The reason for ballad verse continuing in newly-settled Australia

**Q3: Para 4 = F.** The international popularity of some Australian ballads

**Q4: Para 6 = D.** Sudden wealth in Australia spurred on ballad performance

**Q5: Para 7 = B.** The ballad form remained popular internationally

**Q6: Para 8 = E.** Final growth and decline of ballads

**Q7. "The Wild Keelonian Boy" is an example of**

A. a ballad from Ireland.

**B. an Australian ballad that was popular abroad. (CORRECT)**

C. a traditional ballad set to music.

D. an American ballad that was spread abroad.

► **Q7. NOTES** It was an Australian convict-originated song but "travelled to Ireland" (Para 4)

**Q8. It can be inferred that most of the early creators of ballad verse were of Scottish and Irish descent.**

**A. TRUE (CORRECT)**

B. FALSE

C. NOT GIVEN

► **Q8. NOTES** Scottish and Irish convicts are strongly identified with ballad themes and ballad metre (Para 1)

**Q9. The government banned the Donohue songs because they were composed by convicts.**

A. TRUE

**B. FALSE (CORRECT)**

C. NOT GIVEN

► **Q9. NOTES** The Donohue songs were banned because they were very popular, not because they were convict-originated; other convict ballads were not banned. (Para 4)

**Q10. It can be inferred that the Hall gang were**

A. corrupt town officials

**B. trouble-makers (CORRECT)**

C. outlawed ballad singers

D. public personalities

► **Q10. NOTES** "infest" and "gang" in this context imply criminal activity (as does the meaning of "bushrangers") (Para 6)

**Q11. Ballads were sometimes accompanied by musical instruments.**

A. TRUE

B. FALSE

**C. NOT GIVEN (CORRECT)**

► **Q11. NOTES** Nothing is said about musical instruments in this text.

**Q12. Performing ballads stopped when the underlying social conditions changed.**

- A. TRUE
- B. FALSE
- C. NOT GIVEN (CORRECT)**

► **Q12. NOTES** No reason is given for the "death" of performing ballads in public. (Para 8)

**Q13:** = **E.** from the coast

**Q14:** = **B.** the only entertainment they had

**Q15:** = **J.** new wealth

**Q16:** = **H.** public entertainment

**Q17:** = **L.** international writers

**Q18:** = **D.** ballad-reciting

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## Answers: 6. Dyslexia

**Q1: Para 1 = E.** The foundational skill of reading

**Q2: Para 2 = C.** Dyslexia & socio-economic factors

**Q3: Para 3 = A.** Dyslexia as a medical problem

**Q4: Para 4 = D.** Competing theories to explain dyslexia

**Q5: Para 6 = F.** Dyslexia & Writing Systems

**Q6: Para 7 = B.** Learning & its effect on the brain

**Q7. "London's famed taxi drivers" are given as an example of**

**A.** incredible memory powers.

**B.** recent academic research.

**C.** learning successes.

**D. changes in brain structure. (CORRECT)**

► **Q7. NOTES** "A" is true but they are mentioned in this text because their brains have adapted (Para 7)

**Q8. Japan's written language is given as an example of**

**A.** a mixed system of letters and ideograms.

**B.** the difficulty of learning to read.

**C.** linguistic complexity.

**D. the unimportance of scripts for dyslexia. (CORRECT)**

► **Q8. NOTES** "C" seems ok but the example shows that difficult scripts and dyslexia do not go together (Para 6)

**Q9. Spelling problems are an indicator of dyslexia.**

**A. TRUE (CORRECT)**

**B. FALSE**

**C. NOT GIVEN**

► **Q9. NOTES** This is given in the list of problems that children with reading difficulties have (Para 2).

**Q10. Dyslexia is a learning difficulty that**

**A.** can be inherited

**B.** never occurs among Japanese speakers

**C. is increasing (CORRECT)**

**D.** was discovered in the 20th century

► **Q10. NOTES** Para 4 - "the number of dyslexics continue to escalate"

**Q11. Learning and reading are fundamentally related.**

**A. TRUE (CORRECT)**

**B. FALSE**

**C. NOT GIVEN**

► **Q11. NOTES** Para 1 - "one must learn to read to be able to read to learn".



**Q12. Dyslexic children score low on IQ tests.**

A. TRUE

**B. FALSE (CORRECT)**

C. NOT GIVEN

► **Q12. NOTES** Para 2 - they score "above average".

