Intensive IELTS

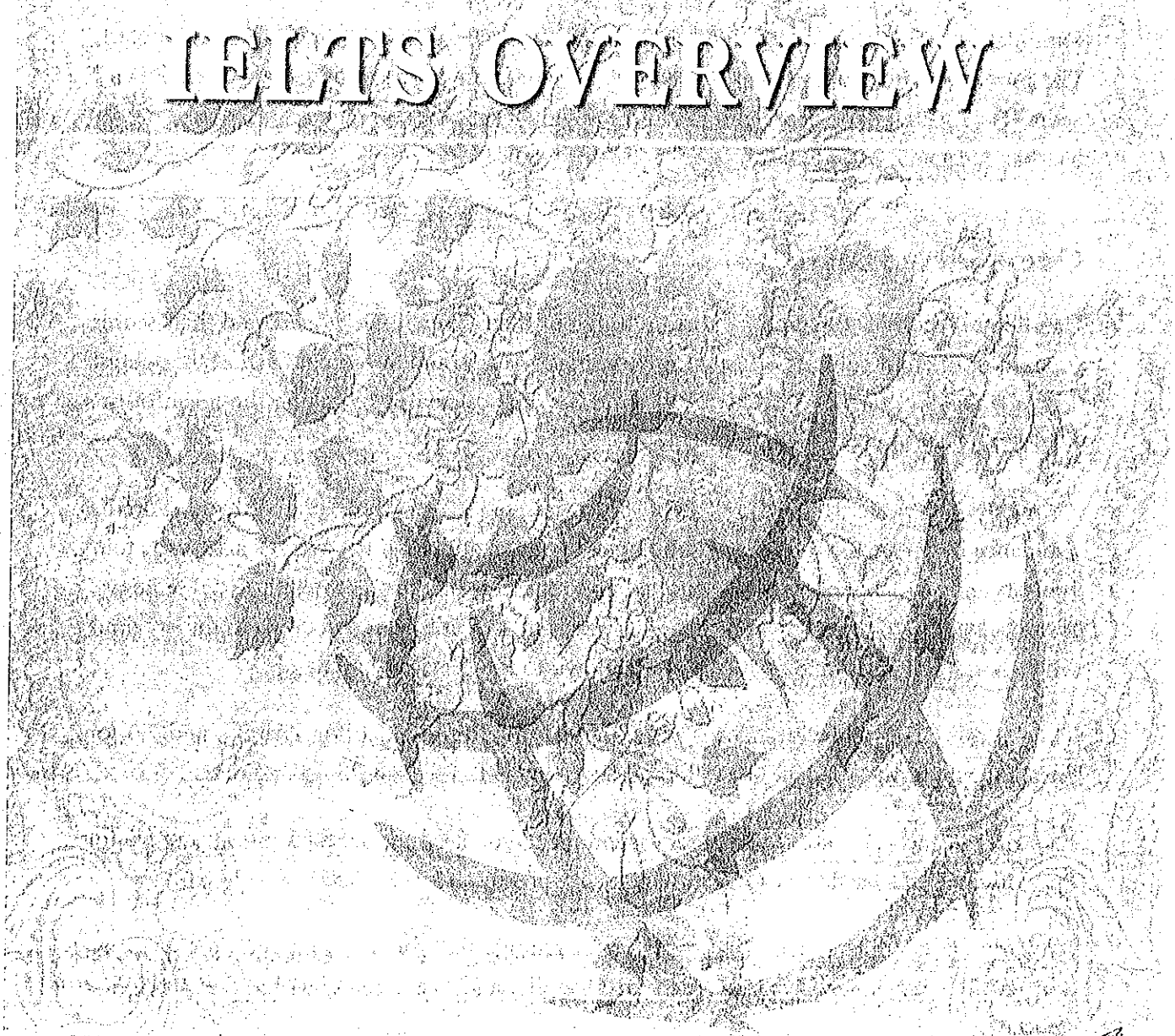
Reading

New Oriental Education & Technology Group
IELTS Research Institute

NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

Contents

IELTS OVERVIEW



Score processing, reporting, and interpretation

All IELTS marking takes place at the test centre by trained markers and examiners. Markers are trained to understand the IELTS marking policy and are required to demonstrate that they are marking to standard before they are allowed to mark Listening and Reading tests. Markers are retested every two years to ensure that their marking remains up to standard. Systematic monitoring and double marking of a proportion of answer sheets are carried out at each administration.

