Practical IELTS Strategies 1

# IELTS Reading

Andrew Guilfoyle

Practical IELTS Strategies 1

# IELTS Reading

Andrew Guilfoyle

Practical IELTS Strategies 1

# IELTS Reading

Copyright © 2012 by Andrew Guilfoyle & Bookman Books. Ltd.
All rights reserved.
No part of this publication may be reproduced in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval systems, without permission in writing from the publisher.

ISBN 978-957-445-481-5

Published by Bookman Books, Ltd. 2012
3F, 60 Roosevelt Rd. Sec. 4, Taipei 100, Taiwan

English Editor: Lynn Sauvé
Administrative Editor: Emma Liu

Printed in Taiwan

10 9 8 7 6 5 4 3 2

# Table of Contents


關於本書 i

About this Book iii

About the IELTS Reading Test vi

About IELTS Reading viii

The IELTS Band Descriptors ix

## Reading Tips

Tip 1 Background Strategies 2

Tip 2 Read the Text First 7
Exercise 1, 2

Tip 3 Overview Read 10
Exercise 3, 4

Tip 4 Read Beginnings and Ends 14
Exercise 5, 6, 7, 8

Tip 5 Check for Signposts 19
Exercise 9, 10

Tip 6 The Quick Read Approach 23
Exercise 11

Tip 7 Know about Conjunctions 28
Exercise 12, 13, 14

Tip 8 Guess the Meaning of Words 32
Exercise 15, 16, 17

## Question Answering Tips

Tip 9 Read the Instructions 40
Exercise 18

Tip 10 Use Common Sense 42
Exercise 19

Tip 11 The Scanning Process 45
Exercise 20, 21, 22, 23

Tip 12 Scanning Techniques 51
Exercise 24, 25

Tip 13 Think of Synonyms & Concepts 54
Exercise 26

Tip 14 Think about Answering Order 58
Exercise 27, 28, 29, 30, 31

Tip 15 Know the Question Types 66
Exercise 32

Tip 16 Eliminate Choices 68
Exercise 33, 34, 35

Tip 17 Think of Type 76
Exercise 36

Tip 18 Think of Grammar 79
Exercise 37, 38, 39

Tip 19 Think of Translation 85
Exercise 40

Bringing It All Together

Summary of Tips 90

Tip 20 The Reading Procedure 92

Summarising Exercise 94

Practice Reading Test I 113

Practice Reading Test II 122

Practice Reading Test III 130

Practice Reading Test IV 139

Conclusion 148

Answer Section 149

Practical IELTS Strategies 1

# IELTS Reading

Andrew Guilfoyle

# 關於本書

本書為《雅思實用策略》（*Practical IELTS Strategies*）系列中的第一冊，在進入主題前，我們先來了解下面兩個關鍵字是什麼意思：

「實用」：與**實際情況**有關；正確或合理；切實可行
「策略」：用來達成**特定目的的計畫**；技巧地執行**計畫**的過程

本書乃針對「雅思」測驗的閱讀部分；本書不僅涵蓋文法、試題練習，以及單字，更如書名所強調，提供符合實際考試狀況的實用策略，讓考生在能力範圍內得到最高的分數。

《雅思實用策略》（*Practical IELTS Strategies*）系列還包含：

第二冊：口說
第三冊：寫作測驗 Task One（學術組）
第四冊：寫作測驗 Task Two（學術組）
第五冊：雅思 6 回全真測驗

讀這本書的人得先對我有信心，還必須了解兩個事實。第一是我的資歷；只有具豐富資歷的作者寫的雅思測驗準備用書才值得信任，請讀者詳讀我的資歷。第二是我為何要寫這個系列的書？首先，時常有學生問我：「怎樣才能通過雅思測驗呢？」這個問題很矛盾，因為考生並不會得到**通過**或是**不及格**的結果，而是獲得級分。其實我知道他們想問什麼——如何考到所需的級分，通常是平均 6.5 或 7.0 級分。

那我怎麼回答他們呢？我通常會說，要在雅思中拿高分**沒有神奇秘訣**。雅思是一項英語能力檢定，所以能力越好，分數自然越高。若想要加強實力，當然要好好努力練習聽說讀寫。不過，就算英文再好，如果準備不足、練習不夠，考試時當然也有可能會搞錯方向，最後拿到的分數比應得的分數還低。因此，考前的準備和練習相當重要，我也一直向我的學生強調這一點，但是我知道他們要一個更明確的答案。

市面上充斥許多雅思準備教材，我的學生常常會買來閱讀、使用，可是這些教材提供的建議和方法一定有效嗎？當然不是。學生們必須了解其實沒有所謂的神奇秘訣，想要在雅思中拿高分，考前的練習和準備相當重要。當然，學生想要也需要一些實用策略，只是他們在準備時往往都太過依賴這些不良教材。

正因如此，我才寫了這系列的書。簡單來說，這幾本書就是教導考生如何「通過」雅思的最佳工具書，重點就是牢記書中秘訣。本書有二十個學習秘訣和四十多回練習，每個祕訣都可靠且經過驗證，讓考生循序漸進、確實地學習，並且附上雅思中心公佈的級分說明。書末附有解答，所有學習重點也都寫成摘要，架構清晰，學習目標明確，考生定能藉由閱讀此書通過雅思測驗。

## 關於英文學習用書的中文翻譯

雅思是一項英文能力檢定，參考書籍當然不能用中文來寫，這樣無法學習英文或加強英文實力。任何英語考試用書如果附有中文翻譯，反倒害了考生。

本書針對中級程度的學生，全書附有文法和單字練習，讀者應能輕易抓住精髓。閱讀以英文寫成的書是準備雅思的必經之途，唯有如此，讀者才能掌握學習要領，太依賴中文翻譯只會適得其反。

本書只有前言有中文翻譯，目的是要清楚傳達剛才所說的要點，接下來，各位就只能使用英文，努力增進英文能力了。

讓我們開始這段全英文的學習之路吧，就從第 iv 頁的 vocabulary 開始。

# About this Book

So, you have Book One of the *Practical* IELTS *Strategies* series. Let us first be sure we know the meaning of those two key words.

Practical = connected with *real situations*; right or sensible; likely to be successful

Strategy = a plan that is intended to achieve a *particular purpose*; the process of putting a *plan* into effect in a skilful way

This book—Book One—is for the IELTS Reading Test. This is not a grammar book; not a test practice book; not a vocabulary book, although all of those elements are here. Overall, this book is practical and strategic, exactly as those definitions tell us. The *real situation* is the IELTS test, and the *particular purpose* or *plan* is to give you the highest score that you can achieve.

My other 'Practical IELTS Strategies' books are:

Book 2: Speaking
Book 3: Writing Task One [Academic Module]
Book 4: Writing Task Two [Academic Module]
Book 5: IELTS Test Practice Book

Now, it is very important at this stage for you to trust me, and for this to happen you need to know two facts. The first concerns my *credentials*. In order for you to trust someone who writes an IELTS preparation book, they must be fully qualified to do so. Please look at the back cover of this book, and read my credentials carefully. The second fact concerns *why* I wrote these books. Let me begin this by saying that students of English often come to me and ask, 'How do I pass the IELTS test?' This is the wrong question—you do not *pass* or *fail* the test; you just receive band scores. However, I know what the students mean. They mean how do they achieve the band score they need—usually 6.5 or 7.0 overall.

So what do I say to these students? I usually say that there are *no magic answers* to obtaining higher band scores in the IELTS test. It is a test of English language ability, so, of course, you obtain higher scores by having higher ability. The best way to raise your ability is simply to practise your listening, reading, writing, and speaking. However, no matter how good your English may be, it is certainly possible for you to be unprepared, unpractised, and to try to do parts of the IELTS test in the wrong way, and thus to receive a result lower (or far lower) than what your English ability deserves. This is why it is also important to prepare and practise. I say this, too, to my students. However, I know that they want a more definite answer.

This is why there is so much 'IELTS Preparation' material available, and my students often have, read, and use some of it, but does this material always provide the best advice and approaches? The answer is no. Students should know that there are no magic answers, and that practice and preparation are important to achieving a high IELTS band score, but they clearly want and need some practical and strategic approaches showing how, and they are too often relying on unsatisfactory material to find this.

So that is why I wrote these IELTS books. In short, these books are the answer to that question about how to 'pass' the IELTS test. The answer is to follow the tips in these books. In this one, there are twenty tips and over forty exercises. Each tip builds on the previous. Each tip is solid, proven, and supported. There are answers to all exercises. All the knowledge is summarised and demonstrated at the end to make a clear and achievable framework. This book *is* how you 'pass' the test. So, let us then begin on this road.

## Some Words

To help you in understanding this book, let us first look at some of the more uncommon words that will be used.

A. Do you know the meaning of the following? Look them up in a dictionary.

| | | | |
|---|---|---|---|
| arms [weapons] | di**ver**sity | **mil**itary | a **sign**post |
| an **a**cronym | to e**lim**inate | a path | space |
| to be **con**fident | a **gen**der | **pre**ssure | to be spe**ci**fic |
| the **con**tent | to in**vest** | a **pro**cess | a **sum**mary |
| a **con**trast | to be **lin**ear | to re**ly** | a tech**nique** |
| a **di**agram | to be **log**ical | to **se**quence | a trans**la**tion |

B. Fill the gaps with one of the words from the previous table. Use the right tense *and* grammar. Check the Answer Section to see if you are right.

1. Male or female—for this job it doesn't matter what _____ you are.
2. I'm _____ about this project. I know I can _____ on you.
3. U-S-A is the most famous _____ in the world.
4. This painting has a nice _____ between light and dark colours.
5. The _____ said 50 km to Melbourne.

6. His job is to _____ Chinese to English.

7. I think we can _____ everything by saying it was a job well done.

8. Don't be so general. Give me some _____ examples.

9. Melbourne's cultural _____ is very interesting indeed.

10. My job is tough. There is too much _____.

11. He writes well, but the _____ of the book is boring.

12. Last year he _____ all his money in the stock market.

13. Don't think so _____. You need to be more creative in this job.

14. This is complicated. We need to examine this problem more _____.

15. In this _____, we use a _____ called 'glazing'.

# About the IELTS Reading Test

Before looking at any tips, let us first make sure we know everything we can about the IELTS Reading test itself. This will also make the tips in this book clearer.

We can perhaps best look at the test by using the following quiz, and then discussing the answers. So, try the following. Work with a friend, if you can.

## IELTS Quiz: True or False

1. The Reading Test is one hour. T / F
2. There are four separate readings in the test. T / F
3. The last reading is the hardest. T / F
4. You can do the readings in any order. T / F
5. There are 60 questions. T / F
6. All questions are multiple-choice (A, B, C, D). T / F
7. There is a separate answer sheet. T / F
8. You write your answers directly onto the answer sheet. T / F
9. You cannot write on the reading passage/text. T / F
10. Upon starting, you should immediately look at the questions. T / F

We can now discuss the answers.

**Question 1** is true. The Reading Test is indeed one hour only, but this includes the time needed for transferring answers to the answer sheet. [See the explanation at Question 8]. However **Question 2** is false. There are three readings. They should take about 20 minutes each, making the one-hour test.

**Question 3** is true, in theory. However, keep in mind that whether a reading is difficult or not can depend on many factors, such as whether the reader knows much about the subject, or is familiar with the organisation of the text. **Question 4** is also true. However, you must make sure that you put your answers in the correct place on the answer sheet. It is probably much better to do the readings in order.

**Question 5** is false. There are 40 questions, meaning there are about 13 questions for each of the three reading texts.

**Question 6** is false. There are a variety of question types. They are:

- Gap-fill
- Sentence completion
- Labeling diagrams
- Multiple-choice
- Short answers
- Table completion
- Matching information

**Question 7** is true. There *is* a separate answer sheet, and **Question 8** is true also. You are required to write your answers directly onto the answer sheet, and the people in charge will check during the test that you are indeed doing this. There is no time given to transfer answers at the end.

You *can* write your answers onto the test paper if you want, in fact, this may be a *good* idea to help you deal with certain questions, such as labeling diagrams or filling in tables or filling in the missing words in a paragraph. Writing the answers on the test paper in these situations will help you see the 'wider' view of the reading situation. However, you must *definitely* then *also* write your answers onto the answer sheet.

**Question 9** is false. You can indeed write on the reading texts—in fact, it is highly recommended that you do so. The Reading Test papers are not re-used. **Question 10** is another question based on opinion, and my opinion is that it is false. Upon starting the Reading Test, you *could* immediately look at the questions, but I certainly do not advise you to do this. I advise you to first *read the text*. [See Tip 2].

# About IELTS Reading

Reading is known as a 'receptive' skill. It is different from speaking and writing, where we produce the message. In reading, we are *receiving* it. However, a written text:

1. stays around for a long time, or is permanent,
2. can be carried around, shared, and judged,
3. is written a long way away from the actual readers,
4. often involves a general audience,
5. does not allow immediate replies or reactions.

These five factors all mean that, compared to listening and speaking, reading texts must give contexts, explanations, and examples, and are usually much more formal and 'heavy' in organisation, grammar, and words. That is the bad news.

However, as we know from our IELTS quiz at the start of this book, you can indeed write on the reading texts. Being able to write over the text can help us to understand it better. Also, (compared to listening) we can choose our speed. We can spend more time trying to better understand one part of the text, and then 'jump' ahead, then 'jump' back as we wish. These two factors are the good news.

So, we have both bad news and good news—but the best piece of news is that we can form many tips. So, let us now begin traveling on the journey to help you in the IELTS Reading Test.

# The IELTS Band Descriptors

### Band Nine – Expert User

Has fully operational command of the language: appropriate, accurate, and fluent, with complete understanding.

### Band Eight – Very Good User

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

### Band Seven – Good User

Has operational command of the language, though with occasional inaccuracies, inappropriacies, and misunderstandings in some situations. Generally handles complex language well, and understands detailed reasoning.

### Band Six – Competent User

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

### Band Five – Modest User

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

### Band Four – Limited User

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

### Band Three – Extremely Limited User

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

### Band Two – Intermittent User

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations, and to meet immediate needs. Has great difficulty understanding spoken and written English.

### Band One – Non User

Essentially has no ability to use the language beyond possibly a few isolated words.

Reproduced with permission of Cambridge English©2012.

# Tips 1-8

The first 8 tips focus on all the skills
we need to read quickly and most effectively.

# Tip 1

# Background Strategies

Tips alone, with nothing else, are not enough to greatly improve your reading. We need to make a solid foundation for your success, so in Tip 1, we will look at some more general 'background' strategies that you should always be using.

Any language is words, words, and more words. Reading is a process of understanding words, and English has more words than any other language. Well, you will not be able to do well in the IELTS Reading test until you begin *actively* learning words. This will, of course, help you in *all* the skills of IELTS: Listening, Writing, and Speaking.

Here are 7 vocabulary learning and reading strategies for students who *really* want to achieve results.

## Strategy 1: Learn Words in Context

**'Words, words, and more words. How can I remember them all?'**

Many students ask this, and maybe you do, too. The answer is that you best learn new words as you hear or read them—that is, in context. Context means the situation in which you receive the word. It means who, when, why, and where, and all these stay better in your mind, and connect to that word, helping you to remember it.

Do not be tricked by 'IELTS Vocabulary' books. There is no special 'IELTS' vocabulary. 'IELTS vocabulary' is equally likely to be in a newspaper, but would you buy a book called 'Newspaper Vocabulary'? 'IELTS vocabulary' is 'English vocabulary', and that appears in *all* written texts, and *written* texts present words in context, which is the best way to receive them.

Start reading an English newspaper or magazine. Use your dictionary at the same time, and learn 'IELTS vocabulary' in context. That is how you remember it, and that gives you all the other important information that you need to know—the form of the word, the way it is used, and the sort of situation it is used in.

## Strategy 2: Have, and Use, a Good Dictionary

**famous** /ˈfeɪməs/ (adj) Someone or something that is famous is very well-known.
*New Orleans is famous for its food... England's most famous landscape artist.*

Where did I find this information? Obviously from my dictionary, which you have, right? Or do you have an electronic device? A much better idea is a 'hardcopy' learner's dictionary. These dictionaries will show not only the word and its meanings, but also the sound, stress, part of speech, the way we use it, and example sentences. The definitions are written to be especially easy to understand. At higher levels, you should think about an English-English dictionary.

If you *are* serious about preparing for IELTS, you should have a good learner's dictionary, *and* you should use it regularly.

## Strategy 3: Use a Vocabulary Notebook

**'I forgot the word.'**

To remember words, you need to write them down, and review them regularly, so you need a *good* notebook. Start listing words in an organised way in a special (and large) notebook. One way to do this is to write the word, the sounds, the parts of speech, the meanings, and an example sentence. Then you can regularly *review* the most important *features* of the word.

'Review'? 'Features'? Hmmm, let us look up those words in a dictionary, and write them into our vocabulary notebook.

| | | |
|---|---|---|
| to review (v) | to examine or study again | I want to review the vocabulary. |
| feature (n) | a notable part or characteristic | His facial features were interesting. |

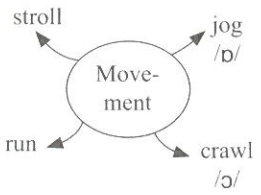
# Strategy 4: Organise Your Vocabulary Notebook

**1. Is this... a good way to put words in your vocabulary notebook?**

cupboard
stroll
desk
shelf
jog
run
crawl

You definitely need some sort of system so that you can remember all the words more easily.

This is what I would do:

| LIST | DIAGRAM |
|---|---|
| **Furniture**<br><br>'cupboard<br>/kʌbəd/<br><br>desk<br>shelf |  |

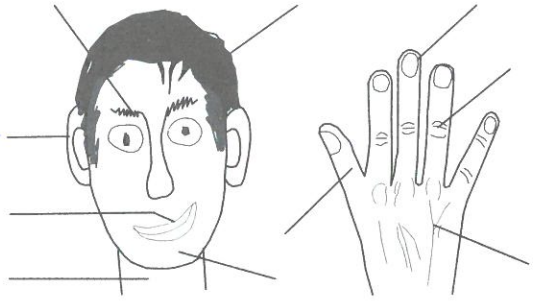


**2. Is this... a good way to put words in your vocabulary notebook?**

ears
knuckle
hair
chin
throat
fingernail
thumb
veins
eyebrow
lip

There is a saying in English: 'A picture is worth a thousand words'. So, what does this suggest for your vocabulary notebook? I think you can guess this.

Why not write the words in my pictures here and use this system where possible.



# Strategy 5: Pronunciation!

There is no point writing down words if you do not know how to say them properly.

**1. Mark the stressed syllable in the words: 'photograph' and 'photography'.**

Did you say 'phoTOGraphy' or 'photoGRAphy'? The first one is correct, but knowing this is not so easy, is it? Wrong word stress can really change the sound of words, and confuse people. Word stress probably affects understanding more than sound pronunciation problems.

Every time you add a new word in your notes, think about whether you need to show the stressed part, and practise saying the word correctly. You can also use 'stress bubbles'...

PHO... to... graph ,

pho... TOG... ra... phy

**2. How do you say the words: 'receipt' , 'women' , and 'cough'?**

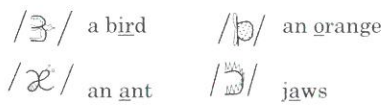
Did you say 're-keep-t', 'woe-men' and 'koe-f'? Over the course of history, the English language was mixed with pieces of other languages, all with different spelling patterns. This means that English spelling can sometimes seem a little strange. This is why 'phonemes' are good for learning words. Phonemes are those little symbols used to show sounds. The best advice is to learn phonemes slowly, a few at a time, and write them under those words in which the spelling does not clearly show the sound of the word. Remember to show the stress if appropriate. Thus:

/rə'si:t/ /wɪmən/ /kɒf/

**3. How do you say the words: 'heard' , 'cough' , 'land' , and 'sure' ?**

Perhaps we need some phonemes here to show the correct pronunciation of the words. We already know we should start learning them a few at a time, but as with everything, a system of memorisation or 'mnemonics' would help. Here is an example:

I have drawn pictures of a bird, an orange, an ant, and some jaws—but they are also phonemes, and the pictures give me their sound values.



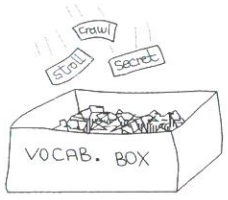

## Strategy 6: Revision Using a Vocabulary Box

**'I wanted to say it, but I just couldn't remember the word?'**

You have a vocabulary notebook, nicely organised, with pictures, showing stress marks and phonemes. You also use a good dictionary, and write down words as you hear them, in context, and you regularly do this by reading also. In other words, you follow all the vocabulary and reading hints I have given.

But you need to revise,* regularly. That is why you have a notebook, right? And here is another suggestion—a vocabulary box. Make many small pieces of paper, write the English words on them (as you learn them), and put them into the box. Then do this.

* revise (Br) = review (Am)




1. Pick out a word.
2. Pronounce it, and say it in a meaningful sentence.
3. Do steps 1 and 2 again and again for five minutes each day.

Better still, do this with some friends—it is an enjoyable way to revise words.

## Strategy 7: Start Reading

In Strategy 1, we said that 'IELTS vocabulary' is 'English vocabulary', which is in *all* written texts. You become better at reading, and you learn more words, by just *reading*. Read anything, but just *read*, and keep learning those words. You can read and practise some IELTS readings, but also think about reading newspaper and magazine articles, and 'graded' readers (the English level of which matches *your* English level).

In other words, read for pleasure. If you read material that *you* want to read (instead of what you are *told* to read), then you will learn much better. Remember, all English is IELTS. Go for it.

Now let us also continue our trip through some more specific tips for the reading test.

# Tip 2

# Read the Text First

In Tip 1 we set the basis for good reading development. Now, we need to look at the IELTS Reading test itself. The IELTS Quiz at the beginning of this book asked the following question.

Upon starting, you should immediately look at the questions.

Some students do this, but my advice is... don't! Well, I need to prove this, and I can do this in three ways. One: by the fact that I *definitely* look at the text *before anything*; two: by suggesting that, logically, nothing makes sense until you know the situation or context, and so, similarly, we need to know the context (that is, the reading) in order to make sense of the questions. The third way to make my point is with the following two exercises.

## Exercise 1

Look at the following three questions *first*, then read the text to find the answers. Spend *three minutes only*. Use no more than *three words* for each answer.

1. In what way should a company best regard itself? _____
2. What should frontline staff have? _____
3. Who will determine the future of a company? _____

### The Strategic Mindset I

No strategies can make bad managers good, badly-run organisations efficient, or bad products sell, but, nevertheless, there are certain considerations which comprise a strategic mindset necessary for organisational success.

The most significant is the importance of the customer. This is, of course, almost a cliché ('the customer is always right') but many businesses do not fully realise that the core business of any organisation is to deliver value to the customer, and in the end, no matter how well strategy is built around cost, competition, product grouping, internal functions, or geography, it is the customers who will determine the future of the company.

Apart from the customer, there is also the staff of the company, and the next consideration concerns the need to give authority to act to the people closest to the customer—in other words, to those who

need to make decisions related to the situations they face. Unanticipated conditions always arise, calling for spontaneous and innovative behaviour. Consequently, frontline staff should have some degree of practical autonomy, or as much as possible given the nature of the organisation.

The last consideration also involves staff, but this time through motivation. The prime consideration is employee involvement. Nothing as complex as an organisation can run without free and genuine communication and involvement, and, of course, listening. It follows from all these arguments that as a strategic consideration, the company should best see itself as an organic whole, with systems in place to encourage ways of communication and involvement.

The second reading is on the same subject, is the same length, and is as hard as the first, and the questions are similar, but I would like you to try a different approach.

## Exercise 2

Spend *one* minute and 'skim-read' the following text. Try reading just the first line of each paragraph, and a few words and phrases in the centre. Do it now!

### The Strategic Mindset II

The detailed long-range strategic plan is no longer enough since it is unlikely to make a company face unpredicted future events. A strategic 'mindset' is much better, and consists of many considerations.

One important consideration is continuous learning—in other words, creating a 'learning' organisation. In the modern workplace, where competition is mostly based on product and service quality, a continuous learning culture should be an important strategic consideration. Workers can only welcome this, since job security comes *not* from being employed, but instead from being employable, by developing a range of professional knowledge and skills.

Another consideration is humanness in the organisation. By this, I do not mean the old concept of 'human resources' but a newer concept of 'humanness'. The true nature of any organisation is not that of an economic machine producing goods and services, but that of a community of humans, and this means staff should not be treated as objects working for profit, or pieces in the organisational machine, or test animals in human resource experiments, but as human beings.

The final consideration follows logically from the previous one. This consideration is the creation of meaning. Work usually forms part of people's identity, and this needs a meaningful environment—in other words, something which can interest people. If work duties and organisational direction do not have obvious meaning and can not be related to a clear benefit to society, then the workers are unlikely to commit themselves to the company goals.

Now that you have already skim-read the text for one minute, look back at the text, and try answering the following questions. Spend *two minutes* only. Use no more than *three words* for each answer.

1. What is the third strategic consideration? _____
2. What concept does the author believe should replace 'human resources'? _____
3. In a learning organisation, where does job security come from? _____

We have just compared *two* approaches to answering questions.

Approach 1: In Exercise 1, we read the questions first, then looked at the text. The answers are: '(An) organic whole', 'Practical autonomy', and '(The) customers', respectively.

Approach 2: In Exercise 2, we skim-read the text first, then looked at the questions. The answers are: 'Creation of meaning', 'Humanness', and '(From) Being employable', respectively.

The question is, which approach, 1 or 2, was quicker in finding the correct answers.

## Conclusion

Everyone has their own way of reading a text, but you *probably* found out that using the first approach was slow. This was because you looked immediately at Question 1, then began looking for an answer in the text *without any previous knowledge of the text to help guide you to where that answer was*. You probably read slowly through the text until you found the answer (in the last paragraph). Thus, you took a long time on just one question, since it required you to go through the *complete* reading. Similarly, with Question 2, you may have started at the beginning, and followed a similar procedure.

However, with the second approach, you spent (or *invested)* one minute of your time in skim-reading the text. This gave you some ideas about the content and organisation. You probably quickly realised that Paragraphs Two, Three, and Four each gave a 'strategic consideration'. Thus, after that one minute investment of time, you could look at Question 1 (which asked for the *third* strategic consideration), and probably realise the answer was in Paragraph Four. You could then go straight to that paragraph to determine the answer. And so on.

The second approach—reading the text first and then looking at the questions—*probably* proved itself to be more efficient. This is Tip 2—to use the second approach. In other words, read the text first. But how? Travel on.

# Tip 3

## Overview Read

We need to read quickly. Surely this means we should immediately begin reading the first line of the text?

Actually, you can read more quickly and efficiently by beginning from the 'top' [the big picture], rather than the 'bottom' [the small, word by word, picture]. Written texts actually have many features about them which give a great start for understanding, and these features do not require much reading, much time, or much effort at all. Clearly then, you should use these, and yet so many students do not. These features are:

A. the heading,
B. summarising texts, subheadings, or sub-texts,
C. pictures,
D. organising words at the beginning of paragraphs,
E. a few key words around the text.

Most texts will have A and of course E. They often do not have B or C. As for D—organising words—they are more common in formal argumentative texts, whereas IELTS reading texts are more general in nature. Still, it is important to be aware of *all* features which may be there to help you. We will look at organising words more closely in Tip 5.

The first paragraph is particularly important. This paragraph usually *introduces* the text, and so often gives the clearest idea about its content and purpose.

### Exercise 3

Look at the following paragraphs. Which one probably:

1. argues a point? _____
2. describes a process? _____
3. examines the past? _____
4. discusses an issue? _____

### Reading Passage A

Eyes are certainly marvellous instruments. They began about 500 million years ago from the simplest few light-sensitive cells on the outside of the body, known as eye-spots. Having true visual imaging was clearly an advantage in that primitive world...

### Reading Passage B

We hear this ambiguous term all the time—post-modernism. Academics, politicians, scientists, social analysts, and literary critics, all either love or hate the term in equal measure. It is a valuable framework for some, and something to be laughed at and scorned by others. So, is post-modernism a...

### Reading Passage C

One fact everyone should understand is that we are all different from each other. I am sure most people all accept this, but the trouble is that it sometimes seems that those differences receive too much attention. With the rise of immigration and refugee movements, changing gender roles, the growing profile of minorities, fringe groups, and...

### Reading Passage D

In 1492 Columbus sailed across the Atlantic and discovered America, and completely changed the course of European history. From that point onwards, the world would be divided into the 'Old World'—Europe—and the 'New World'—the Americas, although it took many decades before the name 'America' would take hold...

A single reading passage can often have several purposes—for example, to discuss an issue *and* to argue a point, but usually there is one main purpose. In the previous exercise, you probably realised that Paragraph A will describe elements of the eye [Answer 2], while Paragraph B will discuss an issue ('post-modernism') [Answer 4], while Paragraph C expresses a clear opinion ('it seems that those differences receive too much attention') and so will argue a point [Answer 1], leaving Paragraph D to look at the history (of some element about America) [Answer 3].

Tip 3 is to follow three steps.

Step One: Run your eyes over the text, and think about the features, and look a bit more closely at the first paragraph.

Step Two: Use this to understand the text's content and purpose, and predict some of the words.

Step Three: Think about your personal experiences or knowledge of the topic.

Why does this help? Research shows that this brings back 'hidden' or 'inactive' English words, phrases, structures, and sentences in your mind—and you definitely need to 'activate' all of these to have the best chance to understand a text, and this *does not take long*.

Thus, looking at a reading, I can quickly see [Step One]...

| | | |
|---|---|---|
| The heading | - | A Remarkable Insect |
| A picture | - | [A worm in the earth] |
| Some key words | - | 'air', 'burial', 'pasture' |

Now, [Step Two], we predict the content and words, and [Step Three], think about any personal experience or knowledge we have about this.

> It's about the worms, those thin little things that live in the ground. I see 'discuss', 'interesting', 'examine'; so it's a discussion/process piece. Air, soil, insects, bury, gardens, eat, rot. Seen them on TV.

Done! In just 15 seconds. I can now answer the questions with my mind fully activated.

## Exercise 4

Look at the following information for 10 reading passages. Think about each one in the way this tip describes [content, purpose, key words, and personal experience].

### Passage One

| | | |
|---|---|---|
| The heading | - | Rocket Technology—East to West |
| Some key words | - | 'concept', 'bullets', 'Chinese' |

### Passage Two

| | | |
|---|---|---|
| The heading | - | Smoking to Death |
| Picture | - | [ashtray with dirty cigarettes] |
| Some key words | - | 'cancer', 'statistics', 'exposure' |

### Passage Three

| | | |
|---|---|---|
| The heading | - | The Scientific Approach |
| Some key words | - | 'hypotheses', 'researcher', 'deductive' |

### Passage Four

| | | |
|---|---|---|
| The heading | - | Anti-Aging: the Elusive Search |
| Summary text | - | Life and looks: something worth working for. |

Sub-headings - The Benefits of Exercise
- Calorific Restriction?

Some key words - 'cellular damage', 'rats', 'emissions'

### Passage Five

The heading - Getting the Goods There

Summary text - Moving Freight Powers International Trade

Some key words - 'commerce', 'deregulation', 'shipping'

### Passage Six

The heading - Public Transport: Getting De-railed

Some key words - 'new study', 'Professor Newman', 'drawbacks'

### Passage Seven

The heading - Greying Population Holds Their Own

Some key words - 'elderly people', 'independence', 'live longer'

### Passage Eight

The heading - A Forest Reveals its Secrets

Some key words - 'Amazon', 'native residents', 'tropical eco-systems'

### Passage Nine

The heading - Role Theory: Who's Who in the Real World

Picture - [Group of businesspeople around a table]

Sub-headings - Role Boundaries
- Role Limits
- Role Mistakes

Some key words - 'interacts', 'cultural', 'soldier', 'teacher'

### Passage Ten

The heading - Rising High, Sinking Low

Some key words - 'hormone levels', 'psychologists', 'weather', 'sunny'

We do not need answers to Exercise 4, since the point of the exercise is just to practise 'mind-activation'. For example, Passage One probably has many purposes. It would discuss rocketry in general, describing the process, but must also deal with a little history, showing how the technology first developed in China, but then moved to the west.

# Tip 4

# Read Beginnings and Ends

The next important technique is known as 'skimming' or 'skim-reading'. This is still not normal 'reading'. It means running your eyes over the text, picking up the *important* words and phrases, and receiving an idea about the *general* nature of each paragraph.

## Exercise 5

Look at the following two paragraphs, and pick *one sentence* from each one which gives the main idea. What are these sentences called?

### Paragraph A

Destroying the growth of the Amazon basin will certainly create problems, in both the short and long term. In the short term, if people burn and log the forests, they may eliminate many types of plants and animals, taking away the food sources of the hunting and gathering people who live there. In the longer term, after the protective tree branches are removed, the delicate soils of the area may be rapidly eroded by the heavy rainfall.

### Paragraph B

There are many interesting aspects to life in Singapore. School children there, for instance, face enormous pressure to perform well. Parental and general social expectations are high, and linked to status judgements, particularly with respect to eventual employment. Another factor is the competitive nature of the education system, in particular, 'streaming'—a practice where children are separated according to ability from the age of 10. This isolates them into pressure-cooker classroom environments, and is resulting in psychiatric and stress disorders.

You probably know that often paragraphs have a sentence near the beginning which gives the main idea. They are known as *topic sentences*, and are usually, but not always, the first sentence of a paragraph. A standard paragraph takes the form:

| |
|---|
| [Transition Sentence] |
| Topic Sentence |
| Supporting Sentences |
| [Concluding Sentence] |

Concluding sentences repeat or summarise the main point. These sentences are only used when the paragraph is quite long—so long that the main point may become unclear, and thus needs to be repeated at the end. In IELTS readings, the last sentence is more often a 'segue' (/segwei/) sentence—that is, a sentence that 'cues' or 'hints' or 'opens the door' for the next paragraph. This can be useful information to understand a text.

Let us return to 'topic sentences'. In Exercise 5, the first line in Paragraph A ['Destroying the growth of the Amazon basin will certainly create *problems*, in both the short and long term.'] gives the main point, since the rest of the paragraph simply explains about these problems. This first line is thus a topic sentence.

In Paragraph B, the first line talks about interesting aspects of life in Singapore, but a quick scan of the paragraph shows it is not really about this subject—it is, in fact, about the pressure which school children face there. It is thus the second line ['School children there, for instance, face enormous pressure to perform well.'] which gives the main topic, and is thus the topic sentence. The first line is a *transition sentence*—getting you ready for the topic sentence which follows.

The advantage of identifying topic sentences is that we can identify the main idea *without reading the whole paragraph*. This means that identifying topic sentences is very good for skim-reading. In fact, you could even write down this topic *beside the paragraph*, so that you can quickly know where to scan for information when you begin answering the questions.

## Exercise 6

The following five (unconnected) paragraphs have topic sentences. Try to identify them.

Check the Answer Section to see if you are right.

**A** Also regarding the long term, destroying the trees does not just affect the Amazon basin—it has effects throughout the world. When millions of trees are lost, the earth's ability to remove carbon dioxide from the atmosphere decreases, and this therefore builds up the quantity of this 'greenhouse' gas. In addition, burning the forest (as an alternative to logging) simply produces more carbon dioxide in the air, making the problem worse.

**B** Hieroglyphics is the writing system used in ancient Egypt, written all over the famous tombs and temples that still exist there today. There are two elements in interpreting this writing system. The first is 'pictographic'—in other words, a symbol or picture which represents an idea—for example, a picture of the sun to represent the concept of the sun. The second element is phonetic, where the symbol represents a specific sound. People originally thought hieroglyphics was pictographic, but we now know that hieroglyphics is mostly a phonetic writing system.

C There are times when we lie, indeed, when we must lie. So called 'white lies' are acceptable, but often people make a practice of telling black lies, to achieve selfish or malicious ends. I would like to believe most people are honest most of the time, but unfortunately, experience has taught me the opposite. For example, the worst example was when a confidence trickster established a network of deceit, co-operating with me just to gain my trust and trick me out of substantial money. After that happened, I began to realise that, although 'being honest' is widely preached, sadly, the reality is different.

D There are many natural therapies in China. 'Qigong', for instance, is one which can prevent illness, and extend life expectancy. Practising qigong must begin with breathing training. This enables the patient to enter a state of carefree and untroubled spirit. The patient's immune system will gradually become stronger, reducing illness. Furthermore, qigong extends the life span, since the patient's health soon reaches optimum levels. Thus, qigong can be said to be a holistic therapy based on self training.