**Q13:** = **C.** Evidence

**Q14:** = **G.** brain structure differences

**Q15:** = **L.** Poor

**Q16:** = **F.** Uneven

**Q17:** = **K.** writing systems

**Q18:** = **A.** learning difficulties

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## Answers: 7. Preventing Violence in the Workplace

**Q1: Para 1 = E.** The increase in workplace violence

**Q2: Para 3 = A.** Violence, costs & legal requirements

**Q3: Para 4 = B.** Social factors & workplace violence

**Q4: Para 6 = F.** Violence & company losses

**Q5: Para 7 = C.** Company responsibility in the workplace

**Q6: Para 9 = D.** The importance of recruitment procedures

**Q7. When violence happens in the workplace**

**A. more employees leave the company. (CORRECT)**

B. a police report must be issued.

C. companies generally accept responsibility.

D. training programmes are increased.

► **Q7. NOTES** "a dramatic increase in turnover" (Para 4); c. & d. might be true but are not specifically stated.

**Q8. When serious workplace violence has occurred**

A. company attorneys were employed.

B. companies increased employee checks.

C. company research into violence has increased.

**D. companies were taken to court. (CORRECT)**

► **Q8. NOTES** "suits ..... where the act resulted in deaths or injuries" (Para 5). a, b & c might be true but are not explicitly stated.

**Q9. No one knows the cost of workplace violence to a company.**

**A. TRUE (CORRECT)**

B. FALSE

C. NOT GIVEN

► **Q9. NOTES** Para 6 explains the difficulties of working out exact costs.

**Q10. The statistics from Northwestern National Life are probably too low because they**

A. include only deadly weapon attacks.

**B. include only violence which happens in the workplace. (CORRECT)**

C. do not include all physical attacks.

D. are from 1992.

► **Q10. NOTES** Para 2 states that the statistics are too "conservative" = low because they may not include violence committed outside work but work-related.

**Q11. Women are the main victims of workplace violence.**

A. TRUE

B. FALSE

**C. NOT GIVEN (CORRECT)**

► **Q11. NOTES** This is nowhere stated in the text.

**Q12. Workplace violence is a relatively new phenomenon.**

**A. TRUE (CORRECT)**

**B. FALSE**

**C. NOT GIVEN**

► **Q12. NOTES** Para 4 states that it was very uncommon ("unheard of") until the 1970s

**Q13: = K.** are not difficult to find

**Q14: = D.** protect workers

**Q15: = I.** legal requirements

**Q16: = G.** the whole company

**Q17: = L.** crucially important

**Q18: = J.** prospective employees



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## Answers: 8. Two Inventions

**Q1: Para 1 = B.** A difficult-to-use invention

**Q2: Para 2 = A.** An invention that did things more efficiently

**Q3: Para 3 = D.** An invention that later found a special function

**Q4: Para 4 = F.** An invention now adopted by non-technical people

**Q5: Para 5 = E.** An invention with a very clear function

**Q6: Para 6 = C.** Inventions take time to become part of society

**Q7. Computer use was slow at first because**

A. computers couldn't be carried.

**B. computers were difficult to use. (CORRECT)**

C. keyboards were too complex.

D. computers had a limited function.

► **Q7. NOTES** Para 1 says it was "unbearably user unfriendly"

**Q8. The gramophone is mentioned because**

A. it is also a medium for music.

B. the technology was market-driven.

C. it was invented by Edison.

**D. it was replaced by the compact disc. (CORRECT)**

► **Q8. NOTES** Para 5 says the compact disk was invented to improve upon (ie: replace) the gramophone

**Q9. From the text we know that the compact disc was invented after the computer.**

A. TRUE

B. FALSE

**C. NOT GIVEN (CORRECT)**

► **Q9. NOTES** This information is nowhere given in the text.

**Q10. The computer and compact disk are different because**

A. the technology is different.

**B. their functions are different. (CORRECT)**

C. one is much older than the other.

D. they were invented by different sets of people.

► **Q10. NOTES** Para 1 & 7: the PC has a range of functions (unclear in its early use) while the compact disk was focused on playing back music.

**Q11. An early example of a PC application is the spreadsheet.**

**A. TRUE (CORRECT)**

B. FALSE

C. NOT GIVEN

► **Q11. NOTES** Para 2 mentions word processing and spreadsheets.