Examiners for the Writing and Speaking tests are recruited and trained in line with agreed standards. They are required to demonstrate that they are marking to standard every two years in addition to ongoing monitoring of their performance.

Candidates receive scores on a Band Scale from 1 to 9. A score is reported for each subtest. The four individual subtest scores are averaged and rounded to produce an Overall Band Score. The Overall Band Score and the four individual subtest scores are reported in whole or half band, e.g. 6.5, 7.0, 7.5, 8.0.

Overall Band Score

Candidates receive a Test Report Form setting out their Overall Band Score and their scores on each of the four subtests – Listening, Reading, Writing, and Speaking. Each of the subtest scores is equally weighted. The Overall Band Score is calculated by taking the mean of the total of the four individual subtest scores.

As mentioned earlier, the Overall Band Score is reported in whole or half band. For the avoidance of doubt, the following rounding convention applies: if the average across the four subtests ends in .25 or above, it is rounded up to the next half band; if it ends in .75 or above, it is rounded up to the next whole band; if it ends in .125, it is rounded down to the previous whole band; if it ends in .625, it is rounded down to the previous half band.

Thus, a candidate achieving 6.5 for Listening, 6.5 for Reading, 5.0 for Writing, and 7.0 for Speaking will be awarded an Overall Band Score of 6.5 (25 ÷ 4 = 6.25 = Band 6.5).

Likewise, a candidate achieving 4.0 for Listening, 3.5 for Reading, 4.0 for Writing, and 4.0 for Speaking will be awarded an Overall Band Score of 4.0 (15.5 ÷ 4 = 3.875 = Band 4.0).

Similarly, a candidate achieving 6.5 for Listening, 6.0 for Reading, 6.0 for Writing, and 6.0 for Speaking will be awarded an Overall Band Score of 6.0 (24.5 ÷ 4 = 6.125 = Band 6.0).

Listening and Reading

The IELTS Listening and Reading tests contain 40 questions, and each correct answer is awarded one mark; the maximum raw score a candidate can achieve on a test is 40. Band scores ranging from Band 1 to Band 9 are awarded to candidates on the basis of their raw scores.

Although all IELTS test materials are pretested and trialled before being released as actual tests, there are inevitably minor differences in the difficulty level across tests. In order to equate different test versions, the band score boundaries are set so that all candidates' results relate to the same scale of achievement. This means, for example, that the Band 6 boundary may be set at a slightly different raw score across versions.

The table below indicates the mean raw scores achieved by candidates at various levels in each of the Listening, Academic Reading, and General Training Reading tests, and it provides an indication of the number of marks required to achieve a particular band score.

Listening		Academic Reading		General Training Reading	
Band Score	Raw Score out of 40	Band Score	Raw Score out of 40	Band Score	Raw Score out of 40
5	16–18	9	40	9	40
6	23–25	8.5	38–39	8.5	39
7	29–31	8	36–37	8	38
8	36–37	7.5	32–35	7.5	37
9	40	7	29–31	7	35–36
		6.5	26–28	6.5	30–34
		6	23–25	6	26–29
		5.5	19–22	5.5	22–25
		5	16–18	5	18–21

The Academic and General Training modules are graded to the same scale. The distinction between the two modules is about genre or discourse types. The Academic module may contain source texts featuring more difficult vocabulary or greater complexity of style. It is usual that, to secure a given band score, a greater number of questions must be answered correctly on a General Training Reading test.

Writing and Speaking

When marking the Writing and Speaking tests, examiners use detailed performance descriptors which describe written and spoken performance at each of the 9 IELTS bands.