E In recent years, America has come to depend more and more on its universities to seek solutions to some fundamental problems. Universities are given responsibilities such as developing the science of placing men on the moon, solving the problems of our cities and our worsening environment, and developing the world's remaining resources. But clearly, this re-direction of resources on gathering new knowledge has greatly impacted the universities' normal role, that of disseminating learning, and training the next generation to carry it on.

## Exercise 7

Now that you have identified the topic sentences, try answering the following questions.

Check the Answer Section to see if you are right.

1. How broad are the effects of Amazonian rainforest destruction? _____
2. How many types of interpretation are needed for hieroglyphics? _____
3. Does the author believe people are basically good or bad? _____
4. In how many ways can qigong therapy help a person? _____
5. In what way has American society come to depend on universities? _____

So, one technique in skim-reading is to *just read the first (or second) sentence of every paragraph*, since it is probably a topic sentence. You could also glance at the *last* sentence of every paragraph, since it may be a 'segue' sentence. Use the beginnings and ends of each paragraph. Simple, and fairly effective, and this is Tip 4.

Let us use this tip for a complete text, but a text that is short and simple. This text (as with all the reading passages in this book) will present its paragraphs very clearly to encourage you to do this logical 'paragraph by paragraph' analysis, which is so important to efficient reading.

## Exercise 8

Look at the following text.

1. Follow Tip 3, with some 'top down' thinking, using the heading, any organising words, and a few key words throughout the text.
2. Now, follow this tip (Tip 4) by *just reading the first sentence of each paragraph*.

### Fordism

A Henry Ford applied the ideas of Taylorism, and, with the addition of specialised machines, perfected the flow-line principle of assembly work, which has come to be called 'Fordism'. The mechanics of this system relied on a steady, stable, and large-scale demand for a standardised commodity (in Ford's case, a black Model T automobile) at a reduced cost.

B This meant Ford could be more interested in the production process than in what the customer wanted—and black paint dried faster. Any organisation has a culture of sorts, but in Ford's factories, it could be termed a *fragmented* culture, to borrow Goffee's definition. Workers did not share common goals but essentially worked for themselves and their $5 a day.

C But even in Ford's lifetime, problems with his system became apparent. In 1913 Henry Ford required about 13,500 workers to operate his factories at any one time, and in that year alone the turnover was more than 50,000 workers. Moreover, withdrawal of commitment by the workers saw the quality of their performance and the product itself become a major issue for management. By 1929, with the more comfortable, stylish, and better performing General Motors cars having by far the greater market share, Ford finally surrendered to consumer choice marketing with the creation of the Model A, available in four colours.

D I hasten to say that, with respect to achieving financial success, Fordism is neither good nor bad by definition, but only depending how it fits (or does not fit) with the environment. Thus, elements of Fordism can successfully exist today, in this post-industrial society, but only in environments which share aspects similar to those of Ford's original era. One example is the MacDonald's hamburger franchise restaurants, which have 'industrialised' their production and service in a Fordist manner. In the year 2000, there were over 29,000 restaurants across more than 120 countries, all standardised and co-ordinated through a strict, vertically-focussed, hierarchical control.

3. Now, just by thinking about those first sentences, answer the following questions. Check the Answer Section to see if you are right.

   a. Is the text about Fordism or Taylorism? _____

   b. Which came first? _____

   c. In Fordism, which was more important: the customer or the production? _____

   d. Were there problems with this system? _____

   e. Is it always bad? _____

You should have found that those first sentences actually gave you a *very* good summary of the text. However, we may need to do a bit more than this to most effectively read a text quickly. Travel on.

# Tip 5

## Check for Signposts

Apart from topic sentences, there *are* other words which connect large pieces of text under a single theme. These are often called 'signpost' words, or just 'signposts'.

So, where do we see signposts? At the side of the road, right? And what do signposts show? The direction to somewhere, right? We read signposts to know how to go from Point A to Point B. Well, signpost words have the same purpose, showing you how to go from the start of the writer's argument to the end. These words are usually:

1. words which show sequence or order, such as 'another, 'The next issue', and 'the other purpose'.
2. conjunctions or conjunctive phrases, usually at the beginning or near the middle of paragraphs, and connected to the group of sentences that follow. An easy one is 'for example', introducing a series of sentences which give an example. Others phrases are: 'However', 'furthermore', and 'in addition'.
3. transition sentences or phrases, which often can replace simple conjunctions. These announce the end of one subject and the beginning of the next. For example: 'Other road accidents are caused *less by speeding, and more by* the design of the roads,' announcing the change of subject from 'speeding' to 'road design'.

As an example, let us look once more at the Amazonian rainforest paragraphs. Look at the first one.

> **Destroying the growth of the Amazon basin will certainly create problems, in both the short and long term.** In the short term, if people burn and log the forests, they may eliminate many types of plants and animals, taking away the food sources of the hunting and gathering people who live there. In the longer term, after the protective tree branches are removed, the delicate soils of the area may be rapidly eroded by the heavy rainfall.

We have already realised there is a topic sentence [the first sentence, shown in bold], and in this sentence we can see the phrase 'short and long term' (shown underlined). This is an organising phrase (as mentioned in Tip 3). It suggests that the paragraph will look at the first sort of problems, and perhaps the second. If we skim-read ahead, we find the 'signposts' to each piece of text: 'In the short term' and 'In the longer term' (both underlined). Thus, when skim-reading, we should notice these organising words and signposts, and as we skim-read, say:

Okay. Topic sentence—destroying forest. Problems, short and long term. Short term. Right. And long term. Right. End of paragraph.

Now, let us look at the second 'Amazon' paragraph.

> **Also regarding the long term, destroying the trees does not just affect the Amazon basin—it has effects throughout the world.** When millions of trees are lost, the earth's ability to remove carbon dioxide from the atmosphere decreases, and this therefore builds up the quantity of this 'greenhouse' gas. In addition, burning the forest (as an alternative to logging) simply produces more carbon dioxide in the air, making the problem worse.

Again, we have already realised there is a topic sentence [the first sentence, shown in bold] which introduces the main idea that there are several worldwide effects. The paragraph then discusses one effect, but if we skim-read ahead, we find the signpost phrase 'In addition' (underlined). This shows that the rest of the paragraph will probably give *another* effect. Thus, when skim-reading, we should notice this signpost, and say:

> Okay, long term problems. One problem, greenhouse gases. *And* another problem. Carbon dioxide. Right. Two problems. End of paragraph.

Now, let us look at the third paragraph (for the first time) of this 'Amazon' text.

> **Simply outlawing Amazonian rainforest destruction is problematic.** The Brazilian government is unwilling to ban logging and forest-clearing since these activities produce hard income for the country—an income which is very necessary given the unstable state of the economy. Government income is not the only issue—ordinary farmers must be taken into account. These people have a natural desire to better their lives, and undereducated squatter farmers have no other method to do this except by acquiring grazing land through large scale forest-clearing.

Again, there is a clear topic sentence (in bold), showing the paragraph is about 'outlawing' the destruction. The paragraph then talks about why banning/outlawing is not done, but if we skim-read ahead, the transition sentence (underlined) comes up. This shows the move to *another* reason why banning does not work. Thus, when skim-reading, we say:

> Okay, outlawing or banning has problems. Government wants money. *And*... farmers want money. End of paragraph.

All these signposts [sequencers, conjunctions, and transition sentences] put 'chunks' of text together, and show their connection to the paragraph or essay. They help us to understand the text better and more quickly. Notice them.

## Exercise 9

Identify the signpost words or phrases in paragraphs B to E in Tip 4, Exercise 6, and then answer the following questions. Check the Answer Section to see if you are right.

1. Is hieroglyphic writing mostly pictographic, or phonetic? _____
2. Was the author badly affected by the trickster? _____
3. Why does qigong extend lifespan? _____
4. What are the two normal roles of universities? _____

Let me repeat an important point about skim-reading: we still are *not* reading every word—just the important words and phrases. Let us practise this skill one more time with the reading about Fordism.

## Exercise 10

### Task One

Refer back to the reading titled 'Fordism' in Tip 4, Exercise 8, and look at each of the four paragraphs (A, B, C, & D). Quickly skim-read again [looking at the title (activating your mind), the first sentences, and a few key words].

Connect each of these paragraphs to one of the paragraph titles, by writing A, B, C, or D in the middle column of the table. Remember, we are still *not* reading every word.

| Paragraph Title | Paragraph | Contents |
|---|---|---|
| Organisational Culture | | |
| Judgement | | |
| Fordism | | |
| Problems | | |

## Task Two

You should have been able to do Task One fairly quickly *without reading much at all*. Now run your eyes over the text once again, and try to describe the general contents of each paragraph by selecting from the following contents list, and writing them in the third column in the previous table. You may use two items for one paragraph.

**Contents**

- GM wins
- Description of culture
- E.g. McD
- If fits = good
- 2 x e.g.
- Description of system

## Task Three

1. Identify the two important conjunctions in Paragraph C.
2. What do these conjunctions tell us about the text in that paragraph?

Check the Answer Section to see if you are right.

# Tip 6

# The Quick Read Approach

Tip 2 suggests that we read the text first. Tips 3 to 5 show us *how* to do this so that it is quick, yet effective, taking us from the 'top' (general understanding) towards the 'bottom' (some details). We do not do each of these tips separately; we *join* them together in one quick read.

The following procedure is recommended.

**Start Quick Read**

**Step One** Read the heading, any sub-headings, or introduction statements, and a few words around the text.

1. Think about the topic. Predict the contents.
2. Try to understand the text organisation and purpose.
3. Say some of the words related to the topic.
4. Think of your own personal experiences.

**Step Two** Look at the first paragraph.

1. Read the first sentence.
2. Read this paragraph in a little detail (since, as an introduction, it should give a good idea about the contents, purpose, and organisation of the text).
3. Check for any introductory 'organising words', such as: 'There are three factors to consider'.
   [It is probably a good idea to quickly write down the main topic/theme beside the paragraph, to help with scanning later on].

**Step Three** Look at the second paragraph.

1. Read the first sentence.
2. Look over the paragraph, searching for, and circling:
   a. organising words [For example, '... *two* reasons...'].
   b. signpost words and conjunctions [For example, 'the first is...', 'Another...', 'However', and 'In addition to this, ...'].
   c. proper nouns (that is, nouns which start with a capital letter).
   d. a few 'noun phrases'.
   e. dates and figures.
3. Quickly look at the last sentence to see if it gives a concluding thought/summary of the paragraph, or a 'segue' to the next paragraph.

[It is probably a good idea to quickly write down the main topic/theme beside the paragraph, to help with scanning later on].

**Step Four** Look at the next paragraph, and repeat Step Three (and so on).

**End Quick Read**

Steps One to Four combine the 'top down' and 'bottom up' approach that makes reading effective. Let me try to prove this with an exercise.

## Exercise 11

### Task One

We will now look at a full IELTS reading text. Let us begin the Tip 3 'top down'/Overview Read, starting with the heading.

**Globalisation: Good or Bad?**

'Globalisation'? You may have heard about it. The 'global village'; everything connected? 'Good and Bad'. Obviously the text will look at both sides of this issue.

Now look quickly at the following text.

Skim read the text. Do you see any organising words? Did you circle them?

## Globalisation: Good or Bad?

**A** Globalisation is a subject often talked about today, and no writing can be expected to adequately cover every part of it. However, any aspect of society can be divided into component parts, and in analysing the relative worth of globalisation, the four most **contentious** areas are worth examining.

**B** To begin, we need a definition of 'globalisation', both academically and in the personal effects on our lives. Academically, the term refers to the growing internationalisation of the world's economies, financial markets, people and populations, as well as a similar internationalisation of the production, distribution, and **consumption** of goods. Looking at this in a more personal sense, globalisation means activities such as watching foreign films, wearing American fashion, buying international brands, eating food in different **ethnic** restaurants or in fast food chains. It means living in multi-cultural societies, investing in international markets, using the Internet, or travelling to other countries for work, study, or pleasure. Globalisation is truly affecting the lives of almost everyone on earth.

C One **controversial** issue is whether globalisation is actually 'Americanisation'—that is, a means by which America can spread economic and cultural dominance. Globalisation is certainly bringing changes to the countries it reaches, but perhaps change is an **essential** and natural part of life. We could say that the fact that American cultural products are successful in world markets simply shows that they are well-made, and see nothing more to it than that. However, we could also say that the whole world seems to drink Coca-Cola, watch American TV dramas, and eat at American fast food restaurants. Especially in film, music, and television, there is an **overwhelming** and growing **dominance** of US products, mostly at the expense of local economies and culture.

D The next issue is whether globalisation causes inequality. On the one hand, there is evidence that inequalities in global income and **poverty** are decreasing, as shown by the rise in income and living standards in China. The actual countries that are becoming poorer are those that are not open to world trade, such as many nations in Africa. But there is equal evidence that this **gap** between the rich and the poor, among nations and within nations, is increasing. Market forces give the rich the power to add further to their wealth. Large corporations invest in poorer countries not particularly to help them, but instead so that they can make greater profits from lower **wage** levels, often **exploiting** the country, and ultimately leaving it more **debt-ridden** than ever before.

E The role of the Internet is also open to debate. English, for example, is the main language of the Internet because it is the rich English-speaking countries generating most of the content. Perhaps then, the Internet has become a method of cultural take-over, in which Western **values** dominate and try to intrude upon other **legitimate** ways of thinking. Contrasting this completely, many people within developing countries see the Internet as an opportunity to obtain knowledge and communication from around the world in a way that, before, they would have not thought possible. This gives chances for economic development in many industries, such as tourism—and this is very important in developing countries such as Thailand.

F The environmental impact of globalisation is perhaps the biggest bone of **contention**. Being connected to the world economy contributes to environmental improvements in some ways. It helps knowledge-sharing, which in turn increases some incomes and improves property-rights, the latter resulting in **regulating** the distribution and use of agricultural lands more efficiently. Yet multinational companies have a poor record in environmental protection. **Notoriously**, industries such as forestry, mining, and fishing, often **exploit** the many natural resources of poor countries, showing little regard to the long term cost, as is the case in New Guinea and Indonesia. The companies take advantage of less-**stringent** protection mechanisms, which may result in the loss, through **rampant** and one-sided economic development, of an **irreplaceable** national treasure.

## Task Two

Match the two columns.

| Paragraph | Organising Words / Other Words |
|---|---|
| A | 1. next / inequality, rich and poor, debt |
| B | 2. the biggest / environment, forestry, resource |
| C | 3. begin / definition, economies, goods, everyone |
| D | 4. one / America, Coca-Cola |
| E | 5. Four areas / parts, aspects, examining |
| F | 6. also / Internet, culture, tourism |

## Task Three

1. Read the first paragraph again. What is the purpose of the text? How will it organise the message? What key words told you this? Read the first line of each paragraph. Answer the questions.

   a. Will the text examine everything about globalisation? _____

   b. Does it define this term? _____

   c. Match the two columns on the right.

| Issue | is about |
|---|---|
| One | A. the environment |
| Two | B. the Internet |
| Three | C. America |
| Four | D. inequality |

We have used the first paragraph to help us, together with organising and key words to understand the general meaning. But we still need to look in and around each paragraph for any *signpost* words.

## Task Four

Scan for signpost words in the first sentence of each paragraph and look for key conjunctions or conjunctive phrases, or words that organise or show direction in the rest of the paragraph. Answer the questions.

1. What signposts do you see in Paragraph B?

2. Complete the following table, showing how Paragraphs C to F are organised.

| Para. | Organising Word | | Good/Bad Aspect? | | Signpost/ Conjunction | | Good/Bad Aspect? |
|---|---|---|---|---|---|---|---|
| C | | → | | → | | → | |
| D | | → | | → | | → | |
| E | | → | | → | | → | |
| F | | → | | → | | → | |

3. Does the writer form any 'conclusion' about globalisation?

Check the Answer Section to see if you are right.

# Tip 7

# Know about Conjunctions

Alright, you now know to first look at the text, *and* know to look at it quickly by first checking the obvious features. This will help you understand the text content and the way it organises ideas.

Conjunctions also show the relationship between ideas, and thus a great deal of meaning. Tip 5 explains that, while skim-reading, we should circle conjunctions—but these conjunctions were 'signpost' or 'organising' conjunctions, linked to large pieces of text, and occurring mostly at the beginning or middle of paragraphs, where they were easier to notice.

However, in this tip, Tip 7, we are looking at conjunctions that show the relationship of ideas *within* sentences. These conjunctions may appear anywhere—and anything that shows relationships between thoughts is very important to us in order to follow the thoughts of the writer. 'However' is a very useful conjunction.

## Exercise 12

Look at the following three sentences.

a. One would suppose that all the schools would have been carefully examined; however...

b. The conventional theory is that the domestication of cats began in ancient Egypt, however...

c. Most inexperienced bird watchers wait for better weather conditions, expecting that this will increase the chances of seeing their favourite birds; however...

Answer the following reading questions.

1. Were the schools carefully examined?
2. Were cats domesticated in ancient Egypt?
3. Do better weather conditions increase the chances of seeing birds?

The previous exercise seems unfair, since you have only half of the relevant parts from the readings. *However*, the conjunction 'however' shows a *contrast* of ideas. In other words, it shows a meeting of two different and opposite thoughts. This means, in the first example, one '*would*

think' the schools *were* examined, but the rest of the sentence must say the *opposite*—that, in actual fact, the schools were *not* examined. Similarly, the theory is that cats were domesticated in ancient Egypt, but this must be wrong. And better weather does *not* always increase the chances of seeing birds.

Thus, the conjunction 'however' on its own is enough to give us the answer, 'No', for all three questions, without having to read particularly deeply or for long.

Let us try to better understand some important conjunctions. The conjunctions which have the most meaning show:

1. Cause — In other words, answering 'why'. For example,
   'I stayed at home [why?] because it was raining.'
2. Effect — In other words, giving the result. For example,
   'It was raining [result?] so I stayed at home.'
3. Contrast — In other words, showing opposite ideas or opposite logic. For example,
   'It was raining; however, I still went swimming.'
4. Addition — In other words, joining two ideas. For example,
   'It was raining. In addition, there was thunder.'

## Exercise 13

Complete the following table with some conjunctions or conjunctive phrases. Possible answers are given in the Answer Section, but remember, just knowing the words does not mean you will always be able to use them correctly in sentences. These words have their own grammar. This exercise is just a beginning.

| Cause | Effect | Contrast | Addition |
|---|---|---|---|
| • | • | • | • |
| • | • | • | • |
| • | • | • | • |
| • | • | • | • |
| • | • | • | • |

Let us practise, trying to follow the logic of ideas through our understanding of conjunctions. Try to fill the gap.

Another sign of the disease is constant _____, *despite* eating regularly.

We know that 'despite' shows a *contrast* of logic. If we 'eat regularly', we usually are *not* hungry, so to actually *be* hungry would show this contrast of logic. Changing 'hungry' into a noun gives 'hunger', which is a possible answer. Another possible answer is 'food cravings', and so on.

## Exercise 14

Try to guess what word goes into each of the following spaces. Use the conjunctions (shown in italics) to help you. Use *one word only* for each space, and remember to make the grammar correct [See Tip 18]. Possible answers are given in the Answer Section.

1. With this new videophone, you can talk to the person *as well as* _____ them.
2. This results in an expensive product, *consequently* it is seldom _____ by shoppers.
3. All the students studied hard *so* their results were _____.
4. _____ schools, *as opposed to* government funded ones, are generally preferred.
5. People should try to understand each other, *instead of* _____.
6. Some embassies are prepared to issue emergency passports, *but* you should _____ before you actually go there.

Most smokers are quite happy to smoke. *Furthermore*, they are not 7. _____ by the health risk. But they should be. According to recent studies, smoking is the leading cause of preventable diseases, *such as* 8. _____ . *As a consequence*, doctors are trying 9. _____ to publicise the risk.

10. *In spite of* intensive research, the results are still _____.
11. The business went _____ *despite* all their hard work.
12. *Although* selenium is an essential element in a healthy diet, too _____ of the substance can be bad.
13. Visible light carries a lot of essential information, *thus* nearly all living creatures _____ eyes.
14. One type of course focuses on a particular aspect, *whereas* the other is more _____ in approach.
15. *As a result of* the eruption, agricultural production _____ significantly.
16. Endangered languages cannot be saved *unless* people _____ them.

17. The Navajo language will die out *because* it currently has _____ few speakers.
18. Archaeology involves study *as well as* careful _____ work.
19. Graduates who have *neither* worked in, *nor* _____ business, are not suitable for this job.
20. *Despite* the growing _____ of the risk, people continue to do this.

# Guess the Meaning of Words

## Preliminary

Obviously, knowing the meaning of words is useful since a text is just words (and words, and words). However, as students of English, you will not know all the words in an IELTS reading, in fact, you may know only a few of the longer, more technical, or uncommon words that appear. In our 'Globalisation: Good or Bad?' reading, did you know the meaning of all the words in bold print?

In these cases, what do you do? The answer is that often you:

- do not need to know the meaning of certain words to answer the question,
- do not need to know the exact meaning, but only the general meaning.
  For example: '...the word is a technical noun; and that other word is some kind of eating thing...',
- can guess the meaning well enough to answer the question.

## Hint 1: Guessing From Context

To guess the meaning, we can use our common sense, the grammar, conjunctions, and knowledge of other words, or our general awareness of the logic and meaning of the sentence, paragraph, or text as a whole. This is often called the 'context' of the word. Although it is important to improve your knowledge of words, it is also important to develop this skill of guessing meanings from context.

Let us look at an example. The reading text states:

> Nowadays sport is often organised by parents, and this means that children *lose* their **autonomy**.

The question is:

In sport today, children often *do not have*:

A. fun.
B. hard work.
C. freedom.
D. proper equipment.

We can see that 'lose' in the text is the same as 'do not have' in the question. So what does 'autonomy' mean? You may not know, but you can probably guess the answer from the logic of the sentence. If parents organise their children's sport, then, logically, the children do not have... 'freedom' to choose how they play. The answer is 'C', and 'autonomy' must be similar to 'freedom'.

## Exercise 15

Try guessing the meaning of the following (nonsense) words by using the context of the sentence. Check the Answer Section to see if you are right.

1. Although animals affected by radiation may appear **fivisomely** undamaged, internally the animals' genetic structure may be affected.

   'Fivisomely' means: A. slightly. C. very. B. on the inside. D. on the outside.

2. **Fesuk** movement along a fault may bring hard and soft rocks together.

   'Fesuk' means: A. earth. C. small. B. animal. D. large.

3. Unfortunately, his **crifokic** life in Paris undermined his health.

   'Crifokic' means: A. good. C. bad. B. happy. D. interesting.

4. The painting shows a sad country scene matching an equally **epvu** winter sky.

   'Epvu' means: A. upsetting. C. colourful. B. cheerful. D. sad.

5. 'Frankenstein' is a popular novel, but even today, the technology to create deliberate **nivevop** of the human species is beyond modern science.

   'Nivevop' means: A. variations. C. eye colour. B. growth. D. miniatures.

6. I looked at the headline with some **tefrukem**, since it was so obviously lying to the readers.

   'Tefrukem' means: A. good feeling. C. interest. B. bad feeling. D. boredom.

7. This zoo was considered the most **prushpov** collection of animals in the area. It was eventually closed down after a damning report by a veterinary inspector.

   'Prushpov' means: A. famous for good reasons. C. oldest. B. famous for bad reasons. D. newest.

8. Glass is one of the most common manufactured materials. The applications of this **whuteh** material have broadened dramatically in recent years.

   'Whuteh' means having: A. many shapes. C. great strength. B. many colours. D. many uses.

9. It was argued that, since many herbal preparations have been used since **bovkrov**, they can be assumed to be harmless.

   'Bovkrov' means: A. a little time ago. C. modern times.
   B. a long time ago. D. recently.

10. If gold supplies **flolokti**, as they did when the gold rushes in California and Australia slowed down, then prices of other goods would decrease.

    'Flolokti' means: A. stay the same. C. go down.
    B. go up. D. become more expensive.

11. It is a common misconception that tropical storms involve worse weather than storms in more **beriban** areas.

    'Beriban' means: A. having nice weather. C. having storms.
    B. having bad weather. D. being tropical.

12. If proper preparations are not undertaken, the event could end in a complete **jackabil**.

    'Jackabil' means being: A. a little good. C. very good.
    B. a little bad. D. very bad.

Incidentally, here are the actual words, listed alphabetically. You should now look them up in a dictionary to check their meaning, and see if you can place them in the right question.

- antiquity
- bohemian
- clement
- diminish
- dour
- externally
- fiasco
- mutations
- notorious
- scepticism
- tectonic
- versatile

## Hint 2: Guessing From Word Form

Read the following paragraph.

> ***Anti*-globalisationists** think globalisation is a ***mono*lithic** force ***co*-aligned** with a ***multi*plicity** of American interests to ***sub*sume** local culture and ***de*plete** the world's resources; but are they only ***semi*-conversant** with the issue?

You might have some trouble with the words in bold, but you would certainly have less trouble if you knew the meaning of the italicised *beginnings* of these words. These are called 'prefixes', and are often used with more formal words, originally from the Latin language (rather than old English). Since IELTS reading texts are formal, prefixes are common, and useful to know.

## Exercise 16

1. Match the prefix with the meaning in the following table, then give some example words. One of them has already been done for you. Check the Answer Section to see if you are right.

| Prefix | Meaning | Examples |
|---|---|---|
| co- | • former, before | |
| re- | • two | |
| ex- | • half | |
| inter- | • one | |
| bi- | • with, together | co-teacher, co-pilot, co-worker |
| pre- | • in the opposite direction | |
| semi- | • again | |
| counter- | • after | |
| post- | • not | |
| mono- | • against | |
| anti- | • before | |
| non- | • between | |
| multi- | • across | |
| trans- | • under | |
| super- | • three | |
| de- | • one | |
| pro- | • many | |
| sub- | • above, more than | |
| uni- | • not enough | |
| tri- | • for, in favour of | |
| over- | • acting against | |
| under- | • too much | |
| mis- | • bad | |
| mal- | • faulty | |

| | | |
|---|---|---|
| bio- | • good, well | _____ |
| auto- | • far | _____ |
| ad- | • life, living | _____ |
| bene- | • away, not | _____ |
| dis- | • around | _____ |
| circum- | • self | _____ |
| tele- | • life | _____ |
| vita- | • forward | _____ |

2. Can you now make more sense of the original 'anti-globalisation' paragraph given at the beginning of this hint?

3. a. What grammatical purpose do the prefixes on the left have?
   b. Match them with a word-centre.
   c. What purpose do the word-ends have?
   d. Match them also to a word-centre
   e. Make some sentences.

| Prefix | Word Centre | Word End I |
|---|---|---|
| dis - | pol | - tive |
| il - | act | - al |
| un - | loy | - able |
| im - | relev | - ite |
| ir - | use | - ate |
| in - | liter | - ant |

4. a. What grammatical purpose does the next set of word-ends have?
   b. Match them with a verb or adjective.
   c. Make some sentences.

| Verb or Adjective | Word End II |
|---|---|
| govern | - cy |
| graduate | - ment |
| relevant | - tion |
| mature | - ness |
| nice | - dom |
| wise | - (i)ty |

## Exercise 17

Look at our 'Globalisation' reading in Tip 6, Exercise 11. This text has some words in bold print (also shown next). Use the context to choose and circle which phrase, the first or second, gives the best meaning.

| | | | |
|---|---|---|---|
| Paragraph A | **contentious** | causing arguments | // causing fear |
| Paragraph B | **consumption** | using | // not using |
| | **ethnic** | from other cultures | // from your culture |
| Paragraph C | **controversial** | causing fear | // causing arguments |
| | **essential** | needed | // not needed |
| | **overwhelming** | big | // small |
| | **dominance** | winning by a lot | // winning by a little |
| Paragraph D | **poverty** | not having money | // having money |
| | **gap** | being together | // being apart |
| | **wage** | money | // love |
| | **exploit** | use well | // use badly |
| | **debt-ridden** | a good thing | // a bad thing |
| Paragraph E | **values** | way of thinking | // way of working |
| | **legitimate** | fair | // unfair |
| Paragraph F | **contention** | causing argument | // causing fear |
| | **regulate** | make money | // make rules |
| | **notorious** | famous for good | // famous for bad |
| | **stringent** | very strong | // very weak |
| | **rampant** | very much | // very little |
| | **irreplaceable** | can be replaced | // cannot be replaced |

# Question Answering Tips: 9-19

The first 8 tips have shown us how to read quickly and most efficiently, but obviously, the next major step is to answer the questions. This is the basis of the test, so the next 11 tips will look at this.

# Tip 9

## Read the Instructions

So, as Tip 2 says, we quickly read the *text* first. Tips 3 to 8 have shown us how to do this. Only now do we look at the questions and try to answer them. Of course we must read the question instructions, right?

## Exercise 18

What is wrong with the following answers? Can you 'fix' them? Check the Answer Section to see if you are right.

### ❑ Instruction One

Write **True**, **False**, or **Not Given**.

1. Babies' minds are modular. F
2. Some teenagers suffer gender confusion. NG
3. Babies develop faster than teenagers. Ture

### ❑ Instruction Two

Write **Yes**, **No**, or **Not Given**.

4. The insect mostly lives underground. True
5. It is eaten in some countries. N
6. It is facing extinction. Y

### ❑ Instruction Three

Fill the gap with no more than *three words*.

7. Adults can create many solutions to problems .
8. Children approach problems in a very indirect way .
9. Problem solving can develop parts of the inner brain .

## ❑ Instruction Four

Write the appropriate letter A-D.

10. Which city has the lowest crime rate?
    A. London  B. Sydney  C. New York  D. Paris
    Answer: Sydney

11. What best describes the management system?
    A. Hierarchical  B. Networked  C. Modular  D. Linear
    Answer: Linear

## ❑ Instruction Five

Match paragraphs D-G in the passage with the most suitable heading. Write the appropriate numbers (I-VI) on your answer sheet. You can only use an answer once.

Example: Paragraph C  Answer V

12. Paragraph D = V
13. Paragraph E = I, II
14. Paragraph F = scars of war
15. Paragraph G = II

## ❑ Instruction Six

Does the author agree with (AGR), disagree with (DIS), or is no information given on (NG) the following statements? Write AGR, DIS, or NG as appropriate.

16. Globalisation personally affects almost all people. Y
17. Despite this, local culture is growing. N
18. Organisations compensate for low wages. Not Given

# Tip 10

## Use Common Sense

IELTS readings are based on true information, and/or real situations. They take place in the real world. We too live in this real world. Your English skills are certainly still developing, but your intelligence and knowledge of the world are more advanced. Tip 10 is to use this real-world knowledge and experience to *predict* the answers, where possible.

Can you fill in the spaces in the following three sentences?

| | | | |
|---|---|---|---|
| Most people go to the | a. _____ | when they have a | toothache. |
| | b. _____ | | sore foot. |
| | c. _____ | | letter to post. |

Using common sense, a is likely to be 'dentist' or perhaps 'dental clinic'. b could well be 'doctor' or 'medical clinic', while c is probably 'post office' or 'letter box'.

Of course, the answers are not often that obvious in a real IELTS Reading Test, and we can not be *absolutely* sure what the answer is, but often we have valuable hints. In other words, common sense can help, and it is part of being an intelligent reader.

### Exercise 19

Look at these IELTS Reading questions. Remember, you are not reading the texts, but just looking at questions on the test paper. Predict the likely answers, then compare them with those in the Answer Section.

1. Microbes have been _____ in the bodies of fossilised insects.
2. The best location is not always at the _____ of major city streets.
3. Radiation and toxicology share one common attribute: within both _____, studies are being carried out to determine the health risks.
4. This work is considered a _____ achievement.
5. What sort of programs are usually scheduled at 6 pm?
   A. Films  B. Cooking programs  C. The news  D. Talk show programs

6. What is the primary cause of de-forestation?
   A. Pollution  B. Land clearing  C. Use of fertilizer  D. Leaving land fallow

(According to the reading passage about glass), for Questions 7 to 9, circle:

NOW  if the use for glass exists today.
FUT  if the use will exist in the future.

7. Glass as artistic works. NOW FUT
8. Glass in optical computer networks. NOW FUT
9. Glass in communication systems. NOW FUT

(According to the reading passage about violence), for Questions 10 to 15, circle:

AGR  if the author agrees.
DIS  if the author disagrees.

10. Scientists usually use inappropriate methods. AGR DIS
11. Male children do better at school than females. AGR DIS
12. Television is more violent than video games. AGR DIS
13. Violent play and violent behaviour are different. AGR DIS
14. Fantasy is quite important. AGR DIS
15. Children often try to hurt each other when they play. AGR DIS

(According to the reading passage), for Questions 16 to 20, circle:

YES  if the statement agrees with the writer.
NO  if it does not.

16. Improvements in athletic performance can be fully explained by genetics. Y N
17. This system provides a complete record of the weather in any part of the world. Y N
18. Children only accept opinions that they encounter in classrooms. Y N
19. Archaeologists must be able to translate texts from ancient languages. Y N
20. Alternative therapists earn higher salaries than doctors. Y N

21. The hole in the ozone layer:
   A. *will* cause huge loss of life.
   B. could cause huge loss of life.
   C. *will not* cause loss of life.
   D. does not matter.

22. Foreign students:
    A. *always* have problems adjusting.
    B. often have problems adjusting.
    C. *never* have problems.
    D. do not care about adjusting.

23. There are four kinds of bicycles: Racing, Touring, _____ and Ordinary.

24. What is the seismically active zone around the Pacific Ocean called?

25. What does QWERTY stand for?
    A. Letters on the top of a keyboard
    B. The inventor of the typewriter
    C. A company that makes typewriters
    D. The letters on the bottom of a keyboard

(According to the reading passage about light), match the cause and effect relationships.

| Causes | Effects |
|---|---|
| 26. Light is everywhere. | A. Time travel is a future possibility. |
| 27. Light can sometimes manifest in striking ways. | B. Almost all living beings can detect it. |
| 28. Light has a lot of vital information. | C. It is not really noticed. |
| 29. In the absence of solid objects, light does not cast shadows. | D. People quickly become aware of it. |
| 30. Light can be bent to achieve a parallax factor. | E. There are few shadows in space. |

Common sense can help us almost *all the time*. Many of the further tips will be based on this idea.

# Tip 11

# The Scanning Process

## Preliminary: Scanning

So, we read the instructions, and then we look at the questions. These questions will require us to find very specific information. So, we have to now look a little more carefully at the text itself, but we still have to do this quickly.

Let me give you an easy task—look up the word 'panic' in the dictionary. Now!

So how did you do this task? Did you start at the beginning of the dictionary, in the 'A' section? Did you go through each page of the 'A' section? Did you then go to the 'B' section? And so on?

Of course not. You went straight to the 'P' section, then ran your eyes along the pages to 'PA', then 'PAN', and so on, until you found the answer. So what was the point of this exercise? The first point is to show that we read texts in different ways, depending on the readings and the tasks. The second point was to make you *scan*, or *scan-read*. Looking up 'scan' in a dictionary gives:

> **scan** *verb* (*also* **scan through**) to quickly read a piece of writing to understand the main meaning or to find a particular piece of information *I scanned the travel brochure looking for a cheap holiday.*

Scanning is the foundation for answering questions in the IELTS Reading Test. It is the single most important skills, and this and the next tip will look at scanning in detail.

## Hint 1: Obvious Features

Certain features of a text stand out clearly, and are therefore easier to find. These features are:

- headings,
- subheadings,
- words in brackets: '(...)', or '[...]',
- dates, such as 1996,
- figures, such as 155, or 58%, or 1/3,
- italics—that is, words written like *this*,
- acronyms, such as 'USA' or 'WHO',
- words in inverted commas—such as 'this',
- proper nouns—that is, nouns which start with capital letters, such as the names of people, countries, and organisations.

Information in this form is easier to find not by 'reading' in the normal way, but by running

your eyes down the text and seeing the items on their own, just by their different look. More importantly, these items are often the key to answering IELTS reading questions.

Look at the 'Fordism' text in Tip 4, Exercise 8, and consider the question:

How much did Ford's workers earn?

This question asks about money/wages/salaries, so we are looking for a figure in dollars. Figure in dollars! Scan for it NOW!

I hope you realised very quickly that the second paragraph has '$5' in it, so this is probably the answer. And you probably did not read a single word. You should have, in fact, already circled this figure in a previous exercise. A quick read 'around' this answer would show that it is correct. That is scanning in action. It is *quick*, so it is *very* important.

## Exercise 20

### Part One

Answer the following questions from the Fordism text. Use no more than *three words* for each answer. Remember to *scan* for the sort of answer needed.