**Q12. The changeover from record players to compact discs was slow.**

**A. TRUE (CORRECT)**

**B. FALSE**

**C. NOT GIVEN**

► *Q12. NOTES* Para 5 implies it was slow - "consumers had to be convinced to change" & "..... a rough time convincing the consumers that it was needed"

*Q13:* = **H.** unlike anything seen before

*Q14:* = **G.** workers and managers

*Q15:* = **A.** Multimedia

*Q16:* = **I.** the Internet

*Q17:* = **D.** any other electronic devices

*Q18:* = **K.** is changing



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## Answers: 9. Team Building

**Q1: Para 1 = F.** The workplace is changing

**Q2: Para 2 = A.** Teambuilding has many aspects

**Q3: Para 3 = C.** A team leader must know his team

**Q4: Para 4 = B.** Long term planning is necessary

**Q5: Para 5 = D.** Feedback on teambuilding is essential

**Q6: Para 7 = E.** Team building development comes from within the team

**Q7. The real reason for bringing in a consultant is to**

**A.** strengthen the team.

**B.** add a specialist skill.

**C. get advice from an outsider. (CORRECT)**

**D.** get advice on team-building.

► **Q7. NOTES** Para 7 says the "most important reason" for having a consultant is the fact that he/she is an outsider.

**Q8. A successful organisation needs primarily to have**

**A.** forward-looking managers.

**B.** a variety of skill sets.

**C. efficient teams. (CORRECT)**

**D.** a star performance.

► **Q8. NOTES** **A. & B.** are perhaps desirable but Para 1 puts the emphasis on being efficient.

**Q9. The manager is the most important person involved in team building.**

**A. TRUE (CORRECT)**

**B. FALSE**

**C. NOT GIVEN**

► **Q9. NOTES** Para 6 uses the phrase "the most influential person" when talking about the manager.

**Q10. Team building days will be unsuccessful if**

**A.** the time is shortened.

**B.** a careful leader is not provided.

**C.** any part of the team are excluded.

**D. a longer term strategy is not in place. (CORRECT)**

► **Q10. NOTES** Para 4 makes it clear that it is "not likely" a day will make much difference so "a long term strategy is necessary".

**Q11. The first job a consultant should do is examine the stated vision of the team.**

**A. TRUE**

**B. FALSE (CORRECT)**

**C. NOT GIVEN**

► **Q11. NOTES** Para 3 states the first step is "a thorough team assessment".

**Q12. Team building works best on a departmental basis.**



- A. TRUE
- B. FALSE
- C. NOT GIVEN (CORRECT)

► *Q12. NOTES* This is nowhere stated.

*Q13:* = **D.** from teams

*Q14:* = **B.** Communication

*Q15:* = **A.** Damages

*Q16:* = **I.** a clear plan

*Q17:* = **G.** the pluses & minuses

*Q18:* = **E.** a consultant



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## Answers: 10. Valentine's Day

**Q1: Para 1 = B.** The ancient origins of the day

**Q2: Para 2 = D.** The ancient traditions

**Q3: Para 3 = A.** The significance of goats

**Q4: Para 4 = F.** The origins of February

**Q5: Para 5 = C.** The spread of the Roman customs

**Q6: Para 6 = E.** The role of the church in the tradition

**Q7. Why were the skins of goats used in the Lupercalia?**

A. They were symbols of noble people.

B. They never attacked lambs.

C. They were considered closest to people.

**D. They were symbols of strength. (CORRECT)**

► **Q7. NOTES** Para 3 says goats were "the most aggressive & toughest..." ie: they were strong.

**Q8. The Lupercalia was renamed in Christian Times because of**

A. an order from Claudius II.

**B. the custom of renaming Roman festivals. (CORRECT)**

C. the bravery of Valentius.

D. Valentius' instructions

► **Q8. NOTES** Para 6 talks about this common practice of renaming ancient festival days.

**Q9. The Palatine is a cave.**

A. TRUE

**B. FALSE (CORRECT)**

C. NOT GIVEN

► **Q9. NOTES** Para 1 states the Lupercal was a cave on the Palatine Hill (Para2).

**Q10. In Ancient Rome, the Lupercalia was originally associated with**

A. the coming of spring.

B. Cupid and lovemaking.

**C. protecting sheep. (CORRECT)**

D. producing more children.

► **Q10. NOTES** Para 1 says the Lupercalia was connected with keeping wolves away from flocks.

**Q11. Gift-giving was part of the special Christian Day festival dedicated to Valentius.**

A. TRUE

**B. FALSE (CORRECT)**

C. NOT GIVEN

► **Q11. NOTES** Para 7 indicates that gift-giving came later, not during the times of the early Christian Church.

**Q12. Animal killing was part of the Lupercalia.**

**A. TRUE (CORRECT)**

**B. FALSE**

**C. NOT GIVEN**

► *Q12. NOTES* Para 2 says goats were "sacrificed" (= killed for a religious purpose).

*Q13:* = **H.** on their foreheads

*Q14:* = **J.** increase the likelihood of childbirth

*Q15:* = **C.** Februaria

*Q16:* = **I.** goats' hide straps

*Q17:* = **A.** the Lupercalia

*Q18:* = **F.** giving gifts



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