Writing

Examiners award a band score for each of the four criteria: Task Achievement (for Task 1) or Task Response (for Task 2), Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. The four criteria are equally weighted.

Speaking

Examiners award a band score for each of the four criteria: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. The four criteria are equally weighted.

Chapter 1
Introduction to IELTS Reading

I. IELTS Reading Topics

IELTS reading covers a wide variety of topics of general interest. Indeed, passages range from the descriptive and factual to the discursive and analytical. They may also contain non-verbal materials such as diagrams, graphs, or illustrations. If you develop your general knowledge in those common topic areas, it will be very helpful for you in dealing with your actual test.

The topics in the IELTS Reading test may include science and technology, shopping, sport, traffic, tourism, travelling, media, culture, crime and punishment, advertising, food and health, education, work, celebrities, the environment, urbanisation, history, astronomy, etc.

II. IELTS Reading Task Types

Main idea

1. ***List of headings*** that tests your ability to grasp the main idea of each paragraph

Example 1

Choose the most suitable headings for paragraphs listed.

NB There are more headings than paragraphs, so you will not use them all.

List of headings

1. Types of intelligence
2. Emotional awareness
3. Defining emotional intelligence
4. Differences between IQ and EQ
5. EQ more important than IQ
6. Handling interpersonal relationship
7. Some tips to improve emotional intelligence
8. Self-motivation
9. The significance of emotional intelligence
10. Managing one's emotions

1. Paragraph A:
2. Paragraph B:
3. Paragraph C:
4. Paragraph D:
5. Paragraph E:

2. ***Best title*** that tests your ability to grasp the gist of the whole passage

Example 2

Select the best title for the entire passage.

A. The tourist industry
B. Some economic benefits of tourism
C. The multiplier effect
D. How to improve tourism

3. ***Summary*** that tests your ability to understand the main idea of a large area of a text and express the same idea in different ways

Example 3

Complete the summary below. Choose your answers from the list below the summary.
NB *There are more items than spaces, so you will not use them all.*

Trust is a __1__ thing. Once __2__, it affords us tremendous freedom; but once trust is lost, it would be impossible to __3__. Of course the truth is we never know who we can trust: those who were closest can __4__ us; and total strangers can come to our __5__. In the end, most people decide to trust only themselves – it really is the simplest way to keep from getting burned.

Excerpted from *Desperate Housewives*

List of words

precious	earned	difficult	rescue
ruined	fragile	betray	
recover	side		

Specific information

1. ***TRUE/FALSE/NOT GIVEN*** or ***YES/NO/NOT GIVEN*** that tests your ability to identify and understand detailed logical arguments or opinions in a passage

Example 4

A.

Do the following statements agree with the information given in Reading Passage 1? Write

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

A prevalent attitude amongst many nurses in the group selected for study was that there was no reward or recognition for not utilising the paid sick leave entitlement allowed them in their employment conditions.

If the nurses do not use their paid sick leave, they will get rewarded.

B.

Do the following statements agree with the information given in Reading Passage 1? Write

TRUE if the statement agrees with the views of the writer
FALSE if the statement contradicts the views of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

It was estimated that the leisure revolution would take place by the turn of the century with hours devoted to work falling to 25–30 per week. This reduction has failed to materialise.

At the turn of the last century, weekly work hours dropped to 25.

2. ***Matching*** that tests your ability to locate specific information with its relevant features

Example 5

Match the theories with the following statements.

A. Behaviourism B. Humanism

1. dominates theory of humans' behaviour before 1960s.
2. emphasises the significance of cognitive learning.
3. maintains that rote learning is an effective way to memorise information.
4. suggests learning to know 'why' and 'how' is more important than knowing 'what' only.
5. implies the stimulus-response model is the key point in learning.

3. ***Gap-filling*** that tests your ability to locate the right information in a passage

Example 6

Complete the sentences below with words taken from the passage.
*Use **NO MORE THAN TWO WORDS** for each