1. Whose ideas did Henry Ford use? _____
2. What model car did Ford first produce? _____
3. What sort of organisational culture was there? _____
4. Who described it this way? _____
5. How many workers did Ford have in 1913? _____
6. In what year was General Motors well ahead of Ford? _____
7. What was Ford's second type of car called? _____
8. How is the McDonald's service described? _____
9. How many McDonald's restaurants were there in the year 2000? _____
10. In how many countries are they? _____

### Part Two

Look at Paragraphs A-E in Tip 4, Exercise 6. Which paragraph:

1. does *not* have the name of a country or region? _____
2. has brackets? [= (...)] _____

3. does *not* have a hyphen (= '-') or dash (= '–')? _____

4. does *not* have single quotes ('...')? _____

I hope you found the Part One questions easy enough—so easy, in fact, that I do not need to give the answers (except to say that Part One, Answer 1 is 'Taylor', not 'Taylorism'). The Part Two answers are C, A, D, and E, respectively. Let us try again.

## Exercise 21

Answer the following questions from the 'Globalisation' text in Tip 6, Exercise 11. The answers should be circled already. Use no more than *three words* for each answer. Remember to *scan* for the sort of answer needed.

1. What soft drink is mentioned? _____
2. How many different countries are mentioned? _____
3. In which country is tourism important? _____
4. Which countries have great natural resources? _____
5. In which country are living standards rising? _____
6. In which region are they not? _____
7. How many times is 'America(n)' or 'US' mentioned? _____
8. How many words are in inverted commas? _____
9. How many dashes (longer lines connecting pieces of text) are there? _____
10. How many hyphens (shorter lines connecting two words) are there? _____

For Question 2, I hope you answered 5, and for Questions 7-10, 6, 2, 2, and 9, respectively.

## Hint 2: Identify the 'Scanning Word'

Scanning is the quickest way to find answers in a text. This means we should *definitely* use this skill as much as possible. But how? Well, we need to follow a three-step procedure.

> Step One: Identify a 'scanning word' in the question.
> Step Two: Scan the text to find where that word appears.
> Step Three: Read that section closely for the answer.

What is the 'scanning word'? *The scanning word is the word that will identify a section of the text where the answer is likely to be.* To identify the scanning word, you need to first have an understanding of the text [Tip 2], and you do this through the 'Quick Read Approach' [Tip 6].

For example, in a text titled, 'The Arms Race: Countries with Teeth'—a question might be:

> What factor most affected America's military development?

The proper noun, 'America' appears in the question—and by characterising or distinguishing or marking the question, it becomes the scanning word. This means 'America' is the word we should scan for. The answer is about something within *that* country.

However, if our text was titled 'America's Progress in the 20th Century,' then what would be the scanning word to our question? Since the *whole* text is about America, the word 'America' can *not* lead us to any specific section of the text. The word 'America' no longer characterises or distinguishes or marks the question. However, the word 'military' does—and that would now become the scanning word.

Be aware, as Tip 13 will explain, the word in the text could also be a synonym or paraphrasing of the scanning word—for example, instead of 'military', the text could use 'armed forces', or 'defence services', or 'the army, navy, and airforce'. It could also just be a word describing the *concept* of the military, such as 'fighting', 'warfare', or 'armed engagement'.

If our text was titled 'America's Military: the Good and the Bad,' then what would be the scanning word to our question? Since the *whole* text is about 'America' and its 'military', those words can *not* lead us anywhere. However, the word 'development' can—and *that* (or a synonym or paraphrasing of it) would now become the scanning word.

## Exercise 22

Look at each question, then try to pick the scanning word for each *different* text title. Remember, the scanning word is the word that will probably lead to the answer in the text. Check the Answer Section to see if you are right.

1. 'What is sometimes added to concrete?'
   A. Title: Making Concrete
   B. Title: Building Materials Through the Ages
   C. Title: Concrete Additives

2. 'Pure hydrogen is a _____ fuel.'
   A. Title: Hydrogen: the Future Fuel
   B. Title: Rocketry in the Last Century
   C. Title: Rocket Fuels

3. 'How high is the Chicago Sears Tower?'
   A. Title: Chicago: a Skyline Growing Upwards
   B. Title: The Chicago Sears Tower: a Revolution in Design
   C. Title: American Cities Growing Higher

4. Which type of grasshopper breeds underground?'
   A. Title: How Grasshoppers Breed
   B. Title: The Grasshopper: An Overlooked Insect
   C. Title: Major Insect Pests

5. 'Peterson's theories were widely accepted?' T/F/NG
   A. Title: Peterson: a Scientist for All Seasons
   B. Title: Theories of Human Behaviour
   C. Title: Peterson's Theories of Behaviour

## Exercise 23

### Part One

Look at the following questions for the 'Globalisation' reading. What do you think the scanning words would be? The answers are shown underlined in Tip 14, Exercise 31.

The author defines globalisation with respect to what two aspects?

Why are American cultural products so successful?

What ways of thinking dominate the Internet?

What is often a poorer country's 'national treasure'?

## Part Two

Look at the following questions for the 'Fordism' reading.

A. What do you think the scanning word would be?

B. Go to the text and answer the questions, then compare your answers to those in the Answer Section.

1. What sort of commodity was the Model T automobile? _____
2. What colour paint was used? _____
3. What affected the quality of the product? _____
4. What share of the market did General motors obtain? _____
5. MacDonalds management control is focussed in what direction? _____

Sometimes the scanning word is not clear. Sometimes there is one *primary* scanning word, then a *secondary* scanning word, as in the previous exercise, Question 5, where we would scan *first* for 'MacDonalds', and *then* for 'focussed'. Scanning is not a 100% certainty, and sometimes you need to scan for a word, then change the word and scan again. However, scanning is essential. Practise it at *all* times.

# Tip 12
## Scanning Techniques

In the actual IELTS Reading Test, the scanning word is not always an 'obvious feature' such as numbers, dates, or proper nouns. For example, as we have already considered, the word 'America' might be in the question, but it is the word 'military' that we should scan for. This scanning word is a 'normal' word, and scanning for 'normal' words is more difficult, since they do not stand out in a text. Because of this, we need to think about extending and developing our scanning techniques.

### Exercise 24

Consider Paragraph C from our 'Globalisation' text, and answer the questions.

> One controversial issue is whether globalisation is actually 'Americanisation'—that is, a means by which America can spread its economic and cultural dominance. Globalisation is certainly bringing changes to the countries it reaches, but perhaps change is an essential and natural part of life. We could say that the fact that American cultural products are successful in world markets simply shows that they are well-made, and see nothing more to it than that. However, we could also say that the whole world seems to drink Coca-Cola, watch American TV dramas, and eat at American fast food restaurants. Especially in film, music and television, there is an overwhelming and growing dominance of US products, mostly at the expense of local economies and culture.

1. How many times does the word 'globalisation' appear? _____
2. Quickly find the following terms in the paragraph.
   - TV
   - cultural products
   - television
3. Which word comes first: 'especially' or 'essential'? _____
4. In what order do the following words appear in the paragraph?
   - economies _____
   - countries _____
   - markets _____

Check the Answer Section to see if you are right.

Think about the 'path' your vision followed when doing the previous exercise. Scan again for the term cultural products, and tell me which country they are from.

Where did your eyes 'start'? In which direction did they 'go'? You probably used the 'left to right' approach, but there are other ways—ways which at first seem unnatural and a bit strange. Here's a summary of the main approaches.

### A: Left to right

| Good Pts. | Bad Pts. |
|---|---|
| - Simplest.<br>- Logical.<br>- Covers everything.<br>- The connectedness of the words may help. | May make you 'read' too much |

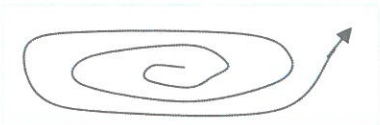
### B: Across/back

| Good Pts. | Bad Pts. |
|---|---|
| More efficient since you read backward for some of the time. | - May make you 'read' too much.<br>- Reading backwards is unnatural. |

### C: Up/down

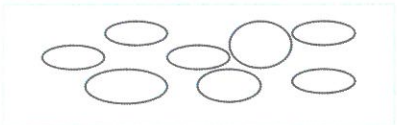
| Good Pts. | Bad Pts. |
|---|---|
| Quicker, since you are not reading at all. | - May not cover everything.<br>- Somewhat unnatural. |

### D: Spiralling



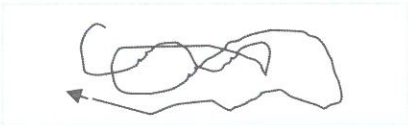
| Good Pts. | Bad Pts. |
|---|---|
| Quicker, since you are not reading at all. | - May not cover everything.<br>- Somewhat unnatural. |

### E: Browsing



| Good Pts. | Bad Pts. |
|---|---|
| - Quicker, since you are not reading at all.<br>- More natural. | May not cover everything. |

### F: Drifting



| Good Pts. | Bad Pts. |
|---|---|
| - Quicker, since you are not reading at all.<br>- More natural. | May not cover everything. |

Approach A has advantages, but you should think about trying out other approaches. See what works for you. Approach E can be natural and useful [Think about how you read a newspaper]. I find that students try the less 'natural' C, D, E, and F approaches, but miss the word they want to find, and then go back to the standard Approach A, and lose time. However, Approaches C-F are difficult for students because they do not have enough practice.

## Exercise 25

Look at Paragraph D from our 'Globalisation' text.

> The next issue is whether globalisation causes inequality. On the one hand, there is evidence that inequalities in global income and poverty are decreasing, as shown by the rise in income and living standards in China. The actual countries that are becoming poorer are those that are not open to world trade, such as many nations in Africa. But there is equal evidence that this gap between the rich and the poor, among nations and within nations, is increasing. Market forces give the rich the power to add further to their wealth. Large corporations invest in poorer countries not particularly to help them, but instead so that they can make greater profits from lower wage levels, often exploiting the country, and ultimately leaving it more debt-ridden than ever before.

Scan the paragraph. Remember, do not read every word.

| | | | |
|---|---|---|---|
| Use Approach | A: Left to right | to find the word | *ultimately*. |
| | B: Across/back | | *nations* [twice]. |
| | C: Up/down | | *profits*. |
| | D: Spiralling | | *wage*. |
| | E: Browsing | | *market*. |
| | F: Drifting | | *evidence*. |

Natural scanning is actually a *combination* of all approaches.

Try some of them, and develop your own style. It is important.

# Tip 13

# Think of Synonyms & Concepts

We know about using common sense; we know about identifying the scanning word; we know about scanning techniques—but identifying the scanning word has one major difficulty. That word is *not always in the text*.

Instead, the text has the scanning word's:

- synonym, or word with the same or similar meaning,
- paraphrasing, or different ways of saying or 'phrasing' the word's meaning.

Let us look at a gap-fill reading question.

This *money* will be spent on *developing* _____ .

The reading text states:

*Funds* intended for *restructuring* Brisbane's road system have been provided.

We could spend forever scanning and skimming for the primary scanning word 'money', or the secondary scanning word 'developing'—and not find these words in the reading text. We need to be *active* and *intelligent* when we read, and be able to notice synonyms for those words. In the example question, 'money' and 'improving' are synonyms for 'funds' and 'restructuring', respectively (all in *italics*). This suggests the answer to the gap-fill lies in that sentence. This leads to the answer 'Brisbane's road system.'

Let us try again.

Question: A little _____ can make sure the *bees* are *tranquil*.

Reading Text: The *insects* can be *pacified* with a few puffs of smoke.

Here, the question uses the word 'tranquil'—an adjective. The reading uses the synonym 'pacified' (a past participle, or V3 as an adjective). The synonyms 'bees' and 'insects' are also used, but there are grammar issues, since the question is in active voice, while the reading text uses a passive construction. The answer to the gap-fill is connected to 'a few puffs of smoke' but the only correct answer is 'smoke', since an uncountable noun is necessary with the quantifier 'little' [See Tip 18].

So, when scanning for words, look for *synonyms* of those words, and *other* grammar forms and paraphrasings, since these might show you to the correct answer. This means that it is more generally the *concept* of the word, rather than the word itself, that we scan for. This, of course, leads to an obvious problem. For example, if you did not know the meaning of 'tranquil' in the previous exercise, then you might find the question very difficult (although our knowledge of grammar patterns [Tip 18] might help, as well as Tip 8: Guess the Meaning of Words. One very obvious way for you to do better in the IELTS Reading Test is to keep learning more words (See Tip 1), and this also naturally helps with the other three skills: listening, writing, and speaking.

## Exercise 26

### Part One

Match the following terms with their paraphrasing/concept.

| | |
|---|---|
| 1. Observe | A. Have some problems |
| 2. Late afternoon | B. Excellent returns for the payment |
| 3. Best value | C. Under the title of |
| 4. This year | D. Up and running |
| 5. Named | E. Before evening comes |
| 6. Difficult | F. Watch carefully |
| 7. Open | G. Within 12 months |
| 8. Late | H. Remove the inappropriate choices |
| 9. Eliminate | I. One that rises supreme |
| 10. Winner | J. Experience considerable delays |

### Part Two

For the following, try:

A. identifying the synonyms in the question and the reading text.

B. answering the question. For gap-fills, use *one word only* (and remember, as Tip 18 will explain, to make sure you have grammatically correct answers).

Check the Answer Section to see if you are right.

1. The animal's brain has... A. become heavier. B. become lighter. C. increased in size. D. decreased in size.

Text: This process has allowed areas of the brain to shrink in comparison to other parts.

2. The riskiest seat is the _____ one.

Text: The driver's seat has some danger, but it is actually the rear seats which are the most dangerous places in the car.

3. Farmers charge _____ for placing the hives on their land.

Text: The farmers receive payment from the beekeepers, and pollination from the insects, when allowing the insects to feed.

4. They tried to preserve _____.

Text: The earliest people probably stored fire by carrying slow burning logs.

5. Drivers usually _____ themselves.

Text: During accidents, people behind the wheel will take defensive action to increase their own chances of survival.

6. There is a _____ chance of being killed.

Text: Major injuries are significant, while the risk of fatalities is even higher.

7. The United Nations' role in census-taking has been that of a...
A. promoter and facilitator. B. fund-provider and observer.
C. peace-keeper and enumerator. D. recorder and counter.

Text: These UN programs not only encourage census-taking, but also offer assistance in the project.

8. Hunt's painting...
A. was not an important artwork.
B. was typical of the art of the era.
C. has different themes.
D. is rather biblical in content.

Text: Hunt's portrayal of religious subjects in the painting was not a significant topic in the art of this period.

9. Birds are most sensitive...
A. after giving birth to young.
B. when they are watching other birds.
C. during hunting time.
D. to outside environments.

Text: Furthermore, birds are easily disturbed by the outside environment during breeding, when they are especially observant for threats.

10. The best time for watching birds is...

A. in the cold season.
B. in the early morning.
C. after a period of active behaviour.
D. at dusk.

Text: Rising at dawn is a cold and difficult task, particularly in the winter, but after seeing the activity that occurs in the bird world at this time, it is certainly worth it.

# Tip 14

# Think about Answering Order

Let us go straight into an exercise.

## Exercise 27

Look at the following long and difficult paragraph. Remember the Quick Read Approach: read the heading, and skim-read the text. Do it now, and take only one minute at the most.

### Confucianism

Confucianism has five central principles, and they are filial piety, fidelity, obedience, kindness, and loyalty to one's superiors. These characteristics follow logically from the Confucian framework, which sees the 'self' not in terms of personality or individual thought processes (as in the west), but in terms of interaction with others, and defines five cardinal relations which are important to maintain—those between sovereign and subject, father and son, elder and younger brother, husband and wife, and between friends. Thus, it is not surprising that the primary functions of communication in Asian culture are to develop contacts among individuals, to reinforce role and status differences, and to preserve harmony within the group. Of course, this does not mean that Asian workers never disagree, but merely that such disagreements are handled in a different manner, much less direct and less aggressively, and in a different place—for example, a one to one, non-public interaction, and not necessarily at work—similar to the Japanese concept of *nemawashi*.

Now we can look at the questions. Try to do them, but give yourself only *two* minutes. You will probably not be able to do them all. Use no more than *three words* for each answer.

1. Through what perspective does the Confucianism structure view the individual?
   _____
2. The primary functions of communication among Asians are not surprising because they
   _____.
3. How many cardinal relations are there? _____
4. Where does 'nemawashi' come from? _____

Let us think aloud.

> Question 1 looks difficult. Scan-reading shows the word 'self', which is similar to the word 'individual'. Maybe the answer is in there. Question 2 also looks difficult. The word 'surprising' is somewhere in the text. Okay, let us try to do Question 1...but wait! Look at Question 4! Nemawashi! Wasn't that *very clearly in the last line*, in italics? Isn't *that* answer easier to find? And the answer to Question 3 is just a number, such as 'one', 'two', 'three' or 'four'!

Most students think 'linearly' (= in a straight-line way), and this has value, since:

1. the answers are usually in order in the text,
2. the earlier questions are usually more straightforward than the later questions.

You should keep these two factors in mind, but this tip—Tip 14—is to be ready to think 'non-linearly', as in Exercise 27, where 'linear' thinking would not be efficient, where we could 'waste' five minutes trying to find the answers to Questions 1 and 2 (and still be wrong), and then perhaps begin to run out of time and begin panicking, while those easier answers (Questions 3 and 4) are not noticed. By thinking '*non*-linearly', we can:

1. make better use of the time, by answering a question (any question) quickly,
2. gain confidence (and prevent panic),
3. in finding an answer, understand a little more of the text, which can help us for later questions.

Thus, looking at Questions 1 to 4 for the 'Confucianism' reading, the best and most efficient order to do the questions is:

| | |
|---|---|
| First: | Question *4* [easier], |
| Second: | Question 3 [the next easier], |
| Then: | Questions 1 and 2 (or 2 and 1). |

Naturally, if for any question we simply can not find the answer, and we have used significant time (for example, for Question 2 in Exercise 27), we should move onto the next group of questions, some of which we *can* answer.

In other words, Tip 14 is to use our time 'strategically'. Run your eyes over the relevant set of questions, and look for those which might be more straightforward. How can you pick these? Check for:

1. the type of answer needed [See Tip 17]. The type of answer might be an 'obvious feature', or a yes/no question, or something that is very much common sense.
2. any clear scanning words. These can lead us quickly to where the answer probably is.

Perhaps non-linear thinking is not natural to you, and will break your thinking processes. Perhaps it is better for higher level readers (who have more confidence) and not lower level readers, who may need a more structured approach. Perhaps it might not work well for everybody. Try it, practise it, and see if it works for you. The following four exercises [28-31] will encourage non-linear thinking so that you can begin thinking about this.

## Exercise 28

Try answering Questions 1 to 4 in Exercise 27. Use no more than *three words* for each answer. Check the Answer Section to see if you are right.

## Exercise 29

What follows is a short IELTS reading. The text is not easy, but let us remember all the tips we have learnt so far, which can make it much easier. Before doing any *detailed* reading, follow all our 'Quick Reading Tips'—Tips 3 to 5, using the 'Quick Read' procedure in Tip 6. Start with the heading.

**Interpreting & Gender Selection**

Think for half a minute about the topic and your knowledge and experience of it.
Start predicting about content, purpose, and words!

There are six paragraphs, A to F. For each paragraph, there are *four* questions.

1. Look at each paragraph in turn.
2. *Identify the easier one (or two) questions, and answer those questions first.*
3. Then try the other questions for that paragraph, but if they seem too difficult, go onto the next paragraph and set of questions, and begin again.
4. At the end of the reading, go back and try to answer any remaining questions.

Use no more than *three words* for each answer. Check the Answer Section to see if you are right.

## Interpreting & Gender Selection

A The role that interpreters play is generally accepted as only to accurately interpret one language to another. They therefore should not advise, counsel, or consult. They do not help the client, or support any other person. According to Frishberg, some of the metaphors used to describe interpreters are machine, window, bridge, or telephone line. This is also the popular image of interpreters, particularly in legal settings. To formalise the interpreters' role, each government interpreting agency has its own code of conduct and ethics. The official code of ethics of AUSIT is 14 pages long, and has categories such as professional conduct, confidentiality, competence, impartiality, and accuracy.

1. Interpreters should not give advice because they must _____.
2. Who gave the metaphors? _____
3. Why do government agencies have codes? _____
4. How many pages is the AUSIT code? _____

B With interpreting having such a strict basis in theory and ethics, one would think that the gender of interpreters should not be a relevant factor, and that the criterion for their selection should be their language ability, and not any other 'profiling' criteria (such as sex, age, religion, or ethnicity). In fact, the participants of a Victorian Language Services forum agreed that linguistic ability should be the main consideration in interpreter selection, and that any other form of profiling undermined the professionalism of the industry—for example, by suggesting that male interpreters are unable to provide an impartial service.

5. What is the main criterion for selecting an interpreter? _____
6. Give two examples of profiling criteria. _____
7. In which state was the forum? _____
8. Are male interpreters able to be impartial? _____

C However, obviously, open communication from the clients is important for successful interpreting. Therefore, to achieve this, human needs and the client's nature, and the situations in which the interpreting takes place, must all be considered to some extent. Yet the situation can often be such that, despite the best intentions of everyone, problems are inevitable. For example, embarrassment or shame through discussing awkward topics such as sex offences may lead to issues not being fully discussed or interpreted. A Greek woman who has been raped may have difficulty talking about her feelings or symptoms with an Italian male interpreter. Even in the best of settings and circumstances, the clients' dependence on interpreters results in a loss of personal freedom which can raise levels of anxiety enough to impede communication.

9. What is necessary for the best interpreting? _____
10. When, generally, might clients feel embarrassed? _____
11. Where is the example male interpreter from? _____
12. Why might clients feel more anxious? _____

D

This anxiety can increase due to factors implicit in the actual interpreting process itself. Ideally, every unit of meaning must be translated, no matter what the speed of the source, but of course, due to the grammatical differences, conveying the same message between two different languages may need different numbers of words. The interpreted message may be much shorter or longer than the original, depending on the degree to which the languages condense information. In addition, even the best interpreters need 'processing' times, as they re-configure the message, aiming for the most appropriate phrasing. These two factors give the appearance of 'tampering' or 'selective interpretation', which often creates suspicions, or, in extreme cases, breakdown of co-operation. It is therefore even more important that there exists the utmost trust between all parties, meaning that gender selection perhaps must necessarily be accepted.

13. Why might the same message require different numbers of words? _____
14. Why might one language need a *shorter* message? _____
15. Why does an interpreter need 'processing' time? _____
16. What is the worst result when there is no trust? _____

E

But there is always a counter argument. Allowing gender selection might create better understanding and empathy between client and interpreter, but the latter often leads to the clients misunderstanding the role of interpreters, and expecting them to support and even defend them, instead of impartially interpreting. Clients can then feel betrayed when this impartiality is realised, and this is a significant cause of complaints against interpreters. These complaints have, in fact, increased in 2011 significantly. Nevertheless, most interpreting agencies (including TIS, HCIS and LAD-EAC) routinely allow clients to choose the gender of their interpreters, despite the absence of definite policy in this area.

17. How many interpreting agencies are mentioned? _____
18. What can make clients misunderstand the interpreter's role? _____
19. To what degree did complaints increase in 2011? _____
20. On what issue is there is no clear policy? _____

F So far, interpreters' rights groups have raised only minor concerns with this apparent lack of clear policy, and the double-standards that exist in modern society, which otherwise so vigorously champions equal opportunity between the sexes in all other fields. Perhaps, since interpreting is so human-based, with its consequent dependence on interaction, emotions, and personality factors, there is a realisation that it cannot be regulated by impersonal 'sexual-discrimination' legalities. But in a society growing more litigious every year, it is possible that this may be a problem just waiting to surface. One wonders what will happen then.

21. What has the lack of policy caused? _____
22. How does society normally defend equal opportunity? _____
23. Why cannot interpreting be regulated? _____
24. Has this caused any problems? _____

We can now complete the questions for the 'Fordism' text. We have already read this text quickly, skimmed and scanned, and understood the text organisation. Try the next exercise.

## Exercise 30

A. Look once again at the 'Fordism' Reading in Tip 4, Exercise 8, and look at the following questions. Which do you think might be easier to answer? None of the questions ask for specific names or numbers, so in this case, the easiest questions might be the ones whose answers we can scan for more easily. [Tip 11, Hint 2].

Question 2 uses the term 'black paint'? Could you scan for that word?

Question 3 uses the word 'problems'. Again, could that be easier to scan for?

B. Now answer the questions. Then compare your answers to those in the Answer Section.

**Fordism: Questions 1 to 6**

Use no more than THREE WORDS from the text.

1. On what principle was Ford's assembly system based? _____
2. What is the advantage of black paint? _____
3. What two problems did Ford have with his workers? _____
4. What concept did Ford eventually accept when he offered different coloured cars? _____
5. Under what conditions would Fordism be bad? _____
6. How is modern society described? _____

We can now move on and complete the questions for the 'Globalisation' text. We have already read the text quickly, skimmed and scanned, and understood its organisation, and the rough meaning of some of its more difficult words. Try the next exercise.

## Exercise 31

### Part One

A. Look once again at the 'Globalisation' Reading in Tip 6, Exercise 11, and look at the following 10 short-answer questions. Which do you think might be easier to answer? Again, none of the questions ask for specific names or numbers, so in this case, the easiest questions might be the ones with clear scanning words.

Question 1 uses the word 'define'. Was not Paragraph B about a 'definition', and being an earlier question, it might be more straightforward?

Questions 3 and 4 use the proper noun/adjective 'America/American', and there was one paragraph clearly on this topic. Such a clear scanning word may therefore make these the most straightforward questions. It might be best to start with these.

Questions 7 and 8 use the word 'Internet'. Look at the topic sentence of Paragraph E.

Question 8 also uses 'Thailand'—a proper noun—so that is certainly another clear scanning word. But also look at Question 10, with a term in single quotation marks (inverted commas), which means that that term *is taken directly from the text*, and common sense [Tip 10] suggests that the answer would be at the end of the text, since the questions are usually in order. However, being at the end, the question might be hard to answer.

B. Answer the questions. A possible order is Questions 3, 4, 1, 7, 8, 10, and then the rest. Compare your answers to those in the Answer Section.

#### Globalisation: Questions 1 to 10

Use no more than THREE WORDS from the text.

1. The author defines globalisation with respect to what two aspects? _____
2. What sort of societies are representative of globalisation? _____
3. Why are American cultural products so successful? _____
4. In which fields in particular does America dominate? _____
5. What do the countries which are becoming poorer reject? _____
6. What is often the final result of investment in poorer countries? _____

7. Which ways of thinking dominate the Internet? _____
8. Previously, how would Thailand have regarded the access to knowledge that the Internet brings? _____
9. What factor assists in better land-use? _____
10. What is often a poorer country's 'national treasure'? _____

## Part Two

Look now at the following four questions. Which do you think would be easier to answer? Were not 'tourism' and 'property-rights' terms from the text? However, this is the last question—probably the most difficult. Perhaps 'local culture' could be used, or perhaps you should simply think linearly here. Question 11 is *general* [easier?] while the other questions are *specific*. Do not get *too* involved in non-linear thinking or you could lose time.

Answer the questions, and then compare your answers to those in the Answer Section.

### Globalisation: Questions 11 to 14

Does the author agree with (AGR), disagree with (DIS), or is no information given on (NG), the following statements? Write AGR, DIS, or NG as appropriate.

11. Globalisation personally affects almost all people. _____
12. Despite this, local culture is growing. _____
13. Multi-national organisations usually provide services to compensate for low wages. _____
14. Knowledge-sharing has had good results in tourism and property-rights. _____

To sum up, think a little about the answering order and non-linear thinking. Be prepared to try it, at least just a little. It may make the difference.

# Tip 15

## Know the Question Types

Do you know all the question types in the IELTS reading test? You should, as they are the basis of the test. They are also the basis of this, and the next four, tips. Let us just check the questions we will face in the test.

### Exercise 32

Look at these seven types of IELTS Reading questions (1-7). Match them with their example (A-F).

| Type | Example |
|---|---|
| 1. Multiple-choice | **A. Paragraph Headings**<br>A. Eyes In People<br>B. Eyes Above And Eyes Below<br>C. Eyes Early And Eyes Late<br>D. Eyes At Night<br>E. Eyes Evolution<br>1. Paragraph 1. = _____<br>2. Paragraph 2. = _____<br>3. Paragraph 3. = _____<br>4. Paragraph 4. = _____ |
| 2. Matching information | **B. Use one word only**<br>The human eye is 5. _____ in shape, and sometimes called the 6. _____ eye. Although not perfect, it is very 7. _____. It has many 8. _____ , and needs 9. _____ to reduce blurring. |
| 3. Short answers | **C.**<br>10. The apposition eye _____.<br>A. uses one main image.<br>B. allows good daylight vision.<br>C. allows movement under the sea.<br>D. came before the compound eye. |
| 4. Table completion | **D. Use no more than three words**<br>11. What was the simplest eye called?<br>12. What began the eye evolutionary 'arms-race'?<br>13. What does the lens do?<br>14. What turns the light into an image? |
| 5. Labeling diagrams | **E. Use one word only**<br>15. The main component of the compound eyes is _____.<br>16. It allows creatures to perceive fast _____.<br>17. A good example of this is the _____. |

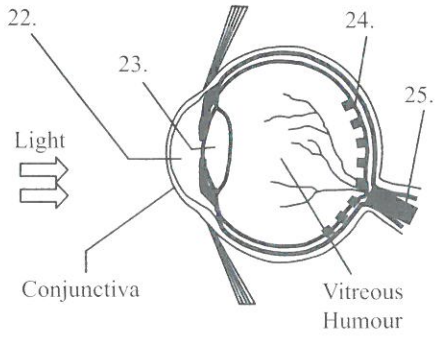
6. Gap-fill

7. Sentence completion

**F.**

| Type of Eye | Interesting Features |
|---|---|
| 18. _____ | Uses pinhole effect |
| Mammalian | Designed to reduce 19. _____ |
| 20. _____ | Can see in circles |
| Apposition | Collects many 21. _____ of information |

**G. The Human Eye**




Tip 10 (Common Sense) is good for all question types. We can use this tip right now to work out some strategies.

Look at Question Types A (Matching), and C (Multiple Choice), which are basically the same sort of question. Strategies? If you know the answer is not Choice A, what do you do? Cross it out so that your range of choices immediately become smaller. See Tip 16.

Look at Question Type D (Short Answers). Strategies? These questions often ask for a 'type' of answer, allowing us to say some types in our mind, preparing us for finding them, or their synonyms, in the reading text. See Tip 17.

Look at Question Types B (Gap-fills) and E (Sentence Completion), which are basically the same sort of question. Strategies? Clearly, for example, in Question 9, if we need one word in the gap, 'it needs _____', that word must be a noun. Any other part of speech would break English grammar rules, and this could *not* be an acceptable answer. Furthermore, knowing the answer must be a noun, we could search for a noun or noun phrase in the text. See Tip 18.

Look at Question Types F (Table Completion) and G (Labelling Diagrams). Strategies? Tables and Diagrams are just other ways of presenting information. If you can 'translate' these into English, then you already know many of the key words and concepts which will be in the text. See Tip 19.

# Tip 16

# Eliminate Choices

## Preliminary

This tip is for multiple-choice questions, which are quite common in the IELTS Reading Test, since they can occur in three forms. Choosing...

1. which statement: A, B, C, or D, is correct,
2. which paragraph title from a list, matches paragraphs in the text,
3. which of three choice: AGR (or T/TRUE or Y/YES), DIS (or F/FALSE or N/No), or NG (or NOT GIVEN) best describes a statement.

Students often find the third type the hardest, but you approach these questions in the same way you approach every question—by following Tip 11, Hint 2. You identify scanning words, scan the text to find where these words (or synonyms of them) appear, then read closely.

For example, if you had to write AGR, DIS, or NG for the following three statements, what would the scanning words be?

1. The evolutionary 'arms race' was necessary to survive.
2. The pit eye is superior to the pinhole eye.
3. The pinhole eye has a large viewing angle.

Clearly, in Question 1, the scanning word would be 'arms race', since it is a specific terms taken directly from the text. Question 2 would be either 'pit eye' or 'pinhole', while in Question 3, it would be 'pinhole', and/or 'viewing angle', with one of them as the *secondary* scanning word.

Go to the Summarising Exercise, Reading Passage One: 'The Marvellous Eye', and see if you can answer these questions using this scanning approach. You will be doing this 'blindly'—that is, without any 'mind activation' or quick readings, but it is still possible. You will find that the answers are AGR, DIS, and NG, respectively.

However, let us look at *other* strategies *specifically* for multiple choice questions.

## Hint 1: Before Reading

By using common sense and world knowledge, it is often possible to eliminate one, two, or even three possible choices, making the question much easier by telling you which choices you should focus on when scanning. Look at the following example.

University education is...

A. good for everyone.
B. becoming necessary.
C. difficult to regulate.
D. freely available.

Think of your university days (if you did go to university), and use your common sense. Choice A is 100%, and so it is unlikely to be true [See the explanation to Tip 10, Exercise 19, Questions 16 to 22]. Choice D seems the same. This means we can eliminate Choices A and D, by drawing lines through them, giving:

University education is...

~~A.~~ good for everyone.
B. becoming necessary.
C. difficult to regulate.
~~D.~~ freely available.

The question is now much easier to answer; it is either B or C.

## Exercise 33

Look at the following questions and, using common sense, eliminate choices where possible. Check the Answer Section to see if you are right.

1. Food preservatives...
   A. have a long history.
   B. are based on salt.
   C. often cause health problems.
   D. are mostly harmless.

2. Computer problems occur on average...
   A. every morning.
   B. twice a week.
   C. three times a week.
   D. four times a week.

3. When writing essays, students should...
   A. research their work well.
   B. name the books they have read.
   C. share work with their friends.
   D. list their reference material.

4. The banana...
   A. has only recently been cultivated.
   B. was first cultivated in Asia.
   C. is only popular in the west.
   D. is very popular.

5. The airline companies want to...
   A. increase profits. B. benefit the passengers.
   C. sell cheap seats. D. improve their service.

6. Many tourists avoid Mexican restaurants because they...
   A. do not like Mexican food. B. accept chili.
   C. prefer spicy food. D. do not like spicy food.

7. To attract people to country areas, governments should...
   A. plant trees in the countryside. B. provide better rural water supplies.
   C. invest more in rural areas. D. create rural-based jobs.

8. Balinese spirits...
   A. are usually easily seen. B. only come at night.
   C. can be good and bad. D. are easily angered.

9. Although selenium is essential in a healthy adult, ...
   A. it can cause thyroid disease. B. too much may have a toxic effect.
   C. it is dangerous for embryos. D. a deficiency has no effect upon health.

10. The best career to choose is one that...
    A. pays the most. B. offers job prospects.
    C. you can become good at. D. suits you.

## Hint 2: While Reading

### Part One

You are about to read a short text with the title 'Space Exploration'. What is your first step? The first step is the beginning of our Tip 6: Quick Read Process! Think for half a minute about the topic and your knowledge and experience of it; start predicting about content, purpose, and words!

Now, let us look at a question.

The writer believes space exploration...
A. distracts us from other issues. B. costs too much.
C. rewards us with technological advances. D. threatens our planet.

Can you follow Hint 1 of this tip? Yes! Cross out Choice D, since it does not make sense.

... 'not Ð'...

But let us read Paragraph II, which contains the relevant text.

II However, opponents of space exploration say that this is simply too much money. Similarly, they claim that we should prioritise, and deal with more earthly issues such as global warming, which threaten the very future of our planet. Human problems relating to poverty, pollution, and energy shortages all desperately need to be addressed; however, this argument misses the point altogether.

You have not read specifically what the answer *is*, but you have just read what it is *not* (particularly if you realised the nature of the key conjunction 'However'—as Tip 7 explained). 'Opponents' of space exploration think it is too expensive, but they are *opponents*, and their opinion is probably *not* what the writer thinks.

... 'not B'...

As we realised, the 'earthly issues' (*not* space exploration) threaten our planet, which means Choice D is *not* the answer. The writer believes, however (as stated in the very last clause), that this 'distraction' argument misses the point (and so is not true).

... 'not A'...

Stop reading—the answer must be Choice C. We only have this choice left. Actually, our Step One of the Quick Read Approach, together with Tip 10: Common Sense, and Hint 1 of this tip give this same answer, since the paragraph begins with 'However, opponents of space exploration', which means that the writer is probably *not* an opponent, and will instead argue *in favour of* space exploration. Choice C is the only answer which does this.

All this sort of thinking is just intelligent and active reading. When facing a multiple-choice question, if you read that the answer is *not* one of the choices, *cross it out immediately*!

## Exercise 34

Here are more paragraphs from the 'Space' reading text, each with a multiple-choice question. You cannot know what the correct answer to each question is, since there is not enough information given; however, you *can* eliminate some choices. Check the Answer Section to see if you are right.

1. Space exploration...
   A. needs a re-think.
   B. should be un-manned.
   C. has some complication and expense.
   D. should be done by private industry.

I Many people are beginning to ask whether governments should actually continue to support manned space exploration. It is difficult, dangerous, enormously complicated, and enormously expensive, and events often go wrong, which just costs more. NASA's Mars Observer was a billion dollar craft, and, embarrassingly, was lost in space in 1993. A manned mission to Mars is likely to cost at least 300 to 400 billion dollars. Only governments have the money and resources for this.

2. Hydrogen fusion power...
   A. is a great technological development.
   B. will lead to fresh discoveries.
   C. will be difficult to achieve.
   D. may soon be found.

IV 'Technological spin-offs' is technology developed for space exploration which is found to be useful on earth. Fuel cells, miniature computer chips, and advanced telemetering all began as space technology, but have become earth technology. Hydrogen fusion power, which gives cheap greenhouse-gas-free energy, may be found with the drive of space exploration to lead us to fresh discoveries and development. The advance in science and technology, because of space exploration, will allow us to improve our way of life on this planet immeasurably.

3. Humankind must...
   A. invest in technological development.
   B. keep studying the dinosaurs.
   C. know more about rocks.
   D. challenge itself.

V On the subject of life, we are only now becoming aware that the reason the dinosaurs died out was that the earth was hit by a giant piece of rock from space. This shows that only by exploring upwards, to the sun, the comets, and the asteroids, by knowing what is there, can a very serious disaster be avoided. Some day, we may be very grateful for space exploration. We can not passively close our eyes, as did the dinosaurs—we must keep trying to understand about our planet, which includes the environment beyond it.

4. Humankind is...
   A. in a cycle of destruction and war.
   B. in need of alternatives.
   C. too inward looking.
   D. advancing into a new era.

VI Finally, space is simply there, and exploration avoids stagnation and death. Without it, humankind may become too inward looking, too lacking in creativity, too involved in our own petty differences, jealousies, and hates, and this will surely lead the human race into a continual cycle of destruction and war. Perhaps such a pattern is just beginning to emerge. However, if humankind can be better united by a challenge we can share and own—by the wonder and mystery of space, perhaps only then can we advance into a new era.

5. What is the best title for the text?
   A. The Case for Space
   B. The Difficulties of Space
   C. Humankind Reaches for Space
   D. Learning from Space

## Part Two

We can extend this 'eliminating alternatives' idea into paragraph 'matching' questions, which often happen in the IELTS Reading Test. The paragraph matching question is used to test your skim-reading skill. Look at the following six questions, which are based on the 'Space Exploration' text.

Which one of the following paragraph headings matches Paragraphs II to VI?

| | | | |
|---|---|---|---|
| A. Earthly Concerns | 1. Ex. | Paragraph I | = D |
| B. Each Look In or All Look Out | 2. | Paragraph II | = _____ |
| C. An Accident Waiting to Happen | 3. | Paragraph III | = _____ |
| D. A High Risk Venture | 4. | Paragraph IV | = _____ |
| E. Examples of These | 5. | Paragraph V | = _____ |
| F. Many Benefits | 6. | Paragraph VI | = _____ |

What should you do straight away? Immediately! You should cross out Choice D from the list of paragraph headings, since it can no longer be an answer to Questions 2 to 6.

~~D. A High Risk Venture~~

Paragraph matching questions are the same as multiple-choice questions, and so you should eliminate the choices that you have used or that are clearly not possible for the question. At this point, you should remember Tip 14: Think About Answering Order. We *could* do Question 2 now, but perhaps we can already recognise a paragraph heading for Paragraphs III, IV, V or VI.

Actually, Paragraph III, which I will give now, looks more straightforward. Let us first consider this and Question *3*.

III Cost is a very understandable argument, but the rewards of space exploration are, in actual fact, likely to be much more than the money spent. This is because space exploration helps us to advance our world in many ways, both in the hard material inventions, as well as in the process of advancing science and consequently our way of life, and probably guaranteeing our survival as a species.

Looking at this paragraph, we would write:

**List of paragraph headings**

| | |
|---|---|
| A. Earthly Concerns | [not likely] |
| B. Each Looks In or All Look Out | [not likely] |
| C. An Accident Waiting to Happen | [not likely] |
| ~~D. A High Risk Venture~~ | [used] |
| E. Examples of This | [?] |
| F. Many Benefits | [?] |

... meaning the answer is probably E or F. You could quickly read the paragraph again to confirm which one it is, and conclude that it is F. Question done!

After writing down the answer, you then immediately cross out the F answer. Then, when doing the *next* question, you are faced with:

**List of paragraph headings**

A. Earthly Concerns
B. Each Looks In or All Look Out
C. An Accident Waiting to Happen
D. A High Risk Venture [used]
E. Examples of This
F. Many Benefits [used]

The remaining answers are now either A, B, C, or E. Now, you can read the next paragraph, and cross out or mark the alternatives it can *not* be. Use a different pen, or put a mark next to the letters—whatever works for you.

Well, we have looked at all six paragraphs of the 'space exploration' reading, and Tip 1 suggests we cannot just leave this reading without some further practice in some of the skills we have studied. Do the next exercise, then check the Answer Section to see if you are right.

## Exercise 35

Look at the 'Space Exploration' paragraphs.

### Part One: Matching

Match the remaining four 'space exploration' paragraphs with their heading—that is, finish the exercise at the beginning of Hint 2, Part Two of this tip. Remember to eliminate choices to make the questions easier.

### Part Two: Scanning

Use your scanning skills to answer the following seven questions.

**For Obvious Features**

1. When was the Mars Observer lost? _____
2. How did this make people feel? _____
3. Telemetering is an example of what? _____

**For Words**

4. How many different bodies in space are mentioned in Paragraph V? _____
5. How many times are dinosaurs mentioned? _____
6. How many times is human(kind) mentioned in the last paragraph? _____
7. What three issues are petty? _____

## Part Three: Short Answer Questions

Use no more than *three* words for the following five questions. Remember to look for the scanning word.

1. Who is able to finance space exploration? _____
2. What may result from the drive for space exploration? _____
3. How can we avoid disaster? _____
4. What enhances creativity? _____
5. What can unite us? _____

These last five questions are 'short answer' questions, and there are strategies to deal with them. Read on.

# Tip 17

## Think of Type

This tip is for 'short answer' questions, although it can be used for *all* questions [Common Sense!]. Short answer questions ask for short notebook forms, usually using not more than three words. This is used for when the question has a question mark '?' or ends in a colon ':' or semi-colon ';'. For example:

| | |
|---|---|
| The question is: | What was the problem with Smith and Harrison's theory of sonic fusion? |
| You read: | Smith and Harrison formulated a theory of sonic fusion but further investigation showed a complete lack of proof. |

The answer could be: 'no proof' or 'lack of proof'. Keep in mind, these answers do not need to be grammatically correct or punctuated correctly since they are just 'sentence fragments' or note forms, answering the question.

These questions are also often 'type' questions. In other words, their answers are a *sort* or *type* of answer which we can predict. Look at the previous question. The answer is a 'type' of problem affecting a scientific theory. So, in no more than three words we need to identify a type of problem. Hmmm. 'Bad results', 'Unreliable data', 'No proof'... hey, that was the answer!

As I have just shown, you should think about the type of answer, and repeat in your mind some different possibilities. In this way you have prepared your mind for the answer's sound and shape, and *activated your mind* on the issue. All this will help you identify the answer in the text.

Look at another question from Exercise 35.

Who is able to finance space exploration?

Before searching for any answer, in your mind think of possible *types* of answers. So what could they be? Governments, private industry, companies, or space agencies. Common sense would suggest the first one, which is, in fact, the answer.

Look at this even harder question:

What edition of textbooks is usually the most popular?

What are the possible answers? Editions of books? The question is general, so it could not be a year (1993) but it could be an ordinal number [that is, a number which shows the *order* of objects

or events] such as 1st, 2nd, 3rd... , or perhaps an adjective such as the 'newer', or 'latest' edition. By sounding out these answers you are activating your mind to best prepare you for finding the answers.

## Exercise 36

Say the *type* of answers needed for the following IELTS questions. Give a few examples. Check the Answer Section to see my ideas.

1. How is independent travelling usually done? _____
2. What is the best time for watching birds? _____
3. What is needed for watching birds? _____
4. What was the major cause of London's pollution increase last century? _____
5. Long prison terms are given for which two offences? _____
6. Sources of humours in the body: gallbladder, spleen, _____ and _____.
7. Which cereals did farmers find were mostly affected by UV radiation? _____
8. Gardeners find this product useful for killing _____.
9. What do high school students prefer to study? _____
10. DIY projects usually need - a hammer - _____
    - pliers - nails.
11. Where (in the library) are the books located? _____
12. Who are most affected by traffic problems? _____
13. What happens to human legs during travel in space? _____
14. What was discovered in the bedrock to suggest something strange? _____
15. What happened as a result of the eruption of Mount Tambora? _____
16. How will this new island be protected by storms? _____
17. What evidence do researchers find particularly unreliable? _____
18. Where did the extra power to move the machinery come from? _____
19. Hospitals need to be especially protected against which organism? _____
20. What, apart from art, were the developments demonstrated in the cave paintings? _____

21. How does a lack of affectionate touching affect children? _____

22. Languages are similar across which aspects? _____

23. Which scientists disputed the findings? _____

24. What activities contributed to the reduction in the number of rooks? _____

25. Which event in particular spurred emigration across the world? _____

# Tip 18

## Think of Grammar

### Part 1: Use Correct Grammar

This tip is for gap-fill questions. These questions require you to fill a space or 'gap' in a sentence. A different sort of gap-fill task is 'sentence completion', which requires you to finish or complete a sentence. The 'gap' is just larger and at the end of the sentence. In both of these cases, you need to fill the space with words which have the correct meaning, *and* correct grammar. This can sometimes require changing the words. For example:

| | |
|---|---|
| The question is: | People expect storms in tropical regions to be _____ than in temperate regions. |
| You read: | It is a common misconception that tropical storms must always involve quickly *worsening* weather conditions than in more clement areas. |

In this case—a gap-fill—we cannot write the answer 'worsening', since '...to be *worsening* than...' is grammatically *in*correct. We must change the answer to be grammatically correct *and* keep the meaning. The only way to do this is for the answer to be 'worse' ('...to be *worse* than...'). Let us try a more difficult example, involving a bigger change.

| | |
|---|---|
| The question is: | In Jakarta, most people travel _____. |
| You read: | Most people walk to work in Jakarta, preferring their feet to the tradition bicycle. |

In this case, we cannot write 'walk' as the answer, since 'Most people travel *walk*' is grammatically incorrect. Again, we need correct grammar and meaning. The only way to do this is for the wording of the answer to change to 'on foot' ('Most people travel *on foot*').

Let us try one more example.

| | |
|---|---|
| The question is: | Street vendors usually _____ local varieties of food. |
| You read: | Customers prefer buying traditional foods, often available from street sellers. |

In this case, we read the word 'buying', and 'buy' would be grammatically correct ('Vendors usually *buy* [food]') but the meaning would be wrong. To make the grammar *and* meaning correct, we need the opposite verb 'sell'. ('Vendors usually *sell* [food]').

Finally, look at this example.

The question is: Completing the connection requires the right _____.

You read: To successfully establish the connection, the contractors should supply the necessary equipment, such as meters, tools, and other implements.

Can the answer be 'equipments'? Being a noun, it fits the grammar *of the sentence*, but not the grammar *of the word*. 'Equipment' is an *un*countable term, so it cannot have an 's'.

The first part of Tip 18 is a reminder that in gap-fills, grammar is an issue that matters *very* much. It may force you to change the form of the words, or the words themselves.

## Exercise 37

Now try the following examples, putting *one word only* into each gap.
Check the Answer Section to see if you are right.

1. The situation is identical when travelling by _____.

You read: The situation is the same when flying, since air travel involves the same customer delay.

2. The number of people who like _____ food is increasing.

You read: For example, more Americans are eating food from Mexico.

3. The most common cause of headaches is _____ too much.

You read: Headaches are often caused by too much work.

4. Children are advised never to get into a _____ car.

You read: As every child is told, never accept a lift from a stranger.

5. The best approach is to _____ in the paper.

You read: Putting an advertisement in the paper is often the most effective method.

6. Sports injuries can be prevented by adequate _____.

You read: In order to avoid sports injuries, preparing sufficiently is a must.

7. Exercise should be _____.

You read: The best exercise is the kind that people enjoy.

8. A greater audience requires _____ speech.

You read: The larger the group of listeners is, the more slowly you should speak.

9. A perfume thought to be _____ will sell well.

You read: What determines how perfumes sell is simply what is in fashion.

10. Another stress indicator is having trouble _____.

You read: Stress manifests itself in many ways: for example, becoming sleepless.

11. Job sharing requires a greater degree of _____ and _____.

You read: Companies prefer employees to be involved in job sharing, as it shows a responsible attitude given the ever-present competition, although it does require a committed approach.

## Part 2: Let the Grammar Help You

In gap-fill questions, we can also use these grammatical requirements to *help find the answer*. Most students of English know about parts of speech [nouns, verbs, adjectives, adverbs, prepositions and conjunctions] and how they fit into sentences. This means if we have a gap-fill such as:

Many people are _____ smokers.

...then we know the answer is an adjective, and we can predict the answer is probably 'light' or 'heavy'—although it could be other words, such as 'frequent', 'bad', 'chronic' or 'occasional'—often we can never know for sure. But by using the grammar, we have predicted a likely answer, and we now know what sort of word to read for, or just guess, if we could not find the answer in time.

Let us look at another example.

Australia's population _____ by 1.6 per cent.

Clearly, the gap must contain a verb, such as 'declined' or 'fell' but more likely (using common sense), 'increased', 'grew' or 'rose'. Let us look at one final example.

Children slowly acquire the _____ that information exists in chunks.

After the verb 'acquire' we always use an object noun. We acquire *something*. So, in the reading text, we would search for a noun with the meaning 'idea', 'notion' or 'realisation'.

# Exercise 38

## Part One

Read the passage (which is actually full of nonsense words) and answer the questions. Then compare your answers to those in the Answer Section.

> Yesterday I saw a lumbant jenter hooming begung the shung. He seemed very hasterberg, so I did not meermuck him, just gleamed by him groostly. Perhaps later he will cranlut, and I will be able to jejoot to him.

1. What was the jenter doing, and where? _____
2. What sort of jenter was he? _____
3. Why did the writer decide not to meermuck him? _____
4. How did the writer gleam? _____
5. What does the writer hope the jenter will do later? _____
6. What does the writer want to do to the jenter? _____

Incidentally, 'lumbant jenter' = new patient (at the hospital).

So try to 'de-code' the text with real English words.

## Part Two

Predict the parts of speech (and the words themselves, if you can) for the gaps in the following sentences. Put *one word only* into each gap. You already know the first one. Check the Answer Section to see if you are right.

> Australia's population 1. _____ by 1.6% between 2006 and 2010, with a 20% growth in the number of 2. _____ over 75, and a 4% growth in the number of children under 14. The 3. _____ growth was in Western Australia.

4. This exercise is very easy to _____ .
5. Learning to relax is normally compared with learning to _____ .
6. If the _____ of carbon dioxide continues to increase, the greenhouse effect will certainly become critical.
7. The statistics are difficult to collate because road accidents are often _____ under imprecise headings.
8. Unfortunately, his _____ life in Paris contributed to his early death.

9. Wolves more often _____ for food.
10. Radiation in high _____ tears through the DNA.
11. Erosion and geology are not the only factors that create _____.
12. Bird watchers must be _____ of how weather conditions change.
13. The presence of trees _____ the wind force.
14. Trees need sunlight, water, and _____ to grow.
15. At many restaurants, customers must _____ in advance.
16. They lived in conditions of great _____ with poor sanitation.
17. The abundance of _____ encouraged the growth in the number of settlers.
18. The price of first class tickets includes _____.
19. Renters usually need to pay on a _____ basis.
20. Marshes were drained to provide land that could be _____ on.

We can now complete the questions for the 'Globalisation' text. We have already read the text quickly, skimmed and scanned, and understood the organisation, and the rough meaning of some of the more difficult words. Try the following exercise.

## Exercise 39

### Globalisation: Task One: Questions 1 to 10

Look at the 'Globalisation' text in Tip 6, Exercise 11. Complete the following summary of the text, using *one word only* for each gap. Before answering, think about:

A. what part of speech goes in each gap,
B. what the answer could be, using common sense [Tip 10],
C. important words that you could *scan* for [Tip 11]. Some of them are underlined.

Compare all your answers to those in the Answer Section.

It is necessary to 1. _____ four aspects of globalisation, since they 2. _____ everyone's life, especially in a 3. _____ way. America's dominance in the arts undermines 4. _____ business and culture, while the 5. _____ between the rich and poor shows no clear trends. The Internet is mostly 6. _____ in culture and values, but helps developing countries receive 7. _____ and

communication. The most difficult issue is the 8. _____ effect, which, although seeing more efficient 9. _____ of land distribution and use, is resulting in economic exploitation in countries with 10. _____ laws to protect the environment.

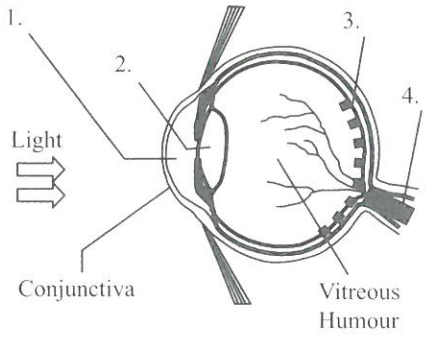
# Tip 19

# Think of Translation

This tip is for tables and diagrams. They have one common feature: they are both ways to quickly show information, in 'tabular' [relating to tables] or 'pictorial' [relating to pictures] form. Let us look at an example of each.

| Name of Building | Location | Interesting Features |
|---|---|---|
| Lockheed | 1. _____ street | Has antenna |
| BHP tower | East Section | 2. _____ |
| 3. _____ | William Street | Has 4. _____ |
| Makepeace Place | 5. _____ | Of historic value |

**The Human Eye**




We will answer questions about the eye diagram in the Summarising Exercise, Questions for Reading Passage One.

## Hint 1: Read the Axes

Axes, pronounced 'AK-seez' is the plural for *axis,* and for any graph or table it means the Y or X edge—that is, the up/down edge, and left/right edge. Thus, in the example table, the X (left/right) axis gives 'Name of Building', 'Location', and 'Interesting Features', and the Y (up/down) axis gives the name of four buildings: 'Lockheed', 'BHP Tower', Answer 3, and 'Makepeace Place'. Just 'translate' this tabular information into sentences, giving the scanning words (underlined). For example, Answer 2 is:

> an interesting feature in the BHP Tower, which is in the East Section of the city.

Similarly, the message in diagrams is 'pictorial'. Just 'translate' the pictures into words by describing their features. Those sentences give the scanning words for the reading process. Our 'human eye' diagram would give sentences such as:

> Light first passes through the conjunctiva, then 1, which is in front of 2. Then the light passes through 2 into the vitreous humour.

## Hint 2: Follow the Order

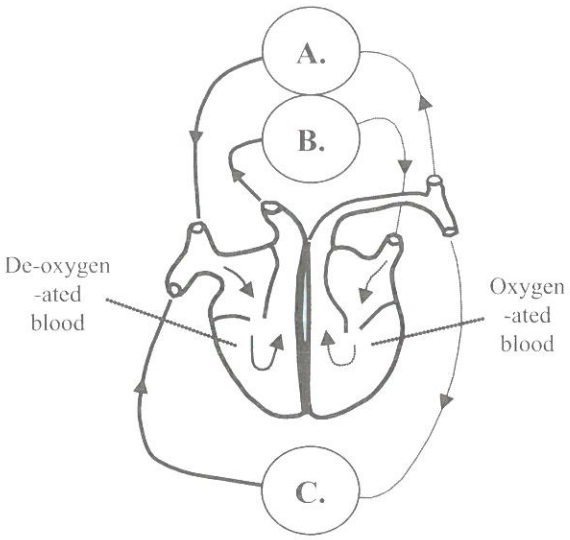
The second point is that the answers are usually given in the same order as presented in the table, and as labeled, from left to right, top to bottom.

Similarly for diagrams, there is often a logical starting point. So, for our eye diagram, the logic tells us that the answers in the reading text will 'run' from left to right, following the same direction as light through the eye. We would therefore read carefully for 'sequencing' and 'positioning' words such as 'next', 'then', 'after this', and 'next to', 'in front of', and 'between'.

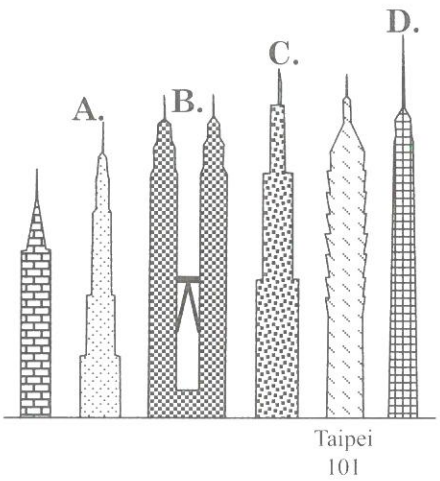
## Exercise 40

1. Look at the previous table, and say aloud a sentence for Answers 1, 3, 4, and 5.
2. Look at the 'eye' diagram, and completely describe the passage of light through the eye. Use your common sense if you know the names of any other parts of the eye.
3. Look at the following four diagrams. Find a logical way to translate them into words. Can you use common sense to guess any of the answers?

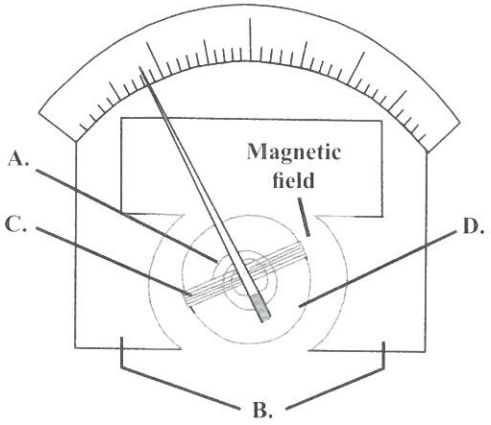
**Blood Circulation**



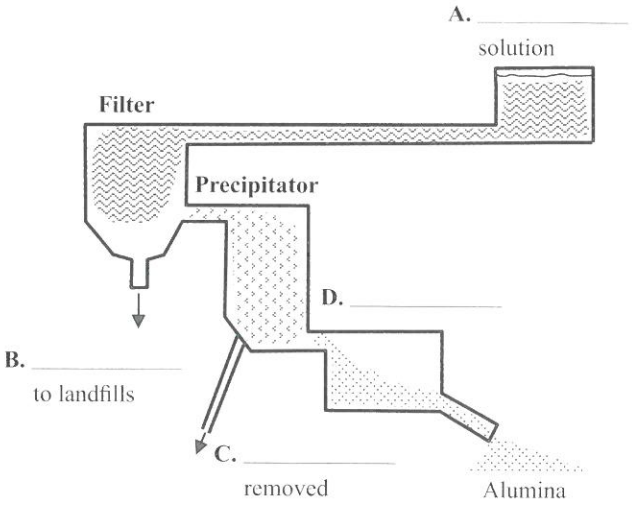

**World's Tallest Buildings**



## Galvanometer




## Refining Alumina




Answers are given in the Answer Section.

# Bringing it all Together

- Summary of Tips
- Tip 20: The Reading Procedure
- Summarising Exercise
- Practice Reading Tests I-IV
- Conclusion

# Summary of Tips

We can summarise what we have learnt for the IELTS Reading Test.

| | |
|---|---|
| **Tip 1**<br>(Background strategies) | Realising there are no 'magic' answers, we developed our reading skills using a variety of 'background' strategies. |
| **Tip 2**<br>(Read the text first) | When beginning an IELTS Reading passage, we decided to examine the text first, and the questions second. |
| **Tip 3**<br>(Overview read) | Beginning our 'top down', 'Quick Read' approach, we first scanned the main features and layout of the text, then looked a little more carefully at the first paragraph, trying to understand the text's purpose and organisation. |
| **Tip 4**<br>(Read beginnings and ends) | Continuing our quick read, we looked at the first (or second sentence) of each paragraph, realising that this would probably be a topic sentence. We wrote this topic beside each paragraph. We also scanned the final sentence, looking for segues or concluding statements. |
| **Tip 5**<br>(Check for signposts) | As we did Tips 3 and 4, we checked for any organising or signpost words—that is, words which indicated the direction and/or logic of the text. We also circled proper nouns, key conjunctions, dates, and figures. |
| **Tip 6**<br>(Quick read approach) | We combined Tips 2 to 5 into a single procedure, thus quickly activating our mind with all its background knowledge, and quickly gaining a general understanding of the text as a whole. |
| **Tip 7**<br>(Use knowledge of conjunctions) | We used our knowledge of conjunctions to help understand the text, and find answers. |
| **Tip 8**<br>(Guess the meaning of words) | We used the context of the reading, and the form of the word, to help guess the meaning, or rough meaning, of important words which were unclear. |
| **Tip 9**<br>(Read the question instructions) | We carefully read the instructions to each set of questions. |
| **Tip 10**<br>(Use common sense) | At all times, we used our common sense and knowledge of the world to understand the text, and to predict answers. |

| | |
|---|---|
| **Tip 11**<br>(The scanning process) | We followed a procedure of first identifying the 'scanning word(s)' in questions, and then scanning for them [and/or their synonym(s), paraphrasing(s), or, more generally, their concept(s)].<br>We became aware of, practised, and used, scan-reading skills. |
| **Tip 12**<br>(Scanning techniques) | Given how important scanning is, we practised different approaches to this. |
| **Tip 13**<br>(Think of synonyms & concepts) | We used our knowledge of synonyms [words or phrases with similar meanings] when scanning and skimming for possible answers, since the words used in the questions are not always the same as the words used in the text. |
| **Tip 14**<br>(Think about answering order) | When first looking at a set of questions, we quickly scanned to see if any of them appeared easier, or had answers which could be more easily located. |
| **Tip 15**<br>(Know the question types) | We familiarised ourselves with all the question types, and used this knowledge to help find answers. |
| **Tip 16**<br>(Eliminate choices) | For multiple-choice or matching questions, we eliminated (physically crossing out) the choices which were not the answer, immediately as we realised this. |
| **Tip 17**<br>(Think of type) | For short answer questions, we identified the sort of answer required, saying typical ones in our mind, to help prepare for finding them in the text. |
| **Tip 18**<br>(Think of grammar) | For gap-fill questions, we made sure both the meaning and the grammar of the gap-filled sentence were correct.<br>We also used this knowledge of grammar to help find the answers in the text. |
| **Tip 19**<br>(Think of translating) | For tables or diagrams, we translated the information into words in order to find scanning word(s).<br>For tables, we did this by first reading the axes. |

# Tip 20

# The Reading Procedure

Combining all the tips we have learnt suggests the following procedure for each of the three readings in the IELTS Reading Test.

Start

**Quick Read (Using Tip 6 Approach)**

**Step 1:** Read the heading, subheadings, and any introductory statements.
- Scan for some key words throughout the text.
- Look at any pictures, and other text features.

**Step 2:** Predict the content and some words, and think for 15 seconds about your personal experiences on the subject. [Activate your mind!]

**Step 3:** Look at the first paragraph.
- Read it in a bit more detail.
- Try to understand the purpose of the text.
- Look for any organising words.

**Step 4:** Skim-read the text, following the Tip 6 procedure, reading the first line for each paragraph. Circle:
- organising and signpost words.
- 'obvious features' [proper nouns, conjunctions, dates/figures].
- key nouns/noun phrases.

[Write down the main topic of the paragraph beside it].

4min.

**Skimming/Scanning with Detailed Reading // Answering Questions**

**Step 5:** Look at the (next) set of questions, and read the instructions.

**Step 6:** See if there are any questions in the set which seem more easily answered. Decide this by:
- the type of answer required (e.g. 'obvious features').
- any clear 'scanning words' in the questions.
- your own awareness of the text (from the Quick Read).

**Step 7:** Read the (next) specific question.

**Step 8:** Identify:
- the type/form of the answer, using Tips 15 to 19, especially looking for 'obvious features'.
- any 'scanning words'.

**Step 9:** Go to the part of the text where the answer is likely to be. Find this by:

- scanning for:
  - those scanning words/obvious features,
  - synonyms or paraphrasings of them,
  - generally, words expressing the same/similar concepts.
- skim-reading parts of the text again if necessary.
- your own awareness of the text (from the Quick Read).

**Step 10:** Carefully read this part of the text.

- Use common sense.
- Use knowledge of grammar, conjunctions, and synonyms.
- Also use these skills to guess the meaning of words.
- Again, use all the specific question tips, 16 to 19.

**Step 11** Find the answer, and write it on the answer sheet.

20min. **Step 12** Go onto the next reading

Remember, it is good to be aware of, and follow, a procedure, but this does not mean it is easy—in fact, there is so much advice here that we will practise with some full length IELTS readings, summarising and giving good practice for every tip we have learnt.

# Summarising Exercise

There are three shorter IELTS readings here. For the first and easiest reading passage, I will let you try mostly for yourself, so that you can see how well you have learnt the tips.

For the second passage, dealing with a more difficult text, I will help you through all the tips, to allow a complete summary. However, for the third, and perhaps the most difficult text, I will give less help. By that time, you should be able to apply my method on your own. The answers to all tasks are in the Answer Section.

## Reading Tasks

### Task 1 Quick Read

Let us look at the first reading passage, and do Tip 6. This tip just puts together Tips 2 to 5 in a simple procedure that you can follow. Let us summarise this 'Quick Read Approach' again.

1. Read the heading and major text features. [Activate your mind!]
2. Skim-read the first paragraph to find the purpose and hints about the organisation.
3. Read the first sentence of the other paragraphs, scanning the rest of each paragraph for any signposts, key conjunctions, noun phrases and any other 'obvious features'.

Follow these steps for the following text. What is the purpose? What is the text trying to do?

## Reading Passage One:

### The Marvellous Eye

I Eyes are certainly marvellous instruments. They began about 500 million years ago from a few primitive light-sensitive cells on the outside of the body, known as eye-spots. Having true visual imaging was clearly an advantage in that early world. This triggered an evolutionary 'arms race', as prey and predator were forced to match each other's ever growing capabilities in order to survive. Those cells became receptors, and under the incessant drive of evolution, eventually sunk into a cup shape, clustered together, then moved upwards and forwards on the body to

give the best position. More advanced eyes evolved, with lenses to focus light rays, and brain processing to interpret them as a visual image.

The simplest eyes are pit eyes—simply holes with photo-receptive cells set at the bottom. In more advanced pit eyes, this pit has deepened to form a primitive pinhole camera, capable of detecting blurred shapes. The pinhole eye is the more advanced form of the pit eye, incorporating a few improvements over the former, but still lacking a lens needed for sharp images. The
II spherical lensed eye is the mammalian or human eye—not necessarily the best, but certainly the most versatile, possessed with a pupil, a lens, and several light refracting layers, together with stabilising eye muscles to minimise the blurring due to eye motion when the animal moves. This system is sometimes considered the best, but all eyes evolved to be suitable to their conditions of use and purpose, and all come with drawbacks.

Today, nature has produced many forms of eyes. The compound eye is most common in flying insects. This eye consists of up to 30 thousand individual 'eye' units, meaning that the image perceived is a combination of separate focussed views. This allows a very large viewing angle, up to the full 360 degrees, as well as the ability to detect quick movement—which explains why it is so difficult to 'swat a fly'. Moving to under the sea, many crabs and shellfish have apposition
III eyes. These are very similar to compound eyes (which probably evolved from them), functioning through the gathering of many images, one from each eye unit, but each contributes only a single point of information (rather than a mosaic image, as in the compound eye). It is presumed that this arrangement allows vision under the lower light levels which typically occur under the water, although, interestingly, no one can actually be sure how any image is seen by other forms of eyes. It is essentially informed guesswork.

The apparatus of the human eye is deceptively simple. It lies within three protective layers, all transparent, of course. Light from the outside world strikes the outermost layer, the conjunctiva, and then enters the aqueous humor, which is constantly kept filled with fluid. The light then passes
IV through the pupil to strike the lens—small, circular, and with the ability to flex when put under pressure by the muscles around it. The light is focussed, and passes through the much larger vitreous body, full of clear jelly and bordered by the lens at the front, and the retina at the back. The latter receives the light, which is then converted into electrical impulses, and sent via the optic nerve to the brain, for interpretation as a visual image.

In contrast to the full view of the compound eyes of insects, the human eye gives about 95 degrees of viewing angle, and comes with some considerable problems. Eyes are very intricate and delicate organs, needing eye-lashes, lids, brows, sockets, as well as tears for protection. They suffer from limited depth of field, and a few other optical limitations which distort the view. In
V addition, they can easily become irritated, and do not function well under water. Finally, of course, as everyone knows, they do not last a particularly long time giving perfect vision, particularly when the eye is strained through all the 'artificial' book learning and reading that it was never designed to do. Despite all these drawbacks, the eye still must be considered an intricate and wonderful creation.

## Task 2 Scan Reading

Answer the following questions, quickly!

1. How many eye units are in a compound eye? _____
2. What is 'so difficult'? _____
3. How many million years ago did eyes exist? _____
4. What sort of eye can see in a full circle? _____
5. What is the viewing angle of the human eye? _____

Now we can look at the questions. Actually, you have already looked at most of them in Tip 15, and we can look at them again to remember two important tips.

| | |
|---|---|
| **Tip 10** (Use common sense) | At all times, use your common sense and knowledge of the world to understand the text, and to predict answers. |
| **Tip 15** (Know the question types) | Be familiar with all the question types, and use this knowledge to help find answers. |

## Task 3 Question Types

There are 30 questions here—twice as many as normal so that we can have a good practice of all the IELTS question types. Look at all the following Reading Passage One questions.

1. Which questions are:
   A. Multiple-choice
   B. Matching information
   C. Short answers
   D. Table completion
   E. Labeling diagrams
   F. Gap-fill
   G. Sentence completion

2. Can you remember all the common sense approaches to answering these questions?

   Can you use your common sense to predict some answers? Look at Tip 15 for some help.

## Questions for Reading Passage One

**Match each paragraph heading with the correct paragraph.**

Paragraph Headings

A. Eyes In People
B. Eyes Above And Eyes Below
C. Eyes Early And Eyes Late
D. Eye Issues
E. Eye's Evolution

1. Paragraph I = _____
2. Paragraph II = _____
3. Paragraph III = _____
4. Paragraph IV = _____
5. Paragraph V = _____

**Use *one* word only**

The human eye is 6. _____ in shape and sometimes called the 7. _____ eye. Although not perfect, it is very 8. _____. It has many 9. _____, and needs 10. _____ to help during movement.

**Use *one* word only**

15. The compound eye has many _____.
16. It allows creatures to perceive fast _____.
17. A good example of this is the _____.

**Choose A, B, C, or D.**

22. The apposition eye...
    A. uses one main image.
    B. allows good daylight vision.
    C. allows movement under the sea.
    D. came before the compound eye.
23. The human eye...
    A. is simple in design.
    B. has one main protective layer.
    C. uses humour to focus light.
    D. changes light to electricity.
24. The human eye...
    A. has a wide view.
    B. needs protection.
    C. has limited muscles.
    D. works well under the sea.

**Use no more than *two* words**

11. What is the most primitive eye called?
12. What began the eye evolutionary 'arms-race'?
13. What does the lens do?
14. What turns the light into an image?

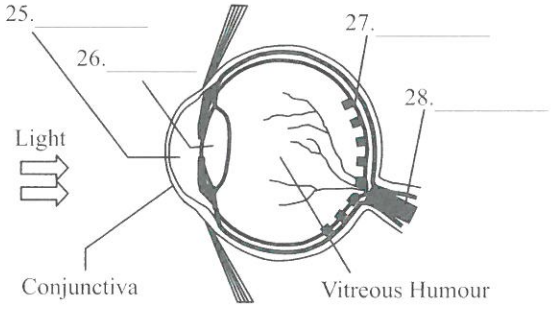
**Use *one* word only**

| Type of Eye | Interesting Features |
|---|---|
| 18. _____ | Uses simple pinhole effect |
| Mammalian | Able to reduce 19. _____ |
| 20. _____ | Can see in circles |
| Apposition | Collects many 21. _____ of information |

**Questions 25-28**

**Label the diagram. Use no more than *two* words for each answer.**

**The Human Eye**




**Do the following statements agree with the text AGR, disagree DIS, or is no information given on this NG?**

29. Apposition eyes use a mosaic image. _____
30. The lens of the human eye is flexible. _____

Look at Questions 18-21, and 25-28. When doing these questions, you should remember Tip 19.

| | |
|---|---|
| **Tip 19**<br>(Think of translating) | For tables or diagrams, translate the information into words in order to find scanning word(s).<br>For tables, do this by first reading the axes. |

## Answering Questions

1. Translate the table and diagram questions into words.
2. Now skim/scan-read the text, following all the tips in this book, to find the answers to Questions 1 to 30.

Let us move on to a harder reading passage—Passage Two, and we can review the rest of the tips. Look very quickly at the following text. Certain words are in bold for later reference. Start thinking about their meaning. Again, the answers to all tasks are in the Answer Section.

## Post-Modernism

A We hear this **ambiguous** term all the time—post-modernism. Academics, politicians, scientists, social **analysts**, and literary critics, all either love or hate the term in equal measure. It is a valuable framework for some, and something to be laughed at and **scorned** by others. So, is post-modernism a new exciting **perspective**, or just some typical 'new-age' philosophical nonsense that does not actually exist? Well, before we begin, we need to know what it is, and that is not as simple a task as it sounds.

B It would be oversimplifying to say that we are in the post-modern era. History does not change from period to period so neatly. Post-modernism is certainly *not* a new **era** that has replaced modernism (as the name suggests), but instead represents a fight for **dominance** amongst older systems of thought—a fight which first began with the counterculture movement in America in the late 60s, becoming much in vogue in the 1980s, and lingering yet into the present age as many social commentators' favourite piece of jargon.

C As for the meaning of post-modernism, this term is not a clear set of ideas or beliefs. It must be remembered that post-modernism is just a word, and perhaps an overused one, to which people give various meanings to serve their purposes. Often this purpose is nothing more than an attempt to show the pseudo-sophistication of the user, rather than any true intellectual depth or insight. Taken seriously, post-modernism generally relates to three central **tenets**: the subjective

nature of truth and perception, a rejection of traditional **discipline** and power, and an **emphasis** on diversity and difference (of people, reality, and truth).

Regarding the first tenet, post-modernism claims there are no absolute truths. It claims that interpretations of events all depend on personal perspectives, and that values, knowledge, and wisdom can be recognised through all of them. So much for that. Regarding the second tenet, post-modernism claims that knowledge is produced by questioning existing beliefs, and in the
D creation of new ones. Existing frameworks and **rationality** are negative forces. Better values are differences, **plurality**, and **innovation**. Looking at the final tenet, post-modernism claims that human systems are groups of individuals characterised by difference. Thus, we should encourage **diversity**, and allow for differences and a certain amount of conflicting opinion.

It is only in this third area that I feel comfortable. I think it is clear that diversity has always existed—but traditionally this has been **suppressed** as individuals were forced to follow specific systems of behaviour, religion, and thought. This only began to change in the 1980s as
E globalisation became a **decisive** force, with its mixing of the world's races, cultures, populations, media, markets, and financial systems. Given the nature of present socio-politico-economic forces, it cannot be denied that diversity is inevitable and increasing—and the current ethos is that this must necessarily lead to good outcomes.

However, whilst I acknowledge the reality and need of accepting diversity, as a person who follows scientific discipline, I cannot accept the first two tenets of post-modernism, which are often used merely to support intellectual laziness, such as **pseudo-scientific** and **irrational** popular
F beliefs. And yet it does this so easily and so glibly, abandoning all critical thinking, and denying externally **verifiable** truths, all with the arrogant assumption that this is necessarily a virtue. This trend has grown to ridiculous proportions in the example of 'new-age' philosophy, where, in alternative medicine, religion, and associated beliefs, virtually anything is possible and nothing can be excluded, not even the most nonsensical and **bizarre**.

Yet, it cannot be denied that post-modernism, however loosely and sloppily it is defined, has spread across many intellectual endeavours. Literary post-modernism began with off-beat poetry and novels in the post-World War II period, where fragmentations, paradox and changing narrative
G techniques were employed. Post-modernist architecture aimed for difference, and encouraged '**superfluous** ornamentation' as representations of individuality, in response to the **sterile** modernist buildings which arrogantly presumed to have an ideal blend of form and function. Musical post-modernism is arguably less defined by the apparent style, but more by the attitude of the singer, composer, or musician.

Where post-modernism strays into dangerous territory is when it enters moral interpretation. Clearly, there must be some socially agreed 'absolutes' when it comes to establishing moral standards or principles that regulate human societies. Immorality (which could be defined as
H active opposition to morality) and amorality (showing unawareness of, **indifference** toward, or disbelief in any morality) can never be excused by some intellectually lazy **recourse** to post-modern Nietzsche-like moral **relativity**. Basically post-modernism is a nice word, and occasionally serves a useful purpose, but always needs to be applied with a thinking and critical mind.

# Reading Tasks

Now, let us start with Tip 2.

| | |
|---|---|
| **Tip 2**<br>(Read the text first) | When beginning an IELTS Reading passage, examine the text *first*, and the questions *second*. |

It may seem hard, but let us *not* look at the questions, but first look at the text. We should, however, look at it quickly. We need to begin the 'Quick Read Approach' as summarised in Tip 6. This tip says we should join Tips 2 to 5 in one 'quick' read to obtain a general understanding of the text and its organisation, but as a practice exercise, let us divide up these tips into separate exercises. The next one is Tip 3.

| | |
|---|---|
| **Tip 3**<br>(Overview read) | Beginning the 'top down', 'Quick Read' approach, first scan the main features and layout of the text, then look a little more carefully at the first paragraph, trying to understand the text's purpose and organisation. |

## Task 1 Thinking // First Paragraph Analysis

1. Think about the title. What do you think the text is about? What does 'post' mean?
2. What sort of words do you think will be in the text?
3. Do you have any experience or knowledge of the subject?
4. Quickly look over the first paragraph. What do you think the text is trying to do?
5. What does the last sentence in this paragraph do?

Let us continue the Quick Read approach, with Tip 4.

| | |
|---|---|
| **Tip 4**<br>(Read beginnings and ends) | Continuing the Quick Read, look at the first (or second sentence) of each paragraph (which is probably a topic sentence). Write this topic beside each paragraph. Also scan the final sentence, looking for segues or concluding statements. |

## Task 2 Skim-reading using the Paragraph Beginnings

1. Read the first sentence in each paragraph.
2. Answer the following questions.
   a. Is post-modernism a clear term? _____

b. Are we in the post-modern era? _____

c. According to post-modernism, are there absolute truths? _____

d. Which tenets of post-modernism does the author agree with? _____

e. Why can the author *not* accept the others? _____

f. Has post-modernism spread to many fields? _____

g. Has it entered the field of morality? _____

3. Do the last sentences of the paragraphs tell you anything?

As we know, the next tip, Tip 5, should be done at the same time as Tip 4, but again, to make the tip clearer, let us do it as a separate exercise.

| **Tip 5**<br>(Check for signposts) | Check for any organising or signpost words—that is, words which indicate the direction and/or logic of the text. Also circle proper nouns, key conjunctions, dates, and figures. |
|---|---|

## Second Skim-reading: Organising and Signpost Words

So, skim-read now, looking for transition sentences/phrases, signpost words (conjunctions and sequencers), and main words in sentences. Remember, once again, write freely over the text. Circle 'obvious features' as you skim.

Did you find...

1. the topic sentences in every paragraph?
2. the organising words in Paragraph C?
3. all the signpost words in Paragraph D?

Look at Paragraph A, and try to quickly match it to a title in the following table. Then do the same for the other paragraphs. Also make some quick notes in the 'Contents' column.

| Paragraph Title | Paragraph | Contents |
|---|---|---|
| Diversity | | |
| PM = Good or Bad? | | |
| A Criticism | | |
| Which Era? | | |
| Some Tenets | | |
| Definition | | |
| Morality | | |
| Spread of PM | | |

With that, we have actually completed Tip 6.

| | |
|---|---|
| **Tip 6**<br>(The Quick Read approach) | Combine Tips 2 to 5 into a single procedure, thus quickly activating your mind with all background knowledge, and quickly gaining a general understanding of the text as a whole. |

We are now fully prepared to deal with the questions in the most efficient way, but before this, we can practise a few other important reading skills, especially scan-reading, since we must keep in mind Tip 12.

| | |
|---|---|
| **Tip 12**<br>(Scanning techniques) | Given how important scanning is, practise different approaches to this. |

## Scan-reading

### Part One

So let us scan-read as a separate process. Answer the following questions, quickly!

1. When did the counterculture movement begin? _____
2. When did globalisation become strong? _____
3. What term is used (twice) to describe a current system of beliefs? _____
4. Does the author feel good or bad about this system? _____
5. What sort of ornamentation does post-modern architecture use? _____
6. Which philosopher is mentioned? _____

You probably scanned left to right, which Tip 12 called Approach A. To practise different approaches, look at Tip 12 again, where we also considered Approaches:

B: Across/back.
C: Up/down.
D: Spiralling.
E: Browsing.
F: Drifting.

### Part Two

1. Use Approach B for Paragraph B to find out how many times the word 'post-modernism' appears.
2. Use Approach C for Paragraph C to put the words 'difference', 'beliefs', 'tenets' and 'purposes' in order of their appearance.

3. Use Approach D for Paragraph D to find out, for the following words: 'interpretation', 'beliefs', 'conflicting', and 'negative', which *two* are in the *inner* part, or in the *outer* part of the spiralling path that your eyes will make.
4. Use Approach E for Paragraph E to find out how many times 'diversity' appears.
5. Use Approach F for Paragraph F to H to count the number of **bold** words.

During the previous exercise, you probably came upon words which were unclear to you. We must remember Tip 8.

| **Tip 8**<br>(Guess the meaning of words) | Use the context of the reading, and the form of the word, to help guess the meaning, or rough meaning, of important words which are unclear. |
|---|---|

## Words

Look at the *adjectives* and *V3s* in bold print in the reading text (also shown next). Use the context to decide if they have a *good* or *bad* meaning.

| Paragraph A | | Paragraph F | |
|---|---|---|---|
| **ambiguous** | good // bad | **pseudo-scientific** | good // bad |
| **scorned** | good // bad | **irrational** | good // bad |
| | | **verifiable** | good // bad |
| | | **bizarre** | good // bad |
| Paragraph E | | Paragraph G | |
| **suppressed** | good // bad | **sterile** | good // bad |
| **decisive** | good // bad | **superfluous** | good // bad |
| | | **off-beat** | good // bad |

Now look at the *nouns* in bold print in the reading text (also shown below). Use the context to choose which phrase, the first or second, gives the best meaning.

| | | | | |
|---|---|---|---|---|
| Paragraph A | **analyst** | person who talks | // | person who works |
| | **perspective** | way of thinking | // | way of working |
| Paragraph B | **era** | long period | // | short period |
| | **dominance** | weakness | // | strength |
| Paragraph C | **tenet** | main point | // | minor point |
| | **discipline** | no control | // | control |
| | **emphasis** | making weaker | // | making stronger |

| | | | | |
|---|---|---|---|---|
| Paragraph D | **rationality** | smartness | // | silliness |
| | **plurality** | one thing | // | many things |
| | **innovation** | old ideas | // | new ideas |
| | **diversity** | differences | // | sameness |
| Paragraph H | **indifference** | caring about | // | not caring about |
| | **recourse** | which helps | // | which does not help |
| | **relativity** | fixed thing | // | unfixed thing |

You may be able to link 'rationality' in this second part with 'irrational' in the first, to find the answer.

Our Tip 20 procedure says that only now, after scanning and skimming in our quick read, do we look at the questions. However, remember Tip 14.

**Tip 14**
(Think about answering order)

When first looking at a set of questions, quickly scan to see if any of them appear easier, or have answers which can be more easily located.

Which questions might be easier? Remember, this can depend on two factors.

1. The sort of answer asked for—for example: a number, date, or name. This allows scanning for 'obvious features' [Tip 11, Hint 1].
2. Having a clear scanning word [Tip 11, Hint 2].

Our first ten questions are short answer questions, so we should remember Tip 17.

**Tip 17**
(Think of type)

For short answer questions, identify the *sort* of answer required, saying typical ones in your mind, to help prepare for finding them in the text.

Look at the questions in **Task Six**. I immediately notice that Question 2 asks for the name of a country. 'Britain', 'Canada', 'America'. Question 4 asks for a number. 'Two', 'Three', 'Four'. Question 7 asks for a period of time. '80s', '90s', 'end of the century'. Did you find answers like this when you were scanning? You also might have to guess the meaning of some words in the questions [Tip 8].

So, perhaps you should try to answer Questions 2, 4, and 7, which seem to ask for obvious features that can be scanned for. Talking about scanning, remember Tip 11.

**Tip 11**
(The scanning process)

Follow a procedure of first identifying the 'scanning word(s)' in questions, and then scanning for them [and/or their synonym(s), paraphrasing(s), or, more generally, their concept(s)].

Become aware of, practise, and use, *scan-read*ing skills.

I have underlined words in some of the questions—words that I clearly remember from the quick read. You can scan-read for these, but before we begin, remember Tip 9.

| **Tip 9**<br>(Read the question instructions) | Carefully read the instructions to each set of questions. |
|---|---|

## Task 6 Questions 1 to 10

Answer the questions using no more than THREE WORDS from the text.

1. Does the author believe we are in the post-modern era? _____
2. In which country did the counterculture movement begin? _____
3. How does post-modernism regard truth and perception? _____
4. How many *principles* is post-modernism based on? _____
5. In what three areas does post-modernism promote differences? _____
6. What three values does the second principle of post-modernism say are *preferable*? _____
7. In what period did globalisation become *prominent*? _____
8. Give one reason why post-modernism supports intellectual laziness? _____
9. What *thought system* does the author regard as nonsense? _____
10. What three *fields* has post-modernism spread to? _____

When doing Task Six, I hope you used Tip 13.

| **Tip 13**<br>(Think of synonyms & concepts) | Use your knowledge of synonyms [words or phrases with similar meanings] when scanning and skimming for possible answers, since the words used in the questions are not always the same as the words used in the text. |
|---|---|

Actually, the reading text does not use the words 'principles' (in Question 4), or 'preferable' (in Question 6), or 'prominent' (in Question 7), or 'thought systems' (in Question 9) or 'fields' (in Question 10). What words does the text use?

Look at the next seven questions (11 to 17) in **Task Seven**. Are there any which might be easier [Tip 14]? Perhaps the remaining tips can help us decide this. These questions are gap-fill/ sentence completions, so we must remember Tip 18.

| | |
|---|---|
| **Tip 18**<br>(Think of grammar) | For gap-fill questions, make sure both the meaning *and* the grammar of the gap-filled sentence are correct.<br>Also, use this knowledge of grammar to help find the answers in the text. |

Conjunctions are part of grammar, and there are conjunctions in the questions.

Thus, Tip 7 can also help.

| | |
|---|---|
| **Tip 7**<br>(Use knowledge of conjunctions) | Use your knowledge of conjunctions to help understand the text, and find answers. |

## Part One: Question Analysis

Think about the following.

A. What part of speech goes into each gap to make it grammatically correct?

B. In Question 11, the conjunction 'although' suggests what sort of answer?

C. What are some synonyms for 'several', and 'intentions' [from Question 12]?

D. What is a synonym for 'is based on' [from Question 13]?

E. Question 15 suggests something *against* post-modernism, so what important conjunction could help us?

## Part Two: Questions 11 to 17

Fill in the gaps with no more than THREE WORDS from the text.

11. Although some people dislike the concept of post-modernism, others find it a _____.
12. Post-modernism has several _____ to suit people's intentions.
13. In post-modernism, the way events are interpreted is based on _____.
14 Increasing diversity is inevitable because of _____.
15. The author cannot accept post-modernism's first two principles because he believes in _____.
16. Individual style can be shown in post-modern architecture with _____.
17. People who excuse immorality using post-modernist arguments are _____.

Tip 16 is important for the last question.

| | |
|---|---|
| **Tip 16**<br>(Eliminate choices) | For multiple-choice or matching questions, eliminate (physically cross out) the choices which are *not* the answer, immediately as you realise this. |

## Part Three: Question 18

18. What is the best alternative title for the passage?

A. The Benefits of Post-Modernism
B. An Evaluation of Post-Modernism
C. The Rise of Post-Modernism
D. The Meaning of Post-Modernism

The final issue to consider is all the difficult words (shown in bold) in the text. Did you actually have to know the meaning, or exact meaning, of these words to answer the questions–for example, 'superfluous' in Paragraph G? Often you did not, even though you used this word in the answer to Question 16. This shows that you should not worry *too* much about new words in a reading text.

Quickly try to guess the meaning, and if you can not, just read on. You may be able to guess it later, or it may not even be necessary. Of course, when *studying* and *developing* reading skills, notice these words, look up their meanings in a dictionary, and write them down. Keep a vocabulary book or list, and regularly review it, as Tip 1 explains.

Let us now look at the third reading text. There will be six separate tasks for this, with the answers in the Answer Section, but this time there will be less help given. This text, as you will see, is more difficult, since it does not apply itself so easily to some of the tips. This could, of course, always happen in the real IELTS test, so you should be ready for this.

Look at the following text. Start thinking about the meaning of the words in bold print.

## Reading Passage Three

**A** One fact everyone should understand is that we are all different from each other. I am sure most people accept this—how can we not, especially when those differences are so publicly proclaimed? The trouble is that it sometimes seems that these differences receive far too much attention. In times past, it was somewhat fashionable to work towards blending towards a specific idealised national stereotype, but now, with the rise of immigration and refugee movements, changing gender roles, the growing profile of minorities, **fringe** groups, and people with disabilities, our definition of difference and diversity has necessarily **broadened** to include many rather **artificial** categories. But it is certainly worth considering just *why* groups of people *are* characterised by such difference. What follows are two interesting perspectives on this issue.

B The zoologist Desmond Morris analysed human societies from a zoological viewpoint, and argued that, as a result of our evolutionary **heritage**, not only are we naturally **tribal** (hence forming in-groups and out-groups, defined by difference), but we also all seek to move upwards in rank, towards leadership of the tribe. Since there can only be one leader, we are frustrated within the huge modern supertribe, being confined to a relatively lowly status. To **compensate**, we divide into sub-groups, or, in other words, create our 'pretend' tribes, where we can have a more realistic chance of achieving social **dominance** that we would otherwise not receive.

C The psychiatrist Abraham Maslow argued that we are controlled by a **hierarchy** of needs, and once we satisfy one, we look towards the next highest. Since the lowest two (concerning bodily functions and physical safety) are easily satisfied in **affluent** western society, the drive to reach the higher needs, concerning becoming one's true self by achieving all one's capabilities, would be expected to become more noticeable. Since people have many different thinking patterns and life experiences, fulfilment of these 'self-actualisation' needs would be shown through a wide variety of constructed differences in appearances, customs, beliefs, and religiosity.

D These two theories, which both have their ample share of critics and counter-examples, are attempts to attach **unifying** frameworks to very complex systems, namely: human minds and societies. But the key point is that they do assume a uniform human nature, and thus suggest that deep down we are *not* as different as we think. Whatever the **merits** of these theories, I would go further and argue that many of the apparent differences among people receive too much attention, causing trouble in our societies, and that the many features which are the same are not realised due to ignorance, misunderstanding, and/or lack of communication.

E It would be unnecessary to quote the many experts (for example, anthropologists) to show that the differences between any social groups on earth are basically **superficial**, and that we are all linked by a much deeper commonality. As Desmond Morris and Abraham Maslow have theorised, it is (somewhat **paradoxically**) that common nature which leads to differences. The key point is, by being aware of such theoretical processes which result in our differences, those very differences are less emphasised, and what is more highlighted are the common instincts which produce them.

F I do not mean here to **undermine** or belittle the many separate societies that have appeared around the globe. Their differences are marked and interesting, not only in language (the most obvious and occasionally most frustrating difference), but also in traditions, costumes, and social organisation. What I *am* saying is perhaps related to the 'nature versus **nurture**' debate, where I am emphasising more the 'nature' and less the 'nurture', but on the broadest possible scale—that of humanity. Human nature versus human nurture, the latter being the way individuals are conditioned and affected by their **ambient** culture.

G Religion is an interesting case in point. Religions are, of course, wide and varying, and occasionally they seem to stamp in permanent differences between people, leading to open conflict, most notoriously in the Middle-East. We certainly can not trivialise this. However, it is worth realising that all religions include many commonalities, such as organised behaviours,

festivals, rituals, and **hierarchies**. They involve regular meetings, and mostly, the **veneration** of a **deity**, often in defined holy places (whether natural, or specificially constructed as such). Looking at the three main **mono-theistic** religions, Christians have churches, Moslems have mosques, and Jews have synogogues, but the concept is essentially the same, and the main differences are only the result of the progress of individual cultures, in which different minds facing different circumstances have been led along different paths of interpretations.

H So what am I saying? I am saying that we can thus look at people not as belonging in categories of difference, but just as similar human beings possessed with an odd and interesting habit of creating variations. We are simply all part of a human **mosaic**, and do not need to regard our differences with such a serious focus. This perspective is very non-**confronting**, and can help begin communication processes—processes which, since those common features exist, can lead to better handling of diversity and its related conflicts and problems.

## Skim-reading

There is no heading for this text, so let us skim-read [Tips 3 and 4]. Look at Paragraph A, and try to quickly match it to a paragraph title in the following table. Then do the same for the other paragraphs. Also make some quick notes in the 'contents' column. What do you think the text is trying to do?

| Paragraph Title | Paragraph | Contents |
|---|---|---|
| Differences over-stressed | | |
| Common nature more important | | |
| Creating variations | | |
| Morris's theory | | |
| Religion as an example | | |
| Nature versus nurture | | |
| Lots of difference | | |
| Maslow's theory | | |

## Words

Try to guess the meaning of the words in bold print in the text. Write each bold word from the text next to the meaning that it matches.

1. Good points _____
2. Strength and power _____
3. Disturbing _____
4. Rich _____
5. Not natural _____
6. Related to surroundings _____
7. Care for _____
8. Becoming one _____
9. On the surface _____
10. On the edge _____
11. Become wider _____
12. To replace _____
13. A god _____
14. Extreme respect _____
15. Picture with many parts _____
16. A thing from the past _____
17. With opposite logic _____
18. Wanting to be in groups _____
19. An order of importance _____
20. Having one God only _____
21. Make less strong _____

Let us try scanning [Tips 11 and 12].

## Scan-reading

Answer the questions.

1. Who are the two experts mentioned in the text? _____
2. What are their professions? _____
3. What, according to Maslow, is our highest need? [One word only] _____
4. What do our two lowest needs concern? _____
5. Does the author quote anthropologists? _____
6. What are the two sorts of groups created by our tribal nature? _____
7. What do we create to compensate for this? _____
8. What is very frustrating? _____
9. Where are there 'notorious' differences? _____
10. What three religious groups are mentioned? _____

Only now do we look at the questions. Tip 14 suggests we have a quick look at the set of questions before we start answering them, to see if there are any easier ones. Look at the four questions in **Task Four**, and think of the type of answer [Tip 17], and scanning words [Tip 11].

Questions 1 to 4 are all basically the same, but Question 1 has the word 'leader'. A scanning word? Was not that word in Paragraph B? And Question 4 has the word 'needs'. Another scanning word? Was not that word in Paragraph C? Perhaps these questions could be done first, and then the others.



## Questions 1 to 4

Do the following opinions belong to the author (AUT), Morris (MOR), or Maslow (MAS)? Write 'AUT', 'MOR', or 'MAS', as appropriate.

1. Everyone wants to be a leader. _____
2. We are all basically the same. _____
3. Our differences are interesting. _____
4. Everyone wants to fulfil certain needs. _____

Look at the next set of questions in **Task Five**. Again, they are all of the same nature, but are there scanning words to help you?



## Questions 5 to 10

Does the author agree with (AGR), disagree with (DIS), or is no information given on (NG), the following statements? Write 'AGR', 'DIS', or 'NG', as appropriate.

5. Human beings are different from each other. _____
6. Human beings are more alike than we think. _____
7. Morris and Maslow are probably wrong. _____
8. Nature is not as important as nurture. _____
9. The Middle-East has many mono-theistic religions. _____
10. People deal well with diversity. _____

The next questions in **Task Six** are all gap-fills, so we can certainly use our knowledge of grammar [Tip 18]. Conjunctions and synonyms [Tips 7 and 13] can also help. As always, we need to identify scanning words. Some of these are underlined. Remember Tip 9: 'Read the Question Instructions', and in the very last question, you can eliminate choices [Tip 16].

## Questions 11 to 20

Complete the summary of the text, using *one word only* for each gap.

Our definition of human differences has had to become 11. _____. Morris believes that the differences are because of our 12. _____ heritage, which makes us want to be socially 13. _____, whereas Maslow believes it is because of our 14. _____ needs. These theories both assume a 15. _____ human nature, and the author thinks it follows that all human differences and variations are basically 16. _____. This does not mean he wants to 17. _____ the many different communities in the world, particularly their 18. _____ differences, but it does mean that he thinks an awareness of our similarities can help us all 19. _____ with each other.

20. What is the author's purpose in writing the text?
    A. To explain why people are different.
    B. To show that humans are basically the same.
    C. To categorise forms of difference.
    D. To make people feel better about differences.

Well, I hope this Summarising Exercise has further shown you how to apply all the tips in this book. There is just one last step to travel on this road.

# Practice Reading Test 1

There are three more IELTS readings here, creating a whole IELTS Reading test, with the questions numbered from 1 to 40.

Now you can practice these readings on your own. If you like, you could do this under test conditions, spending no more than 20 minutes per reading. Use all the tips in this book to answer the questions, then check in the Answer Section to see if you are right.

## Reading Passage One

### Tooth and Claw

They are now found almost everywhere on earth. We pat them, hold them, talk to them, and sometimes they are our most inseparable companions. They are *Felis catus*, also known as the domestic cat, and it is official, they are the most popular pet in the world, now outnumbering dogs. Whether it be tortoiseshell, colourpoint, or the traditional tabby, in fact, whatever the coat colour, these small domesticated carnivorous mammals have earned a permanent place in human civilisation, mostly valued these days for their companionship.

This was not always the case. With their flexible bodies, quick reflexes, sharp teeth and claws, keen sense of smell and hearing, cats originally served a far more practical purpose—but where was that? Historians often assign ancient Egypt as the site of the first cat domestication, due to this animal's representation on contemporary Egyptian vases and paintings. The rodent population in those times threatened the stability of food supplies by feeding off the royal granaries and storage houses, and it is assumed that cats played an essential role in controlling this problem. Additionally, being quiet, clean, and easy to look after, the utility of cats was quickly realised, and they were, arguably, one reason that ancient Egypt developed such a thriving civilisation.

It was this importance, alongside their aloof and regal behaviour, which saw cats elevated to sacred status, worshipped as the incarnation of various Egyptian Gods. Yet, with their gracefulness, affection, and other homely aspects, they were also loved on a more human level, as could be seen when one of them died. Then, the household would go into mourning as if for a human relative, and such feelings could take extreme forms. The Greek historian, Diodorus Siculus, described an example when he witnessed the chariot of a Roman soldier accidentally kill an Egyptian cat. This incident produced immediate mob violence, and, despite pleas for calm by the local town leader, the unfortunate soldier was killed.

Yet cats have not always enjoyed such good times. Their mysterious ways and nocturnal prowls have often engendered negative superstitions, particularly in medieval Europe. At that time, there was a widespread belief in witches, with whom cats were thought to be companions, adding to a witch's power to create mischief. Consequently, cats often faced widespread extermination across many European cities, although, ironically, this could have been one of the reasons why the Black Plague subsequently took so many lives. This plague was spread by the bites of fleas carried by infected rats, and one would suppose that the removal of cats would have led to an increase in the rat population, making the effects of the plague even worse. Perhaps then, cats had the 'last laugh'.

There are certainly more benign myths associated with cats. In many cultures, they were thought to have many lives. Upon seeming to have died, they would appear once again to enjoy their next existence. This belief is perhaps due to their small stature and swift speed, which allowed them to escape many of the accidents that occasionally afflicted medieval cities and towns, such as fires or building collapses. It may also be due, in part, to cats' well-known ability to land on their feet. Throw a cat in the air, and a hardwired twisting reaction will see them land feet first, using their natural strength and suppleness to cushion the shock of the landing. Finally, it may be due also to their ability to catch unsavoury and sometimes dangerous prey, such as poisonous snakes and lizards.

However, this famed predatory instinct is not so welcome in the era of modern urban existence. Feral cat populations in the wild are undoubtedly the cause of much damage to native wildlife, particularly birds. In the UK alone, estimates claim that over 30% of sparrow deaths are due to cat predation. If a bird population is rare, endangered, or confined to small islands, the effects can be catastrophic. The saddest example is the flightless Stephen Island Wren, disappearing only a few years after its discovery, an event attributed to one single cat. Other island birds suffered similarly. The Piopio, Chatham Islands Rail, Auckland Island Merganser, to name but a few, all eventually disappeared, with the introduction of cat populations cited as the primary cause.

Such energetic predation sometimes seems contrary to the well-known image of the cat curled up in a warm position, fast asleep, and otherwise totally uninterested in the world at large. This is actually an energy conservation method, seen in all cat species—even the big cats of Africa. The daily duration of sleep varies, with 13-14 hours being the average, but one suspects that this apparent laziness is one of the reasons why cats have a place in our hearts. They seem to be looking at us, thinking, 'Calm down, and take it easy,' which is very good advice in a bustling and hurried modern existence.

## Questions 1 to 4

Complete the sentences using no more than TWO words.

1. Tortoiseshell and colourpoint are _____.
2. Now, cats are most usually our _____.
3. Originally, cats were used to _____.
4. This helped make Egypt's food supply _____.

## Questions 5 to 7

Give TWO examples of the following categories, using no more than TWO words for each example.

| | Category | An Example | Another Example |
|---|---|---|---|
| 5. | Cats' homely behaviour | _____ | _____ |
| 6. | What could happen after an Egyptian cat died | _____ | _____ |
| 7. | Habits of cats that caused ill-feeling | _____ | _____ |

## Questions 8 to 10

Fill in the gaps with no more than TWO words.

Cats were often killed because they were considered to be friendly with 8. _____. This may have worsened the effects of the 9. _____ by creating a greater number 10. _____.

### Questions 11 to 13

Choose A, B, C, or D.

11. Which is NOT a reason cats were thought to have many lives?
    A. They are fast.
    B. They often survived disasters.
    C. They land upright.
    D. They can catch unusual birds.

12. Which type of bird was *most* quickly made extinct?
    A. Stephen Island Wrens
    B. Piopios
    C. Chatham Islands Rails
    D. Auckland Island Merganser

13. Cats' instinct to sleep...
    A. makes them uninteresting.
    B. makes them grow bigger.
    C. is a sign of laziness.
    D. make us like them.

## Reading Passage Two

### The Age of Steam

The concept of using steam from boiling water to produce mechanical power has a 2000-year history; however, the earliest devices were not practical, being used only for novelty value. It was only with the more advanced designs, beginning in the 18th century, that steam quickly became a major source of mechanical power, applied to many practical tasks. Whereas previous water wheels or windmills could only be used in select locations, steam engines, by using external combustion, could be sited wherever wood or coal fuels could be obtained, accelerating the beginnings of the Industrial Revolution. With an abundance of such cheap fuels, the necessary pre-conditions were established.

Yet the 19th century Industrial Revolution depended more on two technical innovations in steam engines: the use of pressurised steam, and the conversion of linear to rotational motion. The second idea is, in fact, extremely simple. The piston, enclosed in the cylinder, transmits its to-and-fro motion via a connecting rod to the crankshaft. Additional momentum is gained through a large flywheel, allowing further belts and pulleys to be connected, powering a wide range of manufacturing machinery, particularly in the textile and grain-processing industry.

Steam pressure above the piston was steadily increased by further inventors, providing much of the power for the downward stroke. This did, however, mean that the boilers of these engines faced a greater risk of rupturing, particularly given the lower engineering standards of that time, and the not uncommon instances of bad manufacture. Such ruptures occasionally caused immense loss of life due to the sudden release of the energy contained in the heated liquid water. In a fraction of a second this water converts into steam, occupying 1,600 times more space, often with devastating results. In fact, the worst maritime disaster in American history resulted from the boiler explosion in the overcrowded steamboat, Sultana, in 1865, killing approximately 1,700 passengers and crew. It goes without saying that modern boilers are now designed with extra safety controls, such as automated regulators and pressure relief valves.

The growing efficiency of these steam-powered machines in the early years of the 19th century meant that they could then replace many traditional craft workers. Highly skilled weavers, for example, soon found themselves unemployed since they could no longer compete with machines in the production of cloth. These workers and others occasionally vented their frustration in violent industrial and social unrest, destroying factories and attacking factory owners. These protesters became known as Luddites, eventually developing into such a powerful movement that the British government resorted to the use of military forces to protect fledgling industry. The punishments were often severe. Rioters were tried and hanged, or transported for life.

Although the efficiency of steam engines was increased, there were natural limits. The main one is the unfavourable power-to-weight ratio. Whereas an internal combustion engine can be relatively light yet produce much power, steam engines need many phases between the heat source and the end power delivery mechanism, resulting in an enormous increase in weight. Thus, for example, steam-powered aircraft are a virtual impossibility, whereas steam-powered ships (where the weight is easily supported on the dense medium of water) were very common. Similar considerations have meant that for small and medium-scale applications, petrol-driven engines or electric motors are generally preferred.

Steam turbines quickly became the face of the future. With their greater thermal efficiency and higher power-to-weight ratio, they have now almost completely replaced the piston steam engine. Invented in 1884, the turbine produces direct rotary motion, making it particularly suited to driving electrical generators, which are usually directly coupled to the steam engine, further raising efficiency. The first model was connected to a dynamo which generated a mere 7.5 kW, but by being able to be efficiently 'scaled up' thousands of times, the result was relatively cheap electricity and the adoption of steam turbines in all major power stations of the world. These stations still mostly derive their energy from the combustion of fossil fuel, although greenhouse-gas-free nuclear power is now becoming popular, contrasting its bad reputation of several decades before.

Steam still has its supporters. The modern steam movement believes that this technology can be used for many applications that have long been discarded. The drawbacks, that of pollution, maintenance and labour costs, and the low power-to-weight ratio, they believe, can be overcome by using modern technology. As mentioned, steam systems are separated into several distinct phases. The boiler, for instance, is essentially isolated, and can be adapted to any heat source, even waste heat (that is, heat produced by other machines for which there is no useful application), leaving the main engine components substantially unchanged. By allowing such simple modifications to be made at any point without entire system overhauls, perhaps, then, steam engines have a future greater than anyone has yet imagined.

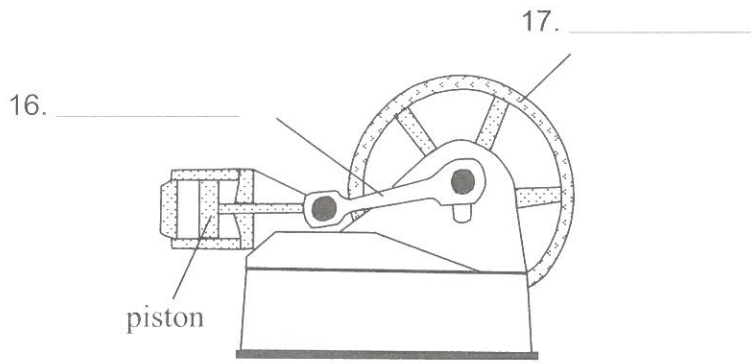
# Reading Tasks

## Questions 14 to 17

Answer the questions, and complete the diagram, with no more than TWO words.

14. When did steam power first become practical? _____

15. What aspect of steam engines sped up the start of the Industrial Revolution? _____




## Questions 18 to 21

Fill in the gaps with no more than TWO words.

The greatest danger of early steam engines was when the boiler 18. _____, since steam expands so quickly. Consequently, today, all boilers have additional 19. _____. These early engines could, however, more efficiently perform the tasks of 20. _____. This resulted in the formation of the Luddite movement, growing so strong that factories eventually required 21. _____ for their protection.

## Questions 22 to 27

Answer the questions using no more than THREE words.

22. What is the biggest disadvantage of steam engines? _____

23. What ability does water have which favours steamships? _____

24. What aspect of steam turbines makes them ideal for driving electrical generators? _____

25. What aspect makes them now used in most of the world's power stations? _____

26. What can modern technology eventually do to steam engines? _____

27. What advantage of steam technology may promise a bright future? _____

# Reading Passage Three

## All in the Family

Modern existence is based around the family as the basic unit of socialisation, but this raises the issue of how exactly a family is defined. Can it change? Was it always the same, and is it the best model? We tend to think that the answers to these questions are no, yes, and yes, respectively, but sociologists will dispute all these. For a start, in the modern usage, the term is often broken into two categories: the *nuclear* family (father, mother, and their children), and the *extended* family (in which there can be multiple adults involved). Extended families offer more social and psychological support, especially during times of crisis, but they strain financial and food resources. Whatever the system, the study of this subject has shown that families are actually flexible, culturally diverse, and adaptive to the ecological and economic conditions in which they exist.

Originally, human civilisation existed in hunter-gatherer tribes, and evolutionary theorists often posit that such 'tribal' systems are the norm, and that the family units that have since evolved to fit modern society are necessarily artificial, and harmful to social development. These tribes were cohesive clans where the men and women had an effective labour division, the women gathering and the men hunting. The children were cared for by their siblings, parents, and the collective group, and there was no property or strict hierarchy of power. Without central government and all its institutions, problems of sickness and ageing were collectively managed in one great tribal family. Such arrangements have existed in some societies right to the present day, the desert aboriginals of Australia being the most obvious example.

With the advent of the industrial age, property and home ownership came into being, and responsibility for food production, education, and the care of the aged and sick were transferred to public institutions. This resulted in the post-industrial family, often nuclear, domesticated around a privately-owned residence, glued together by emotional bonds between husband and wife, and parents and children. With rising affluence and standards of living, marriages here were not usually created for political or economic gain, but instead were based on a concept of romantic love, a sentiment which has persisted to the present day. In this system, families strive towards emotional fulfilment and harmonious relationships, often viewed as a form of 'ideal' or 'normal' social arrangement.

Consistent with this view is the family as a refuge. The mother is both a biological parent and primary caregiver, but both mother and father provide protection from the harshly competitive forces in modern society. Given that these forces have now grown to such great and, in urban existences, almost dehumanising, extents, this protection must necessarily be longer, more intense, complicated, and, arguably, double-edged. In this sense, families have sometimes been considered destructive institutions, suppressing rights, freedom, and individuality, to the lasting detriment of both family members and society itself, contending as it is with divorces, desertions by spouses, mistreatment, substance abuse, and other problems that characterise modern times.

The actual composition of a family, and the concepts that define it, show variation among human societies. Many Hindus of the Indian subcontinent belong in what is known as a *joint* family. Here, several generations will live together under the same roof, sharing the same kitchen, and showing little awareness of privacy or personal space in the traditional western sense of the words. All the male members are blood relatives, while all the women are either married into this family, or unmarried daughters. Heading the family is the oldest male, known as the patriarch, who regulates and arbitrates all disputes, and makes all decisions, even those involving finance and expenditure, although all money goes to the common pool, and all property is jointly held.

In a more general sense, any family structure involving more than two adults can be considered a *complex* family. This could be the traditional extended family, or other variations involving group marriages, or more often, polygamy (marrying more than one wife), where many members live in some form of close communal interaction. Polygamy can be common among specific island races or aboriginal societies, although some Mormon groups in Utah in modern day America show that this system can still legally persist, despite the harsh and often hostile reaction meted out by American law and public opinion.

Polygamy is often sanctioned by religion, a well-known example being Islam. In this religion, men may marry up to four wives, creating a complex family structure of many mothers who live under a strict hierarchy. In reality, many of the more westernised Arab states frown upon this practice, and the exact regulations dealing with it vary widely throughout the Islamic world, such that in some Muslim countries it may be quite common, while in others it is rare. Often it is culture and tradition, more than religion, which dictates whether polygamous family structures can exist.

## Reading Tasks

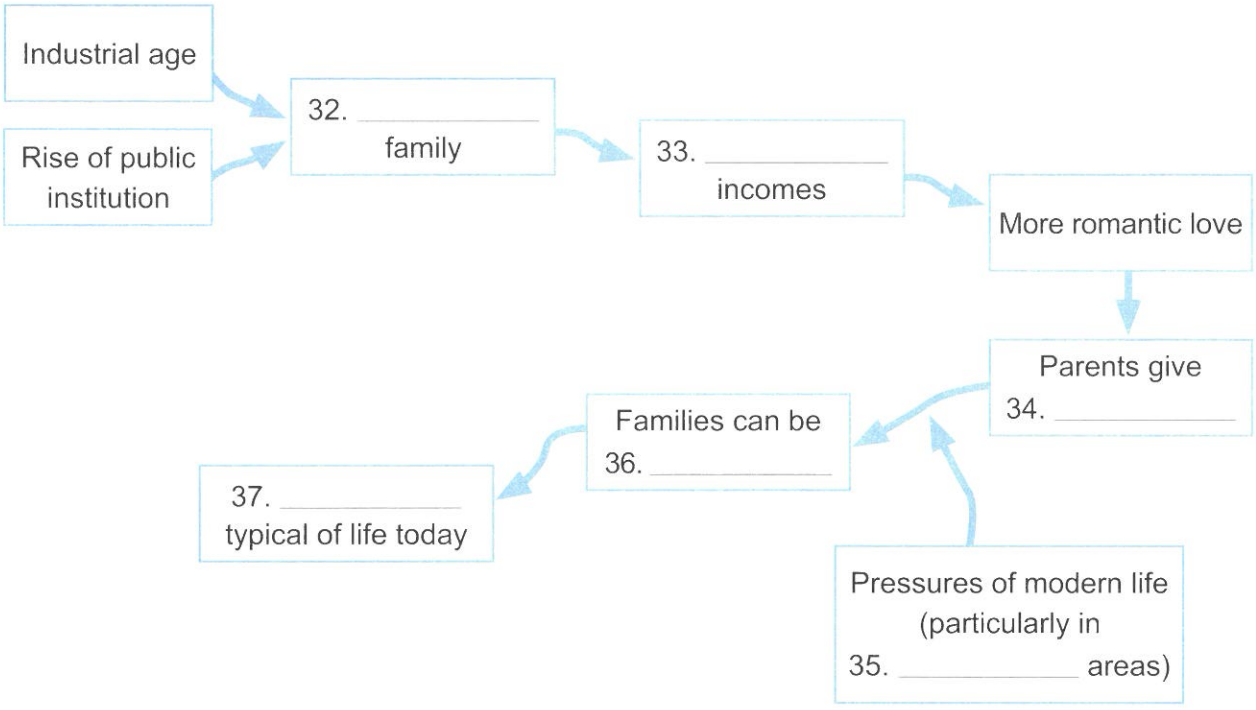
### Questions 28 to 31

Write True, False, or Not Given, according to the information given in the reading passage.

28. Sociologists think families are the best model. _____
29. Extended families are expensive. _____
30. Evolutionary theorists think modern families are not good. _____
31. In tribal systems, sickness was difficult to manage. _____

## Questions 32 to 37

Fill in the gaps in the flow chart with no more than TWO words.




## Questions 38 to 40

Choose A, B, C, or D.

38. Hindu joint families have...
    A. traditional privacy.
    B. all members related.
    C. many generations.
    D. many disputes.

39. Complex families...
    A. have at least two adults.
    B. usually involve group marriages.
    C. exist in Utah.
    D. are illegal in America.

40. Islamic polygamy...
    A. allows no more than four wives.
    B. is widely accepted.
    C. is common in most Muslim countries.
    D. is based mostly on religion.

# Practice Reading Test II

Here are another three IELTS readings, creating another whole IELTS Reading Test. Use all the tips in this book to answer the questions, then check the Answer Section to see if you are right.

## Reading Passage One

### Diamonds of the Kitchen

We are in the Perigord province of France, in a damp forest, and a father, Jean-Claude, and his son lead their pet pig on a leash through the oak trees. Suddenly, the pig stops and buries its nose in the leafy ground, snorting loudly. Yes, the animal has found one. The pig is immediately and unceremiously hauled away before it can eat the discovery, which is one of the reasons dogs are sometimes preferred for this task. The son falls to his knees and begins carefully excavating the ground. He pulls out a small black lumpy mass. It smells of soil and mushrooms, and is about five centimetres in diameter. This is a relatively large specimen, and everyone is happy, except the pig.

This part of France is known for its cuisine—wines, vegetables, and bread, but, historically, it is most famous for these edible pieces of fungi, known as truffles. They are also known as 'diamonds of the kitchen', with their pungent earthly scent gracing the tables of the best restaurants in Europe, and eaten with relish by those who can afford them. Yet, with such a high price tag and (in the case of the white variety) particularly powerful flavour, truffles are not eaten in bulk. They are a rare delicacy, generally served raw, cut into very thin slices to adorn the top of hot pasta or cold salad dishes. Slices may also be inserted into certain meats and cheeses to add a particularly unique flavour.

Although truffles come in various types, usually known by their colour (white, black, and burgundy), and can fruit throughout the year, they are certainly not common. They grow only among the roots of specific tree species, with whom they form a beneficial partnership, known in nature as a symbiosis. The truffles assist the trees in the uptake of inorganic compounds, such as nitrate and phosphate, while gaining shade, shelter, and moisture from the trees' root systems. In the case of the black truffle, that tree can only be an oak. Even then, truffles, particularly large ones, are difficult to find, and consequently, as a product they sell for hundreds to thousands of dollars per pound, making them a very costly treat indeed.

The larger the truffle, the more expensive it becomes—and the largest of all have set some record prices. When an Italian, Luciano Savini, and his dog Rocco, discovered a 1.5 kilogram truffle—one of the biggest found in decades—it was immediately announced around the world, and auctioned internationally to the highest bidder. That bidder was the billionaire casino owner, Stanley Ho, from

Macau. He paid a staggering US$330,000 for this single lump of fungus. Obviously liking the taste, he paid the same amount again three years later for another pair of white truffles, one of them weighing nearly a kilogram. No wonder then that modern chefs no longer peel truffles, instead preferring to carefully brush them with the skin on. No part of this most precious object can be wasted.

Obviously then, growing truffles commercially would seem a viable operation, but their domestication had long frustrated both farmers and businessman. Among local peasants it was common wisdom that truffles grew among the roots of certain trees, and in the early 1800s, one French entrepreneur, upon hearing this, sowed acorns from oaktrees whose root systems were known to have truffles. But such trees grow particularly slowly, and many years had to pass before truffles could be found. Eventually though, patience paid off, and truffles were finally able to be harvested in commercial quantities. Everything thus seemed set for a thriving new industry, but it was not to be. Two world wars, domestic turmoil, industrialisation, and the consequent drift of agricultural labour to the big cities, all saw the decline of the commercial truffle growers, apart from which, the locals were happy to keep the prices high by discouraging such ventures.

It is only in recent decades that interest in this industry has grown again, with mass production starting in many countries where truffles are not native, among them being the United States, New Zealand, Australia, and Chile. Even in France, the traditional home of the wild truffle, 80% of truffles eaten originate now from specially planted fields. But to Jean-Claude and his son, such products do not taste the same, and take away all the history and tradition. Jean-Claude holds up the wild truffle, passing it to his son. Both of them inhale the sharp earthy aroma with evident satisfaction. One suspects that, for these two men, the best aspect of truffles is the finding of them.

## Questions 1 to 4

Write True, False, or Not Given, according to the information given in the reading passage.

1. Dogs are better at finding truffles. _____
2. Perigord is well-known for its truffles. _____
3. Black truffles have a stronger flavour. _____
4. A symbiosis is helpful to both participants. _____

## Questions 5 to 8

Answer the questions using no more than THREE words.

5. What trees do black truffles associate with? _____
6. Why are truffles so expensive? _____
7. How many truffles did Stanley Ho buy? _____
8. Whose knowledge did the first successful truffle-grower use? _____

## Questions 9 to 11

Which THREE factors (A-F) resulted in the fall of truffle production in France?

Write down three letters.

A. Unhelpful country people
B. Commercial activities
C. Industrial unrest
D. Fewer available workers
E. International conflicts
F. Domestic politics

**Answers**

9. _____
10. _____
11. _____

## Questions 12 and 13

Complete the sentences with no more than THREE words.

12. In many countries, truffles are now _____.
13. Jean-Claude believes the domestication of truffles ignores _____.

# Reading Passage Two

### Bacteria: Winning the War

A

Let's start with some statistics. In one gram of ordinary soil there exists about 40 million bacteria. In one milli-litre of apparently fresh water there exists at least a million more. If numbers do not adequately give the message, let me express it another way. The biomass of bacteria on Earth exceeds that of all plants and animals put together, by far! Bacteria are simply in every habitat on Earth, in incalculable numbers. They can exist in boiling hot springs, in nuclear reactors, and in rocks deep in the Earth's crust. Don't be fooled—this is their planet, not ours.

B

Bacteria are living organisms leading quiet lives of their own, and mostly they are eating, reproducing, and eating again—and they will eat almost anything—glues, metals, oils, and radioactive waste. With their constant, never-ceasing, and tireless munching, they purify our soils, cause dead organisms to rot, fix nitrogen, produce most of the world's oxygen, and maintain the nutrient cycle. They are just so small that we do not notice them. For that, you will need a microscope, and upon using this, you would see that bacteria have a wide range of shapes. Most are either spherical, called *cocci*, or rod-shaped, called *bacilli*, but they can be curved or comma-shaped, spiralled or coiled, and all existing only to eat and reproduce.

C

Bacteria particularly flourish in organic matter and in the living bodies of plants and animals, which includes people. More than one trillion bacteria are over your body, eating your dead flakes of skin, your oily secretions, and other trace elements exuded from your pores. There are trillions more bacteria inside you, particularly in your digestive system—eating, excreting, and multiplying. If that sounds bad, be assured that the vast majority of these bacteria are rendered harmless

by the protective effects of the immune system. Furthermore, quite a few of them are beneficial, contributing to immunity against other unwelcome microbes, and helping with the synthesis of vitamins, the conversion of milk protein to lactic acid, as well as the fermentation of complex indigestible carbohydrates.

Having said that, quite a few bacteria are definitely not beneficial. These are known as pathogens, and they kill tens of millions of people a year. We know them by the names of the diseases they cause—dreaded words such as cholera, syphilis, leprosy, and bubonic plague. To combat these, the human body is armed with many million varieties of white blood cells, each primed to attack

**D** specific bacterial invaders which can cause trouble. However, identifying the exact type of bacteria takes the body some time. This is the period in which you are sick. Recovery cannot begin until the invader is recognised, and the white blood cells launch into attack, hunting down and killing the invasive bacteria. In that time, however, you have undoubtedly coughed, sweated, sneezed out, or released as diarrhea, trillions of the bacteria, all helping to spread the disease further.

This is the problem. Bacteria multiply with astonishing speed, splitting in a process known as binary fission. Occasionally this produces a mutant, and on very rare occasions, this mutant is endowed with some advantage. As rare as this event is, given bacteria's speed of reproduction, the chances are increased. Mason Clark, a scientist at the Smithson Institute of Bacteriological Science, states, 'This is evolution in the fast lane, and with the widespread overuse of antibiotics,

**E** we are making it faster.' If administered in a controlled and rational way, antibiotics kill virtually all pathogens as required. The trouble is, in many countries antibiotics are sold over the counter without prescription, and even under medical supervision, as Mason Clark states, they are misused and overused by doctors as well as patients. In addition, they are indiscriminately fed to commercial farm animals as growth promoters. This allows bacteria with antibiotic-resistant traits to survive, to pass on this gene to subsequent generations.

Some bacteria can develop more than one resistant gene, becoming what is often known informally as a 'superbug'. Varieties of antibiotic-resistant *staphylococcus* and *streptococcus* are on the rise, often lurking in hospitals and clinics, to infect luckless patients. Insufficient hand

**F** washing by hospital staff and visitors can make this worse, resulting in these places being very dangerous indeed, such that the quicker a patient can leave, the better. Some studies show that up to half of fatal infections in hospitals are due to rogue superbugs, all alarmingly resistant to whatever antibiotics are thrown at them. As Mason Clark notes, 'We are waging a war, an endless war, and the bacteria are beginning to win it.'

## Questions 14 to 19

Which of the following paragraph headings matches Paragraphs A to F?

a. In Sickness and Health
b. Strong and Deadly
c. Bad Medicine Making Bigger Problems
d. Rulers of the World
e. On the Outside and Inside
f. A Useful Hunger

14. Paragraph A = _____
15. Paragraph B = _____
16. Paragraph C = _____
17. Paragraph D = _____
18. Paragraph E = _____
19. Paragraph F = _____

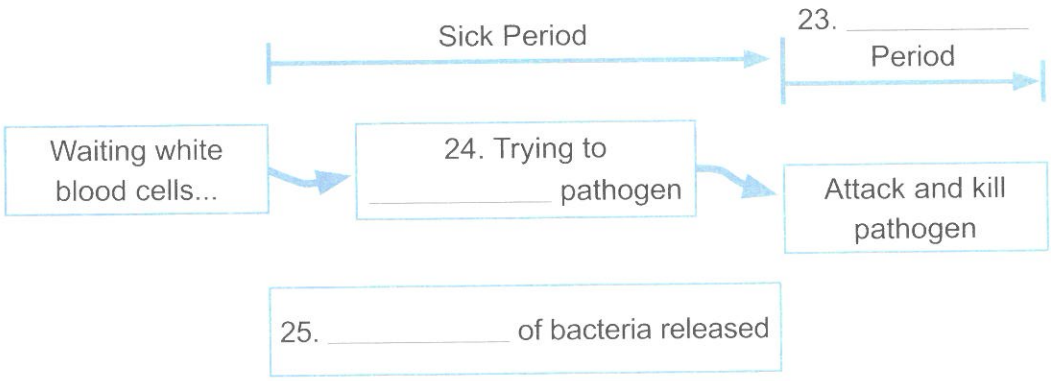
## Questions 20 to 22

Write True, False, or Not Given, according to the information given in the reading passage.

20. The weight of all plants and animals is more than bacteria. _____
21. Bacteria cannot be seen with the naked eye. _____
22. Our immune system can deal with all bacteria. _____

## Questions 23 to 25

Fill in the gaps in the flow chart with ONE word only.




## Question 26

Choose the correct answer: A, B, C, or D.

A. Antibiotics are changing bacteria.
B. Doctors are rationally giving antibiotics.
C. Superbugs have one resistant gene.
D. Most fatal hospital infections are due to superbugs.

# Reading Passage Three

## It's Dangerous at the Top

In spring, 1996, ten separate teams were making their attempt on Mount Everest by way of the South Col. Twenty-four climbers reached the top, but on the way down they were hit by a ferocious storm. Five climbers died, and another one was horribly injured in what would become one of the most public of Everest disasters. That year, in fact, was the worst in Everest's climbing history, with a death toll of 15. Yes, it's dangerous at the top of the world, very dangerous, and the scores of frozen bodies that dot the high ridges of Everest attest to this fact. And yet the lure of this great mountain—the world's highest—continues to draw climbers onwards.

In the early 1920s, the first serious attempts were made to climb Everest. In those days, the risks were much underestimated. It was even considered unsportsmanlike to use bottled oxygen in that rarified high-altitude air. This conceit quickly fell by the wayside when those pioneers felt the effects of oxygen deprivation: exhaustion, lack of clear thinking, and serious medical complaints. In 1924, when two climbers, Mallory and Irving, carrying only rudimentary and heavy oxygen equipment, and wearing inadequate clothing, disappeared into the fog high on the North-east Ridge, never to be seen alive again, the expectant British public were shocked. Since then, the risks have been fully analysed, and the technology has advanced, but despite these benefits, playing with Everest will always be a lethal game.

So, what are these risks? The weather will always be the biggest variable, and the one that plays the biggest role in the ultimate success of any summit bid. The Sherpa porters know the weather patterns best, but even they will admit it is difficult, if not impossible, to predict. The 1996 climbers ascended in seemingly perfect conditions, yet within hours a blizzard descended over the mountain to take a lethal toll. Winds can be so strong as to literally blow a climber off the mountain, as Yasuo Kato, the foremost Japanese climber of his generation, and his partner, discovered, disappearing without trace in a savage storm in 1982.

With such strong winds comes the cold. Even in the summer season, on the sunniest days, overnight on Everest's heights the temperature plummets to minus 30. Living beings were simply never designed for such conditions—in fact, once in the 'death zone' (above 8,000 metres) no living being can live for very long. Trying to do so is a logistical nightmare. A succession of camps needs to be established, equipped with all the necessities to preserve the frail human body: tents, sleeping bags, thick clothing, stoves, fuel, food and drink, and oxygen, and all hauled up slowly and steadily in an inhospitable and windswept desolation of ice, snow, and rock.

Then there is the risk of falls, what one would think is the biggest killer of climbers. Certainly Everest's exposed slopes of loose scree and shale slabs, often covered with snow and ice, have seen many fatal falls. When Mallory's body was found in 1999, it was quickly determined that he died in this way. Yet it is avalanches which cause the most deaths. Everest's three great faces fill with snow during the monsoon season, presenting a constant danger, as the 1984 British expedition discovered. High on the North Face, they settled into their sleeping bags with no warning of what was to happen. A chunk of ice far above them broke free, falling 1000 feet onto the mountain side, triggering an avalanche which swept their camp away, killing Tony Swierzy and injuring three others.

The final big risk relates to the low oxygen levels. In the high realms of Everest the human body breathes only a quarter of the oxygen compared to sea-level. Each step is a maximal gasping brain-straining effort. The body attempts to receive more energy by metabolising muscle mass, wasting it away, and the higher one climbs, the faster this happens, and the weaker one becomes. Additionally, the brain needs the highest proportion of oxygen to properly function, and deprived of this, thinking fast and clearly becomes difficult—and yet this is absolutely crucial at that height, where the margin of safety is perilously slim, and sound decisions need to be quickly made. Little wonder then that many climbers just stop, sit down, curl up, and remain there, inevitably and tragically meeting their deaths.

This is exactly what happened to David Sharp in 2006. Overcome with exhaustion, he huddled under a small rock overhang at 8,500 meters. His oxygen supply eventually ran out, but he was noticed, clearly alive, on numerous occasions by almost 40 other climbers. Most decided that attempting a rescue would be too dangerous at that altitude, and that Sharp was beyond help anyway. Low on oxygen, suffering from cold and exhaustion themselves, they felt that the obligation towards their own safety was more important. True, one would think, yet the ethics of abandoning another human being to certain death in order to summit a mountain are immediately questionable. With the increasing commercialisation of Everest climbing operations, such concerns can only increase.

## Questions 27 to 30

Write True, False, or Not Given, according to the information given in the reading passage.

27. Five climbers died in 1996. _____
28. Many people want to climb Everest. _____
29. The early climbers thought their oxygen equipment was heavy. _____
30. Mallory was never seen again. _____

## Questions 31 to 36

Complete the table by filling in the gaps with no more than TWO words.

| Risk | Associated Facts |
|---|---|
| Weather/Wind | Best assessed by 31. _____ |
| Cold | Fighting this creates complicated 32. _____ |
| Falls | Caused the death of 33. _____ |
| 34. _____ | Greatest taker of life |
| Reduced 35. _____ | Extra energy is gained by the conversion of 36. _____ |

## Questions 37 to 40

Fill in the gaps with no more than TWO words or numbers.

At an altitude of 37. _____, David Sharp became too 38. _____ to continue. Many other climbers 39. _____ him, but continued their climb, in doing so displaying highly questionable 40. _____.

# Practice Reading Test III

Here are another three IELTS readings, creating another whole IELTS Reading test. Use all the tips in this book to answer the questions, then check the Answer Section to see if you are right.

## Reading Passage One

### A Japanese Art Form

Here's the plot of a 'manga' book I have just purchased. It starts with an earthquake, in the midst of which four young girls are infused with the DNA of specific animals. This allows them to transform at will into powerful, yet ever-appealing, animal girls, known as 'Mew Mews'. These scantily-clad pre-teen heroines, with their huge eyes, little mouths, short skirts, bows, frills, and occasionally emerging animal appendages, have a mission to defeat monster aliens which regularly appear on earth. Yes, it's the ultimate in fantasy magic-girl escapism, but those pictures, as silly and childish as they are, are difficult to resist.

'Manga' is a Japanese word, translating as 'whimsical drawing'. This actually refers to comic books in general, but the term is now used by other countries specifically for this most distinctive of Japanese art forms. 'Anime' is the Japanese word for 'animation' (adapted from the English language), and now refers to the animated versions of manga storylines. But the comic books are the true centre of creative output, now a multi-billion dollar industry. In recent years, this has expanded internationally, with distribution companies in America licensed to reprint manga in English, giving it a significant, and growing, global readership.

Those who study the history of manga have proposed two main influences. One places emphasis on American culture, particularly after World War Two. The American soldiers who occupied Japan brought with them their own comic books, often distributed to the local children throughout the long occupational period. With this also came other aspects of American culture, such as the Disney empire and its range of cartoon characters. This could logically have had a strong effect on a war-torn nation seeking hope for the future.

Yet Japan's own artistic traditions have certainly played a role. Manga is seen by some as a mere extension of this, shown, for example, in the animal characters in early Japanese Buddhist scrolls. Ancient legends and traditional childhood stories tell also of incarnated animals and their exciting and often unearthly adventures and quests. No one doubts the influence of these on manga, but historians argue, sometimes heatedly, over whether this or American culture played the greater role.

Manga originally had action-adventure stories, often involving robots, space-travel, and re-occurring themes of bravery and honor, all to appeal to young male readers. Female artists entered the field in the 1970s with 'sho-jo' manga, presenting storylines targeting the readership of girls and young women. Here, the plots involved romance and self-discovery, with super-heroines or groups of armed female warriors, or teams of normal women co-operating together to overcome unearthly obstacles—which is presumably where our 'mew mew' girls fit in.

Yet it would be a mistake to view manga as a single style. It varies from artist to artist, studio to studio, and is constantly evolving. There does, however, exist some common traits that serve to define the genre to the world. Immediately noticeable is the exaggeration of physical features—limbs and hands, but particularly the eyes—large, sparkling, and full of expression. Yet completely contrasting this is the 'gekiga' style of the more serious Japanese cartoonists, who rebelled at the cuteness and frivolity of traditional manga. Grim and realistic, emotionally dark and often violent, the storylines and style target older audiences. If there is anything in common with traditional manga, it is in the determined central characters, an aspect also said to be representative of the Japanese nation.

All that being said, most of the manga protagonists, human or animal, possess a significant degree of cuteness, often totally overpowering. Cuteness, apparently, remains an unashamedly valued aesthetic quality in Japanese society, without any feelings of the infantisation, triviality, or silliness, with which it may be regarded elsewhere. Examples of this can be seen everywhere, from the ubiquitous 'Hello Kitty' logos, to the 'bunny' guard-rails at Narita airport, to the doll-like creatures used to represent many organisations, even serious government ones such as the Tokyo Police Department (who utilise an orange-skinned rabbit-eared elf with an antenna on its head).

Cuteness is seen by some as a long ingrained aspect of Japanese culture, defining the country and its identity. It simply strives to avoid direct conflict, and promote harmony, qualities for which Japan has long been famous. But in manga this is sometimes criticised as lacking in exoticism, showing absolutely no uniquely Japanese traditions or looks. In other words, although the stylisation of manga is clearly linked to the Japanese nation, the characters themselves do not look Japanese at all. They are bland and international, but this is certainly one reason why these comics are so easily marketed around the world.

Whatever the merits, one can see it all in our 'mew mew' girls. They work in tandem (unlike the lone superheroes of the western genre). The long and very popular serialised storyline eventually finishes with a dead boyfriend being revived by the cat-girl's powers. In doing this, the cat-girl dies, but the boyfriend returns the favour, and they both, in human form once again, unite in a happy, and irresistibly 'cute', ending. What's not to like about that?

## Questions 1 to 4

Write True, False, or Not Given, according to the information given in the reading passage.

1. The 'Mew Mews' are teenagers. _____
2. The author likes the 'Mew Mew' manga. _____
3. Manga earns more money than anime. _____
4. Historians disagree about which factors influenced manga. _____

## Questions 5 to 8

Answer the questions using no more than THREE words.

5. What did US soldiers give to Japanese children? _____
6. Who were the first manga designed for? _____
7. What themes does 'sho-jo' manga use? _____
8. What feature does 'gekiga' share with traditional manga? _____

## Questions 9 to 11

Which THREE factors (A-F) typify Japanese society?

Write down three letters.

A. Serious government
B. Cute dolls
C. Determination
D. Aesthetic qualities
E. Harmonious relationships
F. Company mascots

**Answers**

9. _____
10. _____
11. _____

## Questions 12 and 13

Complete the sentences with no more than THREE words.

12. Global sales of manga have increased because the characters look _____.
13. The 'Mew Mew' cat-girl unites _____.

# Reading Passage Two

## Which Cheese is This?

A What is cheese exactly? Technically, it is the coagulation of the milk protein *casein* by an enzyme called *rennet* into a hard, or semi-hard substance, known as *curd*, leaving a liquid, known as *whey* behind. 'Little Miss Muffet sat on a tuffet, eating her curds and whey', as the popular nursery rhyme goes. These curds are separated, and from this point onwards, ripening must occur, unless you want your cheese 'fresh'. Few do, since the ripening process, which can take from weeks to years, results in physical, chemical, and microbiological changes that give cheese its distinct variety of flavours.

B After this long complex treatment, which could involve molds and yeasts, herbs and spices, ageing, colouring, salting, smoking, or curing, the final product is pressed into traditional shapes, and there you have cheese—a product with many practical and nutritional benefits. It is compact and portable, can be easily packaged and shipped, has a long shelf life and a high content of fat, protein, calcium, and phosphorus. It comes with history and tradition, taste and texture, and some 500 to 1000 varieties (depending on your system of definition and categorisation).

C The first way to categorise cheese is by the source of the milk used in its production. While most of the world's commercially available cheese is made from cows' milk, a few use the milk from goats and sheep. Feta is made from the latter, soaked and stored in salty water, and traditionally produced in Greece, where three quarters of the cheese consumed there is of this variety. Roquefort cheese, from southern France, is another example, and comes with a rich tradition. To be classified as genuine Roquefort, it must be aged in the caves of that region, in whose soil exist naturally occurring spores of a special mold, giving the cheese its distinctive veins of green. The cheese is white and crumbly, with a sharp smell, and usually pressed into wheel-shapes.

D In fact, the presence of mold as a maturing agent often distinguishes the variety of cheese. It can result in very distinctive colours, flavours, textures, and aromas, and the latter can be almost overpowering, as in the case of Limburger cheese. This mold may be on the outside, forming a crust that results in the strong taste of aged cheeses such as Brie and Camembert. The latter constituted a standard ration to French soldiers in World War I, resulting in its firm position in French culture. Alternatively, the mold can develop from the inside. Stilton cheese's distinctive blue veins are created by piercing the crust of the cheese with needles, allowing the mold's spores to migrate into the core and take root. After three months of ripening, it too returns a strong smell and taste.

E Another way of categorising cheese is in the moisture content, giving us soft, semi-soft, and hard. Some famous cheeses which fall into these categories are the semi-soft Swiss-style products such as Emmental and Gruyère, with their famous holes or 'eyes' (a result of gas formation during the ripening stage). Cheeses of this type melt without problems into a creamy consistency, making them ideal on toast for quick snacks or simple meals. Harder cheeses result by packaging the

curds into moulds with greater pressure, as well as allowing longer ageing times. This removes more moisture, resulting in gratable cheeses, often used in cooking. This includes the famous cheddar (which originated in the village of Cheddar, England), as well as the well-known Dutch cheeses, Edam and Gouda.

Despite such a bewildering variety of cheese types, a few stand out as firm favourites. The French mostly consume Emmental and Camembert, leaving their traditional Roquefort to be mostly sold to Spain, where it is highly relished. In the USA, it is mozzarella which leads the way, accounting

F for nearly a third of consumption. This is not so much a testimony to this cheese, but more to the popularity of pizza there, where this cheese forms its main topping. The Greeks, as mentioned, go for feta, while the ubiquitous cheddar is Britain's favourite, and strongly liked in the USA and Australia as well, both of which now produce this generic brand in large quantities.

Such reflections on all the varieties and tastes of cheeses throughout northern and southern Europe might mislead one to think cheese-consumption is universal. In fact, cheese is very much a product of the European races, with their evolved ability to digest the lactose in this

G product. In other parts of the world, such as Africa and Asia, and among many native or aboriginal communities, lactose intolerance is quite common, resulting in a relative absence of milk products in their cuisines. One does feel, however, upon discussing the rich history of cheeses, that these people are somewhat worse off for this fact.

## Questions 14 to 19

Which one of the following paragraph headings matches Paragraphs A to G?

a. Texture of Cheese
b. Inedible Cheese
c. Components of Cheese
d. Desired Cheese
e. Benefits of Cheese
f. Infected Cheese
g. Unusual Cheese

Ex. Paragraph A = c
14. Paragraph B = _____
15. Paragraph C = _____
16. Paragraph D = _____
17. Paragraph E = _____
18. Paragraph F = _____
19. Paragraph G = _____

## Questions 20 to 25

Complete the gaps in the table with ONE word only.

| Cheese | Taste/Appearance | Associated Fact |
|---|---|---|
| 'Fresh' | Lacking 20. _____ | Not popular |
| Feta | 21. _____ taste | Popular in Greece |
| Roquefort/Stilton | Has coloured 22. _____ | Strong aroma |
| 23. _____ | Mold on outside | Given to troops |
| Emmental/Gruyère | Has holes | Easily 24. _____ |
| Cheddar/Edam/Gouda | Hard and 25. _____ | Well-known |

## Question 26

Which of the following is NOT true?

A. The Spanish like French cheese.
B. Cheddar is preferred in the USA.
C. All cheese has lactose.
D. Africans and Asians eat little cheese.

# Reading Passage Three

### Trans-Saharan Trade

The Sahara is the world's largest hot desert. Stretching right across northern Africa from east to west, it lays a seemingly impassable zone between the Mediterranean states at its northern boundary, and the central African states at its south. Between these lies a hyper-arid and hostile wasteland, with only a few scattered oases to break the monotony of the never-ending sands. Nothing, one would think, could cross this desert, and yet crossed it was, regularly in fact, in the past.

The trans-Saharan trade takes us back to an era of some 1000 to 500 years ago. It produces romantic images of heavily-laden camel-trains, hundreds long, plodding across the undulating dunes, to the wail of Arabic music, as wind-blown sand twists away towards a shimmering horizon. However, in reality, such perilous crossings were serious and businesslike, without frivolity or fun, and needing careful preparation and co-ordination. Given this, the gain must have certainly far outweighed the loss—a fact achieved, apparently, by two factors: economies of scale (in which the caravans consisted of 1000 camels, and often many thousands more), and the high demand for an exchange of goods between the northern Mediterranean side of the Sahara desert, and the southern 'Sahelian' part.

The Sahel is the coast-to-coast strip of semi-arid savannah marking the transition zone between the southern reaches of the Sahara and the forests of central Africa. These 'Sahelian' kingdoms thrived on their geographic location. Their camels and horses could not cope with the disease, heat, and humidity further south, limiting expansion in that direction, and their northern expansion was blocked by the Sahara itself, delineating their middle-man status. Kingdoms located around Ghana and Mali grew rich and prosperous as the purveyors of the forest products of middle Africa.

Mostly these products were gold and ivory (and occasionally slaves). These were laboriously carried northwards along established routes, from oasis to oasis through the vast tracts of the Sahara, to the civilised Mediterranean trading states. After watering and fattening their camels, the caravans turned back southwards, laden with European goods, salt, horses, and more camels—an exchange that continued for centuries. The only comparison to this is the Silk Road, another inhospitable desert wilderness that had to be crossed in the interchange of Chinese and European goods and products.

Such trade could only occur due to the domesticated camel, whose ability to withstand long periods without water is legendary. To do this, they have evolved some very special attributes. They have elongated red blood cells, which can flow even in severely dehydrated states, and also remain unaffected when the animal is allowed to drink its huge quantities of water. Their nostrils are similarly special, trapping exhaled water vapour and absorbing it into their bodies, reducing the amount of water lost through respiration. Finally, their digestive system can more efficiently ingest moisture from their plant diet, and retain it in their bodies, such that camel urine is thick and syrupy, and feces so dry that it can be burnt.

So, what brought about the end of the trans-Saharan trade? In the 15th century, Portuguese sailing ships began exploring southwards, prudently hugging the coast all the time. Still, it was not until they invented a vessel known as the 'caravel' that they could confidently reach Western Africa and begin exploring along the Guinea coastline, even venturing up rivers. Although these ships were small and limited in their cargo space, they were fast and reliable, and eventually an economic sea-borne trade was established. Rival European countries soon followed, and despite some hostility, eventually marked out spheres of influence. Such determined and concerted maritime efforts sent the trans-Saharan trade into decline.

Other factors also played a role. Several Sahelian kingdoms began fighting with each other for control of this now unstable trade, resulting in the destruction or disruption of several important transport hubs. In addition, the North African states began trading increasingly more with Europe, reducing interests in the southerly interchange of goods, while the desert crossing itself remained as expensive, arduous, and treacherous as ever. Under the assault of all these factors, trans-Saharan economic links eventually collapsed, to become mere footnotes in history books.

Yet there are plans to renew this trade, this time with the construction of a modern network of superhighways. The obstacles are as daunting as ever. Africa has a poor history in international co-operation, where border restrictions are often tightened, rather than relaxed. Its notorious history of poor governance means that such projects are often merely used as opportunities for official corruption. Finally, wars and conflicts periodically break out, hindering vital maintenance, and even

resulting in the outright destruction of infrastructure. Still, hopes remain high that, one day, we may see this most formidable of deserts being regularly crossed once again.

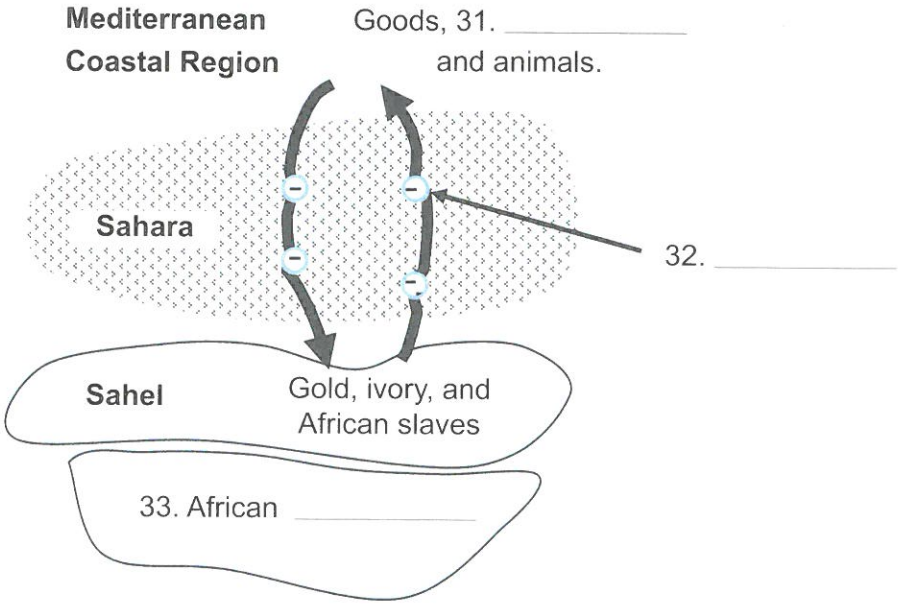
## Questions 27 to 30

Write True, False, or Not Given, according to the information given in the reading passage.

27. The Saharan landscape is monotonous. _____
28. The camel trains used music. _____
29. The Sahelian kingdoms had much disease. _____
30. The products they transported were highly desired. _____

## Questions 31 to 33

Label the map by filling in the gaps with ONE word only.




## Questions 34 to 37

Fill in the gaps with ONE word only.

The Sahelian kingdoms had an ideal 34. _____, collecting goods from central Africa for transport 35. _____. This is 36. _____ to the Silk Road, but such trade was only possible through the use of 37. _____.

## Questions 38 to 40

Choose A, B, C, or D.

38. Which is NOT an adaptation of camels?
    A. Special blood
    B. Special noses
    C. Special respiration
    D. Special digestion

39. Which did NOT contribute to the decline of trans-Saharan trade?
    A. The caravel
    B. European trade
    C. Foreign fighting
    D. Difficulty of the crossing

40. Which is NOT an obstacle to a new trans-Saharan highway?
    A. History of poverty
    B. Difficulties moving across borders
    C. Dishonest officials
    D. Vandalism

# Practice Reading Test IV

Here is the final practice IELTS Reading test. Use all the tips in this book to answer the questions, then check the Answer Section to see if you are right.

## Reading Passage One

### Cane Toads: A Lesson to Be Learnt

I looked at the creature, a large and rather ugly-looking toad, with warts and bumps over its back. This toad is native to South America, on the other side of the planet, so what is it doing here in tropical Queensland? Peter Smith, a scientist at the QMS institute, tells me. 'It's an invasive species, and one of the biggest mistakes ever made.' When I try to pick up the animal, Smith warns me off. 'Those warts are its defense against predators. They produce a milky secretion that's toxic to many species.' 'Will it kill me?' I ask. 'No, but you'll feel it—a burning sensation that you'd rather not have.'

Originally from South America, cane toads were introduced in 1935 in an attempt to control the native cane beetle. These beetles were damaging the sugar cane, an important commercial crop, and the large and robust cane toad was known to feed on these insects. Thus, this toad seemed the perfect method of agricultural pest control. From those few hundred young toads released into the wild, Queensland now has over 200 million, and despite such staggering numbers, there is no evidence that they have served the purpose for which they were originally introduced—eating the cane beetle. All in all, a spectacular failure.

'So why are they a problem?' I ask Smith. The reply: 'For a start, anything that eats the cane toad, rapidly dies, and that includes many native Australian marsupials, such as the northern quoll, reptiles such as goannas, birds such as eagles and kites, and even your pet cat.' 'What else?' I ask. Smith smiles grimly. 'Well, it's eaten out many other native insect species, and reduced the population of the native insectivores which feed on those insects, such as skinks.' 'And...?' I suggest, sensing there is more. Smith's reply: 'Even marine life: reptiles such as turtles, and insect-eating spotted frogs, are dying out, and the piles of dead toads along roadsides are a hygiene problem.'

It is sad to think of the beautiful quoll, Australia's rare marsupial cat, being so effortlessly and insidiously killed by a single ugly-looking toad—scores of which are hopping all around me right now along this roadside embankment. But these creatures, with their prolific breeding and lethal toxin, do not need to hide to preserve their numbers. Consequently, they are instinctively targeted and eaten by unknowing predators. The larger of these have a better chance of survival, since their body weight dilutes the concentration of the cane toad toxin, but smaller predators succumb rapidly to a painful death. Quolls are now endangered and facing extinction.

If that wasn't enough, the population of cane toads is spreading, reducing native Australian wildlife as it goes. The female regularly lays clumps of thousands of eggs, a fair proportion of which reach adulthood. Add to this their voracious eat-anything diet, robust frames, and the complete absence of any effective predator to control their numbers, and you have a creature destined to inexorably extend its range. In 1978 they had reached the border with New South Wales. By 1984 they had reached the Northern Territory, and they are steadily hopping westwards, migrating at an average of 40 kilometres a year.

All attempts to control this invasion have had no success. Physically trapping the cane toads, poisoning, and clubbing them to death, all merely improve the conditions for the remaining toads, such that any cleansed area is quickly re-invaded. The creature simply breeds too fast for such primitive methods to work. Clearly, defeating this foe will need a different sort of thinking. 'So what do we do?' I ask Smith. He shrugs. 'We're working on it. Perhaps a viral, parasitical, or bacterial pest, but we don't want to make the same mistake again, releasing another destructive species into the ecological system.'

Australia has indeed a sorry record of introducing unwelcome species. The aboriginals brought the dingo with them, which probably caused the demise of the mainland marsupial tiger. But it was the white settlers who produced some of the biggest disasters, notably the introduction of rabbits in 1859, an event which echoes the cane toad experiment in the animal's absence of predators and explosive breeding rates. Introduced foxes have similarly run wild, while the prickly pear cactus introduced in the early 1900s was another very bad idea. It rapidly bred all over the country, rendering huge areas of farmland unproductive.

Still, history offers some hope over these current invaders. In 1925, a Mexican moth, whose larvae feed on prickly pear, was introduced, and almost completely eliminated this cactus from the Australian deserts. In the 1950s, the government released a virus called *myxomatosis*, which similarly wiped out most of the rabbit population. In the same way, people hope for an efficient agricultural control to the cane-toad problem. But so far, nothing has passed the test. What does Smith say? He is smiling. 'Maybe we can start eating them, but not the skin on their backs, of course.'

## Reading Tasks

### ❑ Questions 1 to 4

Complete the sentences using no more than THREE words.

1. The cane toad was intended to eat _____.
2. The toxin is located in _____.
3. On humans, this produces _____.
4. Its huge numbers all began with _____.

## Questions 5 to 7

Give TWO examples of the following categories, using no more than TWO words for each example.

| | Category | An Example | Another Example |
|---|---|---|---|
| 5. | Reptiles killed by cane toads | _____ | _____ |
| 6. | Native insectivores | _____ | _____ |
| 7. | Features allowing cane toads to reveal themselves | _____ | _____ |

## Questions 8 to 10

Fill in the gaps with no more than TWO words.

Upon eating cane toads, smaller predators cannot sufficiently 8. _____ the toad's toxin. The toads themselves have no 9. _____, and consequently have expanded their territory in a 10. _____ direction.

## Questions 11 to 13

Choose A, B, C, or D.

11. Which system has NOT been used to kill cane toads?
    A. Trapping  B. Clubbing  C. Poisoning  D. Parasitical infection

12. Which introduced species caused an extinction?
    A. Dingoes  B. Rabbits  C. Prickly pear  D. Foxes

13. The Mexican moth and myxomatosis are examples of...
    A. invaders which caused problems.
    B. larvae which eliminated a problem.
    C. methods using agricultural means.
    D. methods which controlled a pest animal.

## Reading Passage Two

### Emotional Hijacks: the How and the Why

A Your boss explodes into a furious outburst, your wife breaks down and begins screaming, your close colleague with whom you have been working on an important project suddenly shouts abusive sentences, and storms out of the room, abandoning you at the most critical time. It makes little sense, serves no purpose, ruins plans, and stresses all those involved, but it happens, and happens regularly. Putting it simply, emotion has the power to overwhelm rationality, often to the detriment of all involved.

B But if such 'emotional hijacks' are so obviously unwise and unproductive, why do they happen? More to the point, can they be explained and even understood? Could we, in some way, whilst not accepting bad behaviour, at least forgive those involved as being prey to forces which they cannot fully control? The answer is, to a large extent, yes. Investigation into the human brain has revealed that parts of the limbic system can force the outer brain to follow its agenda, causing a person to act without necessarily understanding why.

C The culprit is a small section of the brain called the amygdala. The first point is that the thalamus (receiver of input stimuli) is able to deliver messages directly to the amygdala, completely bypassing the neocortex (the thinking and rational brain). The second point is that the amygdala is armed with an extensive web of neural connections, which allows it to respond much more quickly than the neocortex, which, in contrast, processes information linearly through several levels of brain circuitry. In other words, time is needed for this thinking brain to perceive, process, and then initiate its more rational response, but by that time, the amygdala has sent us springing into quick action.

D This is certainly an evolutionary development, allowing early humans to respond immediately to danger (without pausing to think about it). When a lion leaps onto the scene, the best response is to run. Such responses are very well-developed in many animals, especially those that are regularly preyed upon, such as antelope or rabbits. But so too were we in our evolutionary history, and we still carry these embedded neural alarm systems. The drawback is that the urgent messages that the amygdala sends are often inappropriate to the physically safe and modern world which we humans now inhabit.

E The amygdala, in fact, seems to play a far deeper and more important role than anybody has yet guessed. Evidence suggests that it not only reacts, but also independently stores emotional impressions and memories about which we often have no awareness. Past events and repertoires of emotional behaviour are shifted around, and used to influence our actions without us quite realising why. The amygdala is a 'hidden unconscious', forming its own impressions without any conscious cognitive participation at all.

To make this clear, consider that many emotional experiences result from the first few years of life. Contact and interaction between the infant and primary caregivers are the basis of many potent emotional lessons. But while parts of the brain, such as the hippocampus, retrieve information,

**F** and other parts, such as the neocortex, process it, it is the amygdala which determines if that information is of emotional value. This organ matures very quickly in the infant's brain, and is much closer to being fully formed at birth—one reason why babies seem so emotional and irrational. This organ is up and aware and running long before we are.

Again, evolution explains this, since the brain is so complex that its development needs time, yet human babies, so defenceless and incapable of complex expression, absolutely need to be able to clearly communicate their needs. But the result is that these early emotional lessons are not

**G** only deep-seated and powerful, but also difficult to understand in the adult stage of life. They have been imprinted into the amygdala as an indistinct emotional blueprint, long before the thinking brain had the ability or words to explain or understand them. It is very understandable then, that we can have so little insight into the murky world of our more explosive emotional outbursts.

Obviously, all people are different, all have different experiences and upbringings, and all are born with a different genetic endowment of intellectual and emotional potential. The world around us shapes and teaches, and arguably, we all have much power over our own destiny. Yet the tragedy

**H** is that many people are at risk of academic under-performance, alcoholism, criminality, and other forms of societal failure, not because they are lacking in intellect, but lacking in control over their emotions. It is not just intelligence, but *emotional* intelligence that matters, and probably the latter most determines how we perform in life.

## Questions 14 to 20

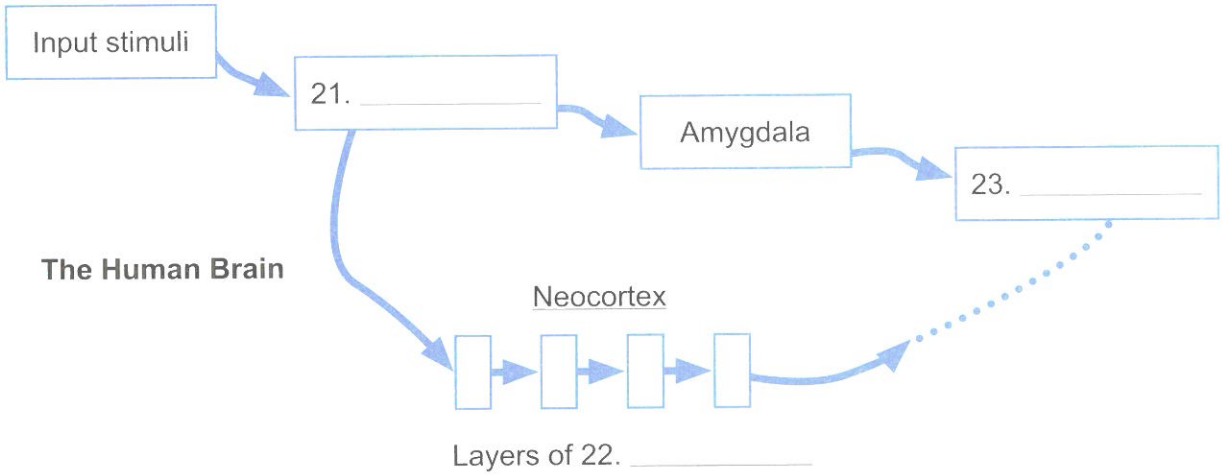
Which one of the following paragraph headings matches Paragraphs A to H?

a. Sad Results
b. Emotional Behaviour
c. Later Problems
d. Early Emotions
e. They Know Not What They Do
f. Old Systems in a New World
g. Brain Connections
h. A Mind of Its Own

Ex. Paragraph A = b
14. Paragraph B = _____
15. Paragraph C = _____
16. Paragraph D = _____
17. Paragraph E = _____
18. Paragraph F = _____
19. Paragraph G = _____
20. Paragraph H = _____

## Questions 21 to 23

Fill in the gaps in the flow chart with no more than TWO words.




## Questions 24 to 26

Which of the following is NOT true? Choose A, B, C, or D.

24. Emotional 'hijacks'...
    A. are an evolutionary development.
    B. play a deep and important role.
    C. can be mostly explained.
    D. can cause bad school marks.

25. Evolution has made...
    A. the amydala large at birth.
    B. us often respond quickly.
    C. babies emotional.
    D. babies defenceless.

26. The amydala can...
    A. by-pass the neo-cortex.
    B. react very quickly.
    C. contribute to societal failure.
    D. think independently.

# Reading Passage Three

## The Black Death

The Black Death, or what is more scientifically known as the Second Great Pandemic, was one of the worst epidemics in history, reaching its peak in Europe between 1348 and 1350. It was caused by a bacterium called *Yersinia Pestis*, present in the fleas of many rodents of central Asia and China. When an infected flea bites, it transmits the deadly bacteria into its host, allowing other fleas, upon feeding, to become similarly infected. Throughout history, these insects have occasionally jumped into human populations, triggering epidemics—but none could compare to the advent of the Black Death in its scope, severity, and toll of human life. One third to over one half of Europe and the Middle-East would perish.

The Black Death began with an outbreak in East Asia. The disease then travelled along the Silk Road, reaching the Crimea by 1346. From there, it was carried by another species of flea that lived on the common black rat, a rodent which infested medieval cities. These animals were also regular stowaways on merchant shipping, and at that time there was an active maritime trade linking many parts of the Eurasian landmass. This meant that, despite the panic-stricken attempts to isolate and quarantine infected groups, the disease was steadily transmitted throughout Europe, with devastating results.

Predictably, the symptoms of bubonic plague were stark and horrible. First was the appearance of painful pus-filled 'buboes' (large swollen lymph glands) in the groin, neck, and armpits, the result of the bacteria spreading through the lymphatic system. Then followed high fever, headaches, great pain, and often the vomiting of blood, with death coming within about five days. Pneumonic plague, although less common, was a result of the infection of the lungs, causing coughing and severe respiratory problems. Whatever the variety, the disease was highly infectious and easily transmitted.

Three factors contributed to the high mortality rates. The most obvious was the filthy state of the cities of that time, with high-density populations living in cramped and crowded conditions, often in close proximity to many animals, each infested with a variety of insect parasites. Hygiene and sanitation were not considered important. Rubbish and refuse were simply thrown onto the streets to rot, or be eaten by roaming hoards of swine. Running water was limited, and toilet facilities totally inadequate. In such environments, it was not uncommon for as much as half of a city's population to die from an outbreak of the plague.

The second factor for such mortality was that, due to years of unstable climatic conditions, there had already been food shortages and famine, which had resulted in widespread malnutrition. Malnourished bodies, with their weakened immunity, were less able to fight off infections. The final factor was the conflict which had been raging in Asia with the rampages of the Mongols, and in Europe with England and France engaged in the 100 Year War, and England and Scotland in their usual disputes. Pillaging armies roamed at will, and the disruptions and weakened economic conditions they caused increased poverty and ill-health. These three factors set fourteenth century Europe on the road to tragedy.

At the time, no one knew why the plague spread with such lethal results, and their inaccurate guesses often only made the problem worse. Some speculated that the disease was spread by 'bad air', resulting in people closing doors and windows in infected and filthy living quarters. With circulation blocked, the bacteria infected those inside much more easily. Others speculated the disease was a result of the wrath of God at the sins of mankind. This led to the persecution and slaughter of large numbers of cats, owls, and snakes (regarded as in league with the devil). However, these were animals which preyed upon the very rodents which were contributing to the spread of the plague in the first place.

Naturally, such carnage produced religious, social, and economic upheaval. Without anyone being able to cure or explain the reasons for outbreaks, many turned to the clergy, but they could not keep their promises of curing plague victims or eliminating the disease. Thus, the populace developed a growing cynicism and disillusionment towards the established church, resulting in sectarian movements, cults, and hedonistic behaviour. In addition, with death so starkly present, the mood of the population grew dark and pessimistic. This can be seen in the contemporary art, which became full with morbid symbols and representations of death.

Could there be any positive effects from such an event? Possibly. The sudden shortage of cheap labour meant that peasants and indentured servants had the power to demand higher pay and more freedom. Some have argued that this sowed the seeds of capitalism, and started Western Europe on the path to the Renaissance, which in turn led to the scientific revolution. In other words, without the plague, Europe might still be mired in its inequitable and repressive medieval social structures. Perhaps, or perhaps not, but whatever the case, the continent paid a shockingly high price.

## Questions 27 to 30

Write True, False, or Not Given, according to the information given in the reading passage.

27. Rodents have triggered several epidemics. _____
28. The plague was carried by two types of fleas. _____
29. Pneumonic plague was more common than bubonic. _____
30. Pneumonic plague was more infectious. _____

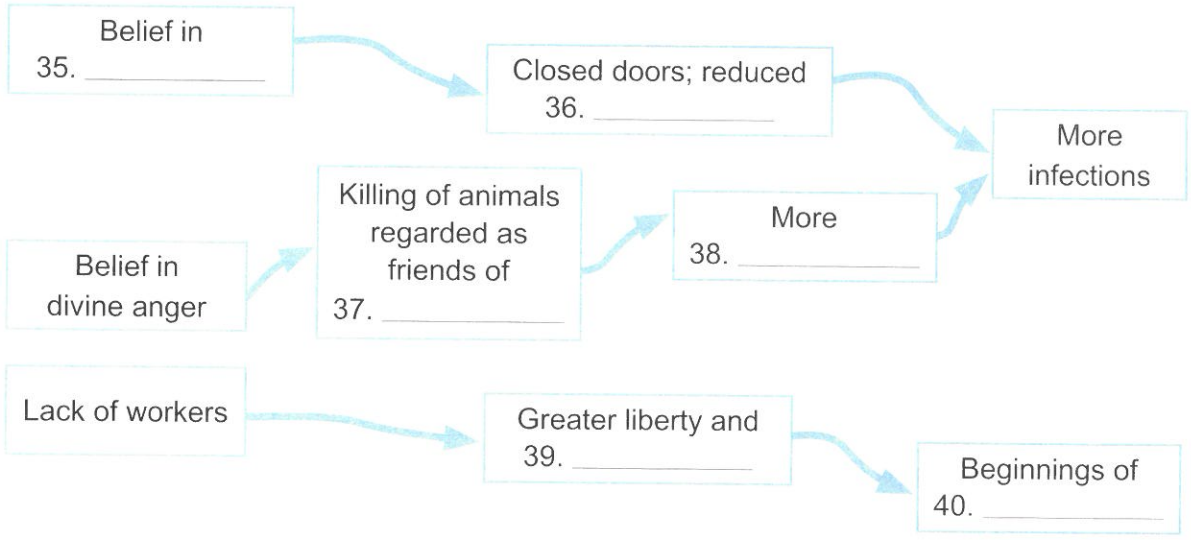
## Questions 31 to 34

Answer the questions using no more than THREE words.

31. An awareness of what two factors would have greatly reduced the effects of the plague? _____
32. What had caused the famine of that time? _____
33. What had unsettled the economy of that time? _____
34. What attitude did the clergy eventually face? _____

## Questions 35 to 40

Fill in the gaps in the flow chart with no more than TWO words.



# Conclusion

Well, that concludes our practical and strategic study of the IELTS Academic Reading Test. At this point, I would like to mention again a comment from the 'About this Book' section—'there are *no magic answers* to obtaining higher band scores in the IELTS test. The test is a test of English language ability, so, naturally, you obtain higher scores by having higher ability.'

Certainly, by following these tips and hints *correctly* and *appropriately*, you can indeed improve your chances greatly, but you *must* follow them correctly and appropriately. If you do not do this, you will try to use the tips in this book, but make mistakes, mix up the strategies, and forget the important advice. Tips only work when used alongside solid English skills. How can reading tips help if you still cannot read?

So, to advance your reading significantly *beyond* the scores of your present ability, you will need to keep working on your English skills: writing, grammar, and vocabulary. You also need to keep experiencing the world to help with independent thinking skills. By doing this, *together* with careful study of this book, you will begin to use the tips and hints correctly and appropriately, reaching your goals, and going beyond.

To help you with this, you are now advised to carefully and methodically work through the other books of this series (if you have not done so already). These books are:

2. Speaking
3. Writing Task One
4. Writing Task Two
5. IELTS Test Practice Book

The last of these has six pratice tests, complete with sample answers, hints, and careful analysis, allowing you to consolidate all your skills. Good luck, and thank you for traveling this road with me.

# Answer Section

## About This Book, Vocabulary Exercise

1. gender
2. confident, rely
3. acronym
4. contrast
5. signpost
6. translate
7. summarise
8. specific
9. diversity
10. pressure
11. content
12. invested
13. linearly
14. logically
15. process, technique

## Tip 4, Exercise 6 & 7: Topic Sentences

The five topic sentences are as follows.

A. The first sentence.

B. Here it is the second sentence which best summarises the content of the paragraph, since this paragraph discusses the two elements.

C. Similarly, here it is the second sentence, since the paragraph is mostly about 'black lies'.

D. Once again, it is the second sentence which best summarises the content of the paragraph.

E. The first sentence.

The answers to the questions are:

A. Throughout the world//Worldwide

B. Two

C. Bad

D. Two [By preventing illness, and extending life expectancy.]

E. To seek solutions (to some fundamental problems).

## Tip 4, Exercise 8

a. Fordism

b. Taylorism

c. Production

d. Yes

e. No; depends on the environment

## Tip 5, Exercise 9: Paragraph Signposts & Answers

The signposts are:

Paragraph B: '... two elements...' , 'The first is...' , 'The second element is...'.

Paragraph C: 'For example...', and perhaps, 'After that happened,...', which introduces a concluding sentence.

Paragraph D: '... for instance...', 'Furthermore...' and perhaps, 'thus... ', since *effect* words such as 'so', 'thus', and 'therefore' can show a great deal about the direction of an argument, often by summarising the point of the paragraph. The last sentence here is also a concluding sentence.

Paragraph E: 'But clearly...', which shows the change from good to bad.

The answers are:

1. Phonetic
2. Yes
3. Because it improves health (to optimum levels).
4. Disseminating knowledge; training

## Tip 5, Exercise 10: 'Fordism' Skim-reading

### Tasks One & Two

| Paragraph Title | Paragraph | Contents |
|---|---|---|
| Organisational Culture | B | Description of culture |
| Judgement | D | If fits = good, e.g. McD |
| Fordism | A | Description of system |
| Problems | C | 2 x e.g., GM wins |

### Task Three

The first important conjunction in Paragraph C is 'But,' beginning the paragraph, showing a contrasting (negative) idea to the previous (neutral) ideas of Paragraph A and B.

The second important conjunction is 'Moreover', showing an addition of ideas—that is, the introduction to the next problem.

## Tip 6, Exercise 11: Quick Read Approach for the 'Globalisation' Text

### Task Two

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

### Task Three

1. Purpose = to try to 'analyse' the complicated subject of 'globalisation', doing so by looking at 'four' areas.
   a. No
   b. Yes
   c. 1C, 2D, 3B, 4A

### Task Four

1. Paragraph B is organised as:
   'To begin... **both** [A] and [B]. [A]... [gives explanation]. **Looking at** [B], ...[gives explanation]. [Concluding sentence].'

2.

| | Organising Word | | Good or Bad Aspect | | Signpost/Conjunction | | Good or Bad Aspect |
|---|---|---|---|---|---|---|---|
| C | One | → | Good | → | However | → | Bad |
| D | Next...On the one hand | → | Good | → | But | → | Bad |
| E | Also | → | Bad | → | Contrasting this | → | Good |
| F | [The biggest] | → | Good | → | Yet | → | Bad |

3. The writer forms no conclusion.

## Tip 7, Exercise 13: Conjunctions

| Cause | Effect | Contrast | Addition |
|---|---|---|---|
| Because | So | However | In addition |
| Since | Thus | In contrast | Moreover |
| As | Therefore | But | Furthermore |
| For | As a result | Although | Also |
| Because of (N) | Hence | Despite / In spite of (N) | And |

All these conjunctions are followed by clauses [Subject + Verb], except for 'because of' and 'despite/in spite of', which are followed by noun phrases. For example:

| | |
|---|---|
| He went swimming | • although it rained.<br>• in spite of *the rain*.<br>• despite the *fact* (that) it was raining. |

## Tip 7, Exercise 14: Using Conjunctions for Predicting

1. see/watch/view
2. purchased/bought
3. excellent/good/impressive [or similarly positive adjectives]
4. Private
5. fighting/arguing
6. ring/check
7. worried/disturbed/bothered
8. cancer
9. hard
10. inconclusive/unclear
11. bankrupt/down
12. much
13. have/possess
14. general
15. declined/fell
16. use/speak
17. too
18. field/outdoor/practical
19. studied
20. awareness

## Tip 8, Exercise 15: Guessing Words From Context

| | | | |
|---|---|---|---|
| 1. D | 4. D | 7. B | 10. C |
| 2. A | 5. A | 8. D | 11. A |
| 3. C | 6. B | 9. B | 12. D |

## Tip 8, Exercise 16: Word Beginnings and Ends

### Part One

Some of these prefixes have become so 'fixed' that the prefix has become attached to the core word without a hyphen ['-'].

The use of hyphens varies among English speaking countries, *and* among age groups. Words usually start being used with hyphens, but then, as the word becomes more familiar, hyphen are not used, and sometimes the two words are then written as one.

Be careful. Just because a sentence seems to begin with a prefix, it does not always mean that it *is* actually a prefix. '*Re*sign' [/rə**zain**/= quit] is almost the opposite to '*re*-sign' [/**ri**-sain/= sign again], since 'resign' does not use a prefix, while 're-sign' does. Similarly, 'underneath' does not have a prefix. 'Under' is a preposition which has become attached to the core word.

| Prefix | Meaning | Examples |
|---|---|---|
| co- | • with, together | co-teacher, co-pilot, co-worker, co-ordinate |
| re- | • again | re-do, re-submit, re-write, remake, re-unite |
| ex- | • former, before | ex-wife, ex-lawyer, ex-student, expel, exhale |
| inter- | • between | international, interstate, internet, interview |
| bi- | • two | bi-sexual, bicycle, bisect, bi-annual |
| pre- | • before | prefix, prepare, preview, pre-war, pre-empt |
| semi- | • half | semicircle, semi-conscious, semi-automatic |
| counter- | • in the opposite direction | counter-clockwise, counterattack, counter-argue |
| post- | • after | post-war, post-mortem, post-modern |
| mono- | • one | mono-lingual, mono-culture, monopoly |
| anti- | • against | anti-war, anti-American, anti-smoking |
| non- | • not | nonsense, non-smoking, non-drinking, non-stop |
| multi- | • many | multiply, multi-layered, multi-national, multiplicity |
| trans- | • across | transfer, transport, translate, trans-sexual |
| super- | • above, more than | supermarket, superstar, superb, supersonic |
| de- | • acting against | defrost, decline, defeat, de-commission, deny |
| pro- | • for, in favour of | pro-war, pro-America, pro-smoking, proponent |
| sub- | • under | submarine, subway, submit, subordinate |
| uni- | • one | unique, universe, unilateral, unite, union |
| tri- | • three | tricycle, triangle, tri-lingual, tri-annual, tripod |
| over- | • too much | overcook, overeat, overact, overcharge |
| under- | • not enough | undercook, under-eat, under-achieve |
| mis- | • faulty | misunderstand, mis-translate, misbehave |
| mal- | • bad | malpractice, malnutrition, maladministration |

| | | |
|---|---|---|
| bio- | • life, living | biology, biography, bio-mechanics, biosphere |
| auto- | • self | automobile, autobiography, automatic |
| ad- | • forward | adherent, adhere, addition, admonish |
| bene- | • good, well | benevolent, benefit, benefactor, beneficence |
| dis- | • away, not | disallow, dissuade, dismiss, disrespect |
| circum- | • around | circumnavigate, circumference, circumstance |
| tele- | • far | television, telescope, telepathy, telemetry |
| vita- | • life | vitality, vitamin, vitalise, vital |

**Part Two**

Our 'globalisation' paragraph could now be much clearer by putting in the meanings of the prefixes:

> (Against)-globalisation-(people) think globalisation is a (one)-lithic force (together)-aligned with a (many)-plicity of American interests to (under)-sume local culture and (against)-plete the world's resource; but are they only (half)-conversant with the issue?

**Part Three & Four**

The prefixes make the word-centres opposites. The first word-ends form adjectives. The second word-ends form nouns. The full words are:

| | | | |
|---|---|---|---|
| • un**use**able | • im**pol**ite | • **govern**ment | • **matur**ity |
| • ill**it**erate | • ir**relev**ant | • **gradu**ation | • **nice**ness |
| • dis**loy**al | • in**act**ive | • **relevan**cy | • **wis**dom |

Be aware that in very rare cases, the prefix 'in', which normally forms an opposite, might make the word *stronger*, as in the case of '(in)flammable' and '(in)valuable'.

## Tip 9, Exercise 18: Following Instructions

If the instructions are correctly followed, the answers to the first six questions should be:

1. False
2. Not Given
3. True
4. Yes
5. No
6. Yes

Be careful when spelling 'True'. Many students will spell it 'Ture', which is, technically, always a wrong answer. Similarly, the answers to the next five questions are:

7. many solutions//solutions to problems
8. an indirect way//indirectly
9. of the brain
10. B
11. D

### Answers 12 to 15

12. Answer V has already been used as an example, and the instructions say that you can only use an answer once, so V cannot be the answer.
13. There are two answers here, and the instructions do not allow this. This means that even if one of the answers is correct, Answer 13 would still be wrong.
14. The answer should be written in Roman numerals—for example: IV.
15. This may be correct, but the fact that answer II has already been used in Question 13, suggests there may be a problem here.

### Answers 16 to 18

These answers make a similar mistake to Answers 1 to 3.

The answers should be AGR, DIS, and NG, respectively.

## Tip 10, Exercise 19: Using Common Sense

### Questions 1 to 4: Using the Grammar

1.-2. As Tip 18, Part Two will explain, gap-fill questions allow you to use your grammar (and knowledge of common word combinations).

For Question 1, the grammar [passive verb, requiring a past-particle, or V3] as well as the meaning, give the likely answers: 'found' or 'discovered'.

For Question 2, the answer is almost certainly 'corner' or 'intersection'.

3.-4. The answer to Question 3 is a noun referring generally to scientific disciplines. This noun could, in fact, be 'disciplines', or 'fields', or 'areas'.

Similarly, for Question 4, the grammar and meaning suggest 'major' or 'significant' as the most likely answers, although other answers are possible, such as 'wonderful' or 'great'.

### Questions 5 to 15: Logic I: General

These questions can be answered based on logic and knowledge of the world.

5.-6. The answer to Question 5 is probably 'C. The news'. In western culture, this often starts at six pm. For Question 6, 'de-forestation' by definition means losing the forest, since 'de' means 'against', as in the words 'decrease', 'decline', 'defeat', 'de-activate', 'demote' and many many others. [See Tip 8, Hint 2]. This means the answer is probably B, since this clearly causes great loss of forest.

7.-9. If you go to an art museum, you will occasionally see glass used in sculptures, so the answer to Question 7 is probably 'NOW'. However, if you know much about technology, you might know that we do *not* have optical computers, but we *do* have fibre optics, so the answer to Question 8 is 'FUT' and Question 9 is 'NOW'.

10.-15. These five questions are from the same reading, and all of them can be decided by common sense. Question 10 is probably 'AGR', since this is quite likely to be the point of the text. Question 11 is probably 'DIS', since it is a well-known fact that girls usually achieve higher marks at school. Question 12 is probably 'DIS', since any experience with video games would show that they are very violent. Question 13 is probably 'AGR', since common sense tells us this. Question 14 is 'AGR' for the same reason—most people would think that fantasy (and thus creativity) is important. Question 15 is obviously 'DIS'.

### Questions 16 to 22: Absolute/100% Statements

These questions raise the issue of 'absolute' or 100% statements. In real life, 100% statements are unlikely to be true, unless they are statements of obvious fact. ['Russia *is* cold in the winter'; 'One plus one *equals* two'].

Questions 16-19 use the absolute terms 'can be *fully* explained', '*complete* records/in *any* part', '*only* accept', and '*must* be', respectively, while Question 20 writes its sentence as a 100% fact. It is *not* logically or realistically possible for any of these to be true, thus the answer to all of these questions must be NO (or possibly, NOT GIVEN).

Similarly, Question 21 gives absolute alternatives using 'will (not)', which cannot be true, since this future cannot be predicted with such certainty. Answer D is unlikely, leaving Answer B as correct (expressing possibility [not *certainty*] with the modal verb 'could'). By the same logic, Question 22 must be B (expressing possibility [not *certainty*] using the adverb 'often').

Thus, when facing 'Yes, No, Not Given' questions, or with Multiple Choice questions, be careful when seeing such absolute phrasing.

'Danger' Words

| | |
|---|---|
| - no one | - everyone |
| - fully | - complete |
| - only | - must |
| - must not | - have to |
| - will | - will not |
| - won't | - definitely |
| - certainly | - absolutely |
| - cannot | |

... or generally, statements which include *all* of something, or 100% *certainty*, or extremes ('permanent', 'immediately', 'forever').

### Questions 23 to 25: Common Knowledge

These questions raise the issue of common knowledge. Sometimes you may simply know the answer from your own knowledge of the world. Thus, many people would be aware of *some* or all of the answers to these questions, namely: Question 23: 'Mountain', Question 24: 'Rim of Fire'; and Question 25: A.

### Questions 26 to 30: Logic II: Cause & Effect

Many IELTS reading questions are based on cause and effect relationships, sometimes, as with these questions, in a very obvious way. As usual, by logically thinking, you can often answer some (and sometimes *all*) of the questions. The answers are 26: C, 27: D, 28: B, 29: E, and 30: A.

## Tip 11, Exercise 22: Scanning Words

1. A. added [or a synonym, such as 'combined', 'joined', or 'mixed']
   B. concrete
   C. sometimes [or a synonym, such as 'occasionally', since the whole text is about concrete and its additives]

2. A. pure [or a synonym, such as '100%']
   B. fuels [then 'hydrogen']
   C. hydrogen

3. A. Sears Tower
   B. high/height
   C. Chicago [then 'Sears Tower']

For this question, you could also scan for a number (of metres). This would probably be quicker. In general, if the sort of answer is an 'obvious feature', scan for that first.

4. A. underground
   B. breeds (or a paraphrasing, such as 'gives birth' or 'raises their young')
   C. grasshopper [then 'breeding' or 'underground']

5. A. theories
   B. Peterson
   C. accepted [or a related word such as 'received' or 'agreed']

## Tip 11, Exercise 23: Part Two: 'Fordism' Answers

| Answers | Scanning Word(s) |
|---|---|
| 1. standardised | Model T |
| 2. black | paint |
| 3. withdrawal of commitment | quality |
| 4. (by far) greater | General Motors |
| 5. vertical//vertically | MacDonalds, control |

## Tip 12, Exercise 24

1. two
2. (no answer)
3. essential
4. countries, markets, economies

## Tip 13, Exercise 26: Synonyms & Paraphrasing

### Part One

1. F
2. E
3. B
4. G
5. C
6. A
7. D
8. J
9. H
10. I

### Part Two

| Synonyms or Paraphrasing | Answer | Comments |
|---|---|---|
| 1. decreased in size/shrink | D | |
| 2. riskiest/most dangerous | rear | Not 'rear seat' |

| | | |
|---|---|---|
| 3. charge/receive payment | beekeepers | In this case, antonyms or opposites are used. The related words 'insects' [that is, bees] and 'hives' [that is, 'homes' for bees] also connect the two sentences. |
| 4. preserve/store | fire | |
| 5. drivers/people behind the wheel | defend | This answer requires changing the grammar. |
| 6. being killed/fatalities | high(er) | Note that we cannot use 'even higher' since this phrase cannot be connected with the indefinite article 'a'. |
| 7. promoter/encourage, & facilitator/offer assistance | A | |
| 8. biblical/religious | D | 'Biblical' means 'from the bible', and the bible is the Christian religious book. |
| 9. giving birth to young/breeding | A | |
| 10. best time/certainly worth it, & early morning/dawn | B | |

## Tip 14, Exercise 28

1. Interaction with others
2. Maintain important/cardinal relations
3. Five
4. Japan [not 'Japanese']

## Tip 14, Exercise 29: Easy Questions First

### Paragraph A

Question 4 is the easiest, since we can scan for 'AUSIT' or a number ('How many'). Question 2 is the next easiest, since the answer requires a name [a proper noun, with a capital letter]. The answers are:

1. Only (accurately) interpret
2. Frishberg
3. To formalise roles.
4. Fourteen (pages)

### Paragraph B

Question 7 is perhaps the easiest, needing the name of a state [a proper noun, starting with a capital letter]. Question 6 is perhaps the next easiest, since the word 'profiling' stands out in the text because it is inside inverted commas ('...'). The answers are:

5. Linguistic/Language ability
6. Linguistic/Language ability, sex, age, religion, ethnicity [any two]
7. Victoria [not 'Victorian']
8. Yes

### Paragraph C

Question 11 is certainly the easiest, needing a proper noun. The rest of the questions seem difficult, although

Question 9 is a 'what' question, which is probably easier than 'why' and 'when' questions. The answers are:

9. Open communication
10. Discussing awkward topic(s)
11. Italy [not 'Italian']
12. They lose freedom//loss of freedom.

### Paragraph D

Question 16 may be the easiest, since it asks a 'what' question, needing a noun as an answer, whereas the other questions are 'why'. However, Question 15 has the clear 'scanning' word, 'processing', perhaps making it the first question that you should look at. The answers are:

13. Grammatical differences
14. (It) condenses information.
15. (To) re-configure (the) message(s). [but use only three words]
16. Breakdown of co-operation

### Paragraph E

Question 17 is probably the easiest, since it refers to a number of proper nouns or acronyms. Question 19 is also straightforward since we can scan directly to '2011' and then read around it for the answer. The answers are:

17. Three
18. Better empathy
19. Significantly
20. Choosing/choose (interpreters') gender// Gender selection

### Paragraph F

Question 24 is certainly the easiest, since it asks a 'yes/no' question. Question 21 is probably the next easiest, since it asks a 'what' question, needing a noun as an answer. The answers are:

21. (Only) minor concerns
22. Vigorously
23. (It) is (so) human-based.
24. No

## Tip 14, Exercise 30: 'Fordism' Answers

1. Flowline
2. (It) dries/dried faster.
3. (Large/High) turnover; withdrawal of commitment
4. Consumer choice marketing
5. Doesn't/not fit environment
6. Post-industrial

## Tip 14, Exercise 31: 'Globalisation' Answers

1. Academically; personal effects
2. Multi-cultural
3. They are well-made.
4. Film, music, TV/television
5. World trade
6. Debt//Leaving it debt-ridden//Being debt-ridden [not 'debt-ridden' which is not a result (a noun)]
7. Western [not 'western values']
8. Not possible//impossible
9. (Improving/improved) property-rights
10. (Its) natural resources
11. AGR
12. DIS
13. NG
14. AGR

## Tip 16, Exercise 33: Eliminating Choices

| | Eliminate choice(s) ... | Why? |
|---|---|---|
| 1. | B and C. | They are absolute and unlikely, respectively. |
| 2. | A. | Computer problems can not logically be related to times of the day (morning). It also seems too often. |
| 3. | B and probably C. | |
| 4. | A and C. | They can not be true. The answer is probably B, since it is a meaningful fact, while D is too obvious and un-specific.<br>You should immediately realise that Choice C has a problem because the use of 'only' makes it an absolute statement. Other 'danger' words like this are 'always' and 'never' [See also Tip 10, Exercise 19, Questions 16 to 22]. |
| 5. | B. | Companies obviously want to benefit themselves. |
| 6. | B and C. | They are not logical, and can not be true. |
| 7. | A. | It is not logical.<br>For this question, you need to know that 'rural' = 'related to the country (not the city)'. B, C, and D would all make rural areas better to live in. Logically then, they are possible; but not A. |
| 8. | A. | It is very unlikely to be true. |
| 9. | D. | The conjunction 'although' shows a contrast. Thus, the sentence can be logically analysed as: '*Although* selenium (has a good aspect), (there is a bad consequence)'. A, B, and C are all bad consequences, while D is neutral, so D can not be the answer. This is an example of using conjunctions to analyse the logic and meaning. [See also Tip 7]. |
| 10. | A. | Modern career advisors would never be so narrow-minded. Similarly, Choice B is unlikely, leaving C or D as the probable answer. |

## Tip 16, Exercise 34: Space Exploration: Eliminating Choices

| | Eliminate choice(s) ... | Why? |
|---|---|---|
| 1. | C and D. | The last sentence tells us the answer is not Choice D, while the word 'some' in Choice C makes it wrong, since the text uses the extreme adjective 'enormously'. |
| 2. | A and B. | These are written as statements of *present* fact, whereas in the paragraph, hydrogen fusion power is written as a *future* technology. |

| | | |
|---|---|---|
| 3. | B and C. | They are somewhat off the topic. The answer is probably D. |
| 4. | A, C, and D. | Again, these are written as statements of fact, whereas in the paragraph they are written as future possibilities. |
| 5. | B, C, and D. | These choices are too limited. The purpose of the text is clearly to argue in favour of space exploration, which is Choice A. |

## Tip 16, Exercise 35: 'Space Exploration' Answers

### Part One: Matching

2. Paragraph II = A
3. Paragraph III = F
4. Paragraph IV = E
5. Paragraph V = C
6. Paragraph VI = B

### Part Two: Scanning

1. 1993
2. Embarrassed (Not 'embarrassing' or 'embarrassingly. '~ing' is for how someone/something is; '~ed' is for how someone feels).
3. (A) technological spin-off(s)
4. Five (piece of rock [from space], sun, comets, asteroids, planet)
5. Twice
6. Three times
7. Differences, jealousies, hates

### Part Three: Short Answer Questions

The answers are:

1. (only) government(s)
2. hydrogen fusion power
3. (by) exploring upwards
4. exploration
5. wonder/mystery of space

## Tip 17, Exercise 36: Type of Answers

The type of answer is:

1. a form of cheap transport, such as 'bus', 'train', or 'boat'.
2. a period of the day, such as 'dawn', 'daybreak', 'midday', or 'dusk'.
3. pieces of watching equipment, such as 'binoculars', 'camera', or 'telescope'.
4. something that produces pollution, such as 'factories', 'fireplaces', or 'coal burning'.
5. serious crimes, such as 'murder', 'arson', or 'rape'.
6. organs in the body, such as 'heart', 'liver', or 'stomach'.
7. cereal crops, such as 'wheat', 'rice', or 'barley'.
8. insect garden pests, such as 'ants', 'caterpillars', or 'aphids'.
9. high school subjects, such as 'maths', 'geography', or 'history'.
10. a tool, probably a 'saw', but possibly a less obvious item, such as 'drill' or 'pliers'.

11. a section of a library, such as 'fiction', 'children's', or 'magazine'.
12. a group or class of people, such as 'drivers', 'commuters', or 'pedestrians'.
13. an unpleasant medical condition, such as 'swelling', 'bloating', or 'cramping'.
14. items which may be unexpected in bedrock, such as 'fossils', 'shells', or 'sand'.
15. logically bad consequences from an eruption, such as 'lower productivity' or 'deaths'.
16. storm protection methods, such as 'rock walls', 'barriers', or 'cement blocks'.
17. a form of 'unreliable' evidence, such as 'anecdotes', 'stories', or 'self testimonies'.
18. sources of power, such as 'diesel engines', 'electricity generators', or 'wind'.
19. infectious organisms, such as 'viruses', 'bacteria', or 'influenza'.
20. intellectual aspects, such as 'abstract thinking', 'symbolism', or 'future awareness'.
21. a negative personality effect, such as 'increased violence', 'withdrawal', or 'alienation'.
22. an aspect of language, such as 'grammatical patterns' or 'intonation'.
23. a collective noun referring to scientists, such 'psychologists' or 'archaeologists'.
24. a human activity likely to harm birds, such as 'tree-felling' or 'construction'
25. a factor which would encourage emigration to other countries, such as 'rise in population', 'newly discovered lands', or 'high taxes'.

## Tip 18, Exercise 37: Grammatical Correctness

1. air ('Plane' is not in the sentence from the text, and so may be wrong, although the word is probably used in the full text, making the answer right).
2. Mexican
3. working
4. strange//stranger's
5. advertise
6. preparation
7. enjoyable
8. slower//slow
9. fashionable
10. sleeping
11. responsibility [in any order]
    commitment [not 'involvement']

## Tip 18, Exercise 38: Predicting using Grammar

### Part One

1. Hooming; begung the shung
2. Lumbant
3. He was hasterberg.
4. Groostly
5. Cranlut
6. Jejoot to him.

If a 'lumbant jenter' is a 'new patient' (at a hospital), we could 'de-code' the text with real English words into a passage such as:

> Yesterday I saw a new patient crying behind the ward. He seemed very upset, so I did not bother him, just walked by him carefully. Perhaps later he will cheer up, and I will be able to talk to him.

### Part Two

1. A verb, probably 'increased', 'rose' or 'grew'.
2. A noun, probably 'people', but possibly 'men' or 'women'.
3. An adjective, probably a superlative adjective ['~est']—such as 'greatest' or 'largest', but possibly 'smallest'.

4. A bare verb, probably 'learn' or 'do'.
5. A bare verb, since it would use a similar phrasing to the subject, namely, 'learning to (something)'. An answer could be 'swim'.
6. A noun, probably 'level' or 'amount'.
7. A past participle, or third form of the verb [V3], since it is a passive construction—probably 'listed' or 'categorised'.
8. An adjective, but this adjective must be of a negative nature, since it eventually caused the person to die. Thus, 'drunken', 'debauched', 'careless' and 'irresponsible' are some possible answers.
9. A verb, and if you know about wolves (from common sense), then you could guess the answer is 'scavenge'.
10. A noun, referring to an amount of radiation. If you know some common adjective and noun combinations, you could guess that the answer is probably 'doses', but it could be 'amounts' or 'levels'.
11. A noun—and something made by erosion and geology. Some answers could be 'waterfalls', 'rivers' or 'cliffs'. The context of the whole reading would give the answer immediately.
12. An adjective, since it follows 'be'. The answer is probably 'aware' or 'careful'.
13. A verb, since it is between a subject and an object. Some answers are 'moderates', 'slows' and 'reduces'. Notice that the third person 's' is needed, since the subject is 'presence' [singular], not 'trees' [plural].
14. A noun—'something' trees need, such as 'nutrient', 'fertiliser', or 'space/room'.
15. A bare verb, since it follows 'must'. The answer is probably 'book' or 'ring'.
16. A noun, and it must be a negative condition. It is probably 'poverty'.
17. Another noun—an abundance of 'something'. The answers could be '(fertile) land', 'water' or 'business opportunity'.
18. Another noun—'something' included with a first class ticket, such as 'food', 'drinks', 'refreshments' or 'beverages'.
19. An adjective, modifying the noun 'basis'. Based on the meaning of the sentence, the answer is probably 'weekly' or 'monthly'.
20. A V3 (past participle), since it follows 'be' in the passive construction. Some answers could be 'settled', 'built' or 'lived'.

## Tip 18, Exercise 39: Predicting Parts of Speech

| Q. | Part of Speech | Ans. |
|---|---|---|
| 1. | verb | analyse/examine |
| 2. | verb | affect |
| 3. | adjective | personal |
| 4. | adjective | local |
| 5. | noun | gap/inequalities/inequality |

| Q. | Part of Speech | Ans. |
|---|---|---|
| 6. | adjective | Western |
| 7. | noun | knowledge |
| 8. | adjective | environmental |
| 9. | noun | regulation/regulating |
| 10. | adjective | less-stringent |

Notes:
1. Notice the grammar change needed, from 'analysing/examining' to 'analyse/examine'.
2. Again, the answer 'are affecting' is grammatically correct, and used in the text, but the instructions ask for *one word only*. Also, remember that '*a*ffect' is the verb; '*e*ffect' is the noun. One way to remember this is to think about that large black bird called a 'RAVEN' (*R*emember '*a*ffect' = *v*erb, '*e*ffect' = *n*oun').
10. Even if you do not know the meaning of 'stringent', the grammar and context give this as the answer.

## Tip 19, Exercise 40: Translating Tables & Diagrams

Table

[Answer 1] is a street name, where the Lockheed building (which has an antenna) is located. [Answer 3] is the name of a building which has an interesting feature [Answer 4], and is located in William Street. [Answer 5] is another street name where the Makepeace Place building, which is of historic value, is located.

Blood Circulation

Oxygenated blood is pumped from the right-hand-side of the heart to [Answer A] and [Answer C], then the blood (now de-oxygenated) travels *from* these two parts to the left-hand-side of the heart. From here, the de-oxygenated blood is pumped *to* [Answer B], and then returns oxygenated *from* [Answer B], back to the heart, completing the process.

Note: Common sense here tells us that, since *de*-oxygenated blood enters [Answer B] and exits as *oxygen*ated blood, [Answer B] must be the *lungs*. [Answer A] could be the *brain* (being at the top), while [Answer C] could be the *body*.

Tallest Buildings Diagram

[Answer B] consists of two [twin] towers, with spires/antennas on the top. [Answer A] is slightly smaller than [not as tall as] [Answer B]. It is, in fact, the second smallest building. [Answer C] is not as tall as [Answer D] but slightly taller than (or approximately the same as) Taipei 101. Taipei 101 is bigger than [Answers A and B], but the tallest building is [Answer D].

Galvanometer Diagram

[Answer C] is a coil of wire wrapped around [Answer D], with both of them between the ends of [Answer B], which produces a force which turns the pointer. This action is countered by [Answer A] mounted on the top of [Answer D].

Note: Common sense (and a knowledge of vocabulary) tells us that [Answer B] is some sort of *magnet*, since it produces a magnetic field, and that [Answer A] must be some sort of *spring*.

Alumina Diagram

[Answer A] solution travels (is transported/carried) into a large filter. This filter removes/separates [Answer B], which is taken to landfills. The original solution continues onto a precipitator, where [Answer C] is removed. The material then enters a [Answer D], which [does something], converting the material to the final alumina product.

Note: Common sense tells us that [Answer C] is probably *liquid*, *fluid*, or *water*, since the 'solution' changes into a harder drier substance in this part of the process. The lesson is *always* use your common sense.

## Summarising Exercise, Reading Passage One: The Marvellous Eye

### Task One: Quick Read

The text *discusses/describes* a process—how various types of eyes evolved and function.

### Task Two: Scan-reading

1. Up to 30 thousand
2. Swatting a fly
3. 500
4. The compound eye
5. 95 degrees

### Task Four: Answering Questions

Eye Table

[Answer 18] is an eye using/utilising/functioning with (or similar to) a simple pinhole effect. The mammalian eye is designed to reduce/lower/minimise [Answer 19], while the [Answer 20] eye can see in circles. The apposition eye gathers/collects many [Answer 21] of information.

Eye Diagram

Light enters through the conjunctiva, then passes through [Answer 25] and goes through another layer into [Answer 26]. The light rays then pass through the Vitreous Humour and strike the [Answer 27] at the rear of the eye. These are converted to electrical impulses [from common sense], which are then transmitted through the [Answer 28] to the brain.

### Answers to Questions for Reading Passage One

1. E
2. C
3. B
4. A
5. D

6. Spherical // circular
7. Mammalian
8. Versatile
9. Layers
10. Muscles

11. (An) eye-spot
12. (Having) (true) visual imaging/ capabilities
13. Focuses (light/the) rays
14. Brain processing

15. Units
16. Movement
17. Fly

18. Pit
19. Blurring
20. Compound
21. Points [not 'point']

22. D
23. D
24. B

25. Aqueous humour
26. (The) lens
27. (The) retina
28. Optic nerve

29. DIS
30. AGR

## Summarising Exercise, Reading Passage Two: Post-Modernism

### Task One: Thinking//First Paragraph Analysis

'Post' means 'after', so the title refers to a system of thinking 'after' the modern period. The text will *discuss* this system. The last sentence of Paragraph A is a segue sentence—announcing the need to define postmodernism. However, this definition is not in Paragraph B, but in Paragraph C.

### Task Two: Skim-reading Using Paragraph Beginnings

All those first sentences give a very good understanding of the text. The answers are:

a. No
b. No
c. No
d. The third
e. He is scientific//follows scientific discipline.
f. Yes
g. Yes

The last sentence in Paragraph A is a segue sentence, while in Paragraphs D & E, they are concluding sentences. The last sentence in Paragraph H sums up the writer's position about the concept of post-modernism.

### Tasks Three and Four: Skim and Scan-reading

Let us examine the whole reading text once again, and highlight the pieces you should have noticed.

**Post-Modernism**

**A**

We hear this **ambiguous** term all the time—post-modernism. Academics, politicians, scientists, social **analysts**, and literary critics, all either love or hate the term in equal measure. It is a valuable framework for some, and something to be laughed at and **scorned** by others. So, is post-modernism a new exciting **perspective**, or just some typical 'new-age' philosophical nonsense that does not actually exist? Well, before we begin, we need to know what it is, and that is not as simple a task as it sounds.

*A topic sentence.*

*A term in inverted commas, so possibly it is important.*

**B**

It would be oversimplifying to say that we are in the post-modern era. History does not change from period to period so neatly. Post-modernism is certainly *not* a new era that has replaced modernism (as the name suggests), but instead represents a fight for dominance amongst older systems of thought—a fight which first began with the counterculture movement in America in the late 60s, becoming much in vogue in the 1980s, and lingering yet into the present age as many social commentators' favourite piece of jargon.

*A topic sentence.*

*A word in italics.*

*A proper noun, followed by a figure (60s), showing when the 'counterculture' movement began, and another figure.*

C

As for the meaning of post-modernism, this term is not a clear set of ideas or beliefs. It must be remembered that post-modernism is just a word, and perhaps an overused one, to which people give various meanings to serve their purposes. Often this purpose is nothing more than an attempt to show the pseudo-sophistication of the user, rather than any true intellectual depth or insight. Taken seriously, post-modernism generally relates to three central tenets: the subjective nature of truth and perception, a rejection of traditional discipline and power, and an emphasis on diversity and difference (of people, reality, and truth).

*A topic sentence.*

*An important organising clause, announcing three tenets.*

*Terms in brackets, which might be useful.*

D

Regarding the first, post-modernism claims there are no absolute truths. It claims that interpretations of events all depend on personal perspectives, and that values, knowledge, and wisdom can be recognised through all of them. So much for that. Regarding the second tenet, post-modernism claims that knowledge is produced by questioning existing beliefs, and in the creation of new ones. Existing frameworks and rationality are negative forces. Better values are differences, plurality, and innovation. Looking at the final tenet, post-modernism claims that human systems are groups of individuals characterised by difference. Thus, we should encourage diversity, and allow for differences and a certain amount of conflicting opinion.

*A signpost.*

*A signpost.*

*A signpost.*

*A conjunction, concluding the final tenet.*

E

It is only in this third area that I feel comfortable. I think it is clear that diversity has always existed—but traditionally this has been suppressed as individuals were forced to follow specific systems of behaviour, religion, and thought. This only began to change in the 1980s as globalisation became a decisive force, with its mixing of the world's races, cultures, populations, media, markets, and financial systems. Given the nature of present socio-politico-economic forces, it cannot be denied that diversity is inevitable and increasing—and the current ethos is that this must necessarily lead to good outcomes.

*A signpost; a topic sentence, then a conjunction.*

*A figure, easily scanned for, showing when globalisation became strong.*

*A word interesting for its length and technical nature.*

F

However, whilst I acknowledge the reality and need of accepting diversity, as a person who follows scientific discipline, I cannot accept the first two tenets of post-modernism, which are often used merely to support intellectual laziness, such as pseudo-scientific and irrational popular beliefs. And yet it does this so easily and so glibly, abandoning all critical thinking, and denying externally verifiable truths, all with the arrogant assumption that this is necessarily a virtue. This trend has grown to ridiculous amounts in the example of 'new-age' philosophy, where, in alternative medicine, religion, and associated beliefs, virtually anything is possible and nothing can be excluded, not even the most nonsensical and bizarre.

*An important opening conjunction, showing this paragraph will contrast the previous (positive one) in some way, by being negative. It is followed by a topic clause.*

*As in the first paragraph, the same term in inverted commas, clearly regarded as bad.*

**G**

Yet, it cannot be denied that post-modernism, however loosely and sloppily it is defined, has spread across many intellectual endeavours. Literary post-modernism began with off-beat poetry and novels in the post-World War II period, where fragmentations, paradox and changing narrative techniques were employed. Post-modernist architecture aimed for difference, and encouraged 'superfluous ornamentation' as representations of individuality, in response to the sterile modernist buildings which arrogantly presumed to have an ideal blend of form and function. Musical post-modernism is arguably less defined by the apparent style, but more by the attitude of the singer, composer, or musician.

*A topic sentence.*

*A major period in history.*

*Another interesting word, put in inverted commas.*

**H**

Where post-modernism strays into dangerous territory is when it enters moral interpretation. Clearly, there must be some socially agreed 'absolutes' when it comes to establishing moral standards or principles that regulate human societies. Immorality (which could be defined as active opposition to morality) and amorality (showing unawareness of, indifference toward, or disbelief in any morality) can never be excused by some intellectually lazy recourse to post-modern Nietzsche-like moral relativity. Basically post-modernism is a nice word, and occasionally serves a useful purpose, but always needs to be applied with a thinking and critical mind.

*A topic sentence*

*Two definitions*

*A person's name*

Scan reading this gives:

| Paragraph Title | Paragraph | Contents |
|---|---|---|
| Diversity | E | Diversity tenet good; likes it, agrees |
| PM = Good or Bad? | A | Love/hate? New age? |
| A Criticism | F | Doesn't like 1 & 2 = ridiculous, new age ..etc.. |
| Which Era? | B | Not in PM era. Fight for dominance, from 60s |
| Some Tenets | D | 1, 2, 3 in detail. (about truth, knowledge, diversity) |
| Definition | C | PM just a word, has 3 tenets:1, 2, 3 |
| Morality | H | Def. of morality & immor.//dangerous |
| Spread of PM | G | PM spread to arch., lit., & mus. |

### Task Five: Words

The adjectives 'decisive' and 'verifiable' have good meanings, whereas the other nine adjectives have bad meanings. The best definitions for the nouns are:

| | | | |
|---|---|---|---|
| Analyst | = person who talks | Rationality | = smartness |
| Perspective | = way of thinking | Plurality | = many things |
| Era | = long period | Innovation | = new ideas |
| Dominance | = strength | Diversity | = differences |
| Tenet | = main point | Indifference | = not caring about |
| Discipline | = control | Recourse | = which helps |
| Emphasis | = making stronger | Relativity | = unfixed thing |

### Task Six: Questions 1 to 10

1. No [See the topic sentence in Paragraph B].
2. America
3. (It is) subjective//has subjective nature [Scanning for 'truth and perception' leads us to Paragraph C, and the answer given. Following the signposts in Paragraph D also gives the possible answers: 'not absolute' and 'depends on perspective'].
4. Three
5. People, reality, truth [The answer is at the end of Paragraph C. Paragraph E gives 'behaviour, religion, and thought' but this paragraph is the author's view of diversity. The last part of Paragraph D looks at post-modernism's diversity tenet, but does not identify several areas for allowing differences].
6. Differences, plurality, innovation [All THREE answers required]
7. (In)(the)1980s [Not '80s', since this is not totally clear; and not '1980', since this is a year, not a period of time].
8. Abandons/abandoning (critical) thinking//denies/denying (verifiable/external) truths [Did you scan for 'intellectual laziness'?]
9. New-age (philosophy) [Did you scan for 'nonsense', and find 'nonsensical' at the end of Paragraph F?]
10. Architecture, literature [not 'literary'], music [not 'musical'].

Note: Question 4 uses the word 'principles', whereas the text uses the synonym 'tenets'. Similarly, in Question 6, 'preferable' becomes 'better' in the text; in Question 7, 'prominent' becomes 'a decisive force'; in Question 9, 'thought system' becomes 'philosophy', and in Question 10, 'fields' becomes 'endeavours'.

### Task Seven

#### Part One: Question Analysis

A & B

Question 11 requires a noun, and the conjunction 'although' suggest a word opposite to 'dislike', such as 'good thing' or 'worthwhile idea'. This good/bad contrast suggests the answer is in Paragraph A. Questions 12 to 16 also require nouns, or noun phrases (in Question 14). In the last four cases, you may know that nouns and noun phrases follow prepositions: 'based on' some*thing*, 'because of' some*thing*, 'believe in' some*thing*, 'be shown with' something. Question 17 requires an adjective.

C, D, & E

Some synonyms of 'several' are 'many', 'multiple' and 'various' (with the last one used in the text). A synonym of 'intentions' is 'purposes', as used in the text. Some synonyms of 'is based on' are 'revolves around', 'is founded on' and 'depends on' (with the last one used in the text).

Question 15 suggests a negative aspect of post-modernism. This means the 'However' paragraph [Paragraph F] probably holds the answer. For this reason I regard Question 15 as fairly straightforward, since I already know where the answer probably is, and only need to read that part closely to find it.

Similarly, Question 11 might be the (next) easiest. However, the easiest might be also Question 17, with the key scanning word, 'immorality'. Was not that word in the last paragraph? And the paragraph before mentioned 'architecture'. Perhaps then, an order to doing these questions is 17–16–15–11–the rest.

**Part Two: Question 11 to 17**

11. Valuable framework [Not 'exciting perspective' since these are the author's words written as a rhetorical question, and the answer needs to be the views of the 'people'].
12. Meanings
13. Personal perspectives
14. (Present) socio-politico-economic forces//globalisation [The first is the clearest and best answer, but the second is possible].
15. Scientific discipline
16. Superfluous ornamentation
17. Intellectually lazy

**Question 18**

You could eliminate Choice A, since we know the author only sees advantages in *one* of the three tenets. Choice B is possible. Choice C is probably possible, but Choice D is the same as A—too narrow, since the author only spends one paragraph [Paragraph C] on this. That leaves Choices B or C as the answer, but, although the text does look at the rise of post-modernism in Paragraphs A, B, G, and perhaps H, the author also analyses each tenet, and criticises the first two, so Choice B is the best answer.

## Summarising Exercise, Reading Passage Three

**Task One: Skim-reading**

The text is *arguing* that human differences are over-emphasised—that is, given too much importance. The order of the paragraph titles is: D, E, H, B, G, F, A, C.

**Task Two: Words**

1. merits
2. dominance
3. confronting
4. affluent
5. artificial
6. ambient
7. nurture
8. unifying
9. superficial
10. fringe
11. broadened
12. compensate
13. deity
14. veneration
15. mosaic
16. heritage
17. paradoxically
18. tribal
19. hierarchy
20. mono-theistic
21. undermine

### Task Three: Scan-reading

1. Desmond Morris; Abraham Maslow
2. Zoologist; psychiatrist
3. Self-actualisation
4. Bodily functions; physical safety
5. No
6. In-groups; out-groups
7. Sub-groups//pretend tribes
8. Language differences
9. The Middle-East
10. Christians, Moslems, Jews

Some of these answers are within brackets or quotation marks in the text, which you should also scan for.

### Task Four: Questions 1 to 4

1. MOR 2. AUT 3. AUT 4. MAS

### Task Five: Questions 5 to 10

5. AGR [In the first paragraph, the author readily admits people are different, but argues that those differences are over-emphasised].
6. AGR
7. NG [The author explains the two theories, but does not comment on their correctness. He uses the adjectives 'interesting' and 'theoretical', and the phrase, 'Whatever the merits', and admits the theories have 'their ample share of critics and counter-examples', but does *not* give his own judgement].
8. DIS
9. NG [The Middle-East *does*, actually, have many mono-theistic religions, and they *are*, in fact, from the three religious groups mentioned; however, the text does not directly say this. No matter how true this question is from *common sense*, the reading passage does *not* address this fact, so the answer is still not given.]
10. DIS [The answer is mentioned at the beginning of Paragraph G ('open conflict'), and clearly suggested at the very end of the last paragraph: 'conflict and problems'. Common sense also gives this answer: think about relations between racial or religious groups in any country].

### Task Six: Questions 11 to 20

11. broader [Not 'broadened', which does not fit the grammar].
12. evolutionary
13. dominant [Not 'dominance', which does not fit the grammar].
14. higher [Not 'hierarchy of' since this is two words].
15. uniform//common
16. superficial
17. undermine//belittle
18. religious
19. communicate [Not 'begin communication processes' since this is three words].
20. B

## Practice Reading Test I

### Reading Passage One

**Tooth and Claw**

1. coat colour(s)
2. companions [not 'companionship']
3. control rodents
4. (more) stable
5. gracefulness; affection
6. mourning; mob violence
7. mysterious ways; nocturnal prowls
8. witches
9. Black Plague/Plague
10. of rats
11. D
12. A
13. D

### Reading Passage Two

**The Age of Steam**

14. 18th century
15. external combustion
16. connecting rod
17. (large) flywheel
18. ruptured/exploded
19. safety controls
20. craft workers
21. military forces/the military
22. Unfavourable power-to-weight ratio
23. (Easily) supports weight/Weight is supported
24. direct rotary motion
25. Efficient scaling up/Efficiently scaled up
26. Overcome (the/its) drawbacks
27. Allows/Allowing simple modifications

### Reading Passage Three

**All in the Family**

28. False
29. True
30. True
31. Not Given
32. Post-industrial
33. Rising
34. protection
35. urban
36. destructive (institutions)
37. Problems
38. C
39. C
40. A

## Practice Reading Test II

### Reading Passage One

**Diamonds of the Kitchen**

1. Not Given
2. True
3. False
4. True
5. Oak (trees)/Oaks
6. Difficult to find
7. Three
8. Local peasants
9. A
10. D
11. E

[In any order]

12. mass produced
13. history and tradition

### Reading Passage Two

**Bacteria: Winning the War**

14. d
15. f
16. e
17. a
18. c
19. b
20. False
21. True
22. False
23. Recovery
24. identify/recognise
25. Trillions
26. A

### Reading Passage Three

**It's Dangerous at the Top**

27. False
28. True
29. Not Given
30. False
31. Sherpa porters
32. logistics
33. Mallory
34. Avalanches
35. oxygen (levels)
36. muscle mass
37. 8,500 metres
38. exhausted
39. noticed
40. ethics

## Practice Reading Test III

### Reading Passage One

**A Japanese Art Form**

1. False
2. True
3. Not Given
4. False
5. (Their) comic books
6. Young male readers
7. Romance and self-discovery
8. Determined central characters
9. C
10. E
11. F

[In any order]

12. bland and international
13. with her boyfriend

### Reading Passage Two

**Which Cheese is This?**

14. e
15. g
16. f
17. a
18. d
19. b
20. flavour(s)
21. Salty
22. veins
23. Camembert
24. melts/melted
25. gratable
26. B

### Reading Passage Three

**Trans-Saharan Trade**

27. True
28. False
29. Not Given
30. True
31. salt
32. Oasis
33. forest(s)
34. location
35. north(ward)(s)
36. comparable
37. camels
38. C
39. C
40. A

## Practice Reading Test IV

### Reading Passage One

**Cane Toads: A Lesson to be Learnt**

1. (native) cane beetles/the cane beetle(s)
2. its back/warts
3. a burning sensation
4. a few hundred
5. goanna(s); turtle(s)
6. skink(s); spotted frog(s)
7. lethal toxin; prolific breeding
8. dilute
9. effective predator
10. westward(s)
11. D
12. A
13. C

### Reading Passage Two

**Emotional Hijacks: the How and the Why**

14. e
15. g
16. f
17. h
18. d
19. c
20. a
21. Thalamus
22. (Brain) circuitry
23. Quick action
24. B
25. D
26. A

### Reading Passage Three

**The Black Death**

27. False
28. True
29. False
30. Not Given
31. Hygiene and sanitation
32. Unstable climatic conditions
33. Pillaging armies
34. Cynicism and disillusionment
35. bad air
36. circulation
37. the devil
38. rodents
39. (higher) pay
40. capitalism

**This Practical IELTS Strategies book is above all (as the name suggests), practical and strategic, giving a clear and achievable framework to maximising your score in the IELTS Reading Test.**

**This book has:**

- **20 solid tips, each developed and building from the previous**
- **common sense proof of each tip, supported where possible**
- **analysis and discussion on each tip**
- **over 40 exercises, with answers, also analysed and discussed**
- **a final summary and demonstration of all the tips in action**
- **extensive appendices with model answers, all analysed and discussed**

**Also recommended are the other four Practical IELTS Strategies books:**

**Book 2: Speaking**
**Book 3: Writing Task One [Academic Module]**
**Book 4: Writing Task Two [Academic Module]**
**Book 5: IELTS Test Practice Book**

Andrew Guilfoyle
(Cambridge ELT Certificate &
ELT Diploma, M.Ed, Cambridge Certified teacher trainer)
has been teaching English since 1993, and, more importantly, specifically teaching IELTS Preparation since 1994 – a field in which he has gradually come to specialise. He thus brings to his books not only an extensive theoretical knowledge, but also a wealth of practical classroom approaches, carefully developed over years.

書林出版有限公司 定價300元
ISBN 978-957-445-481-5
9 789574 454815 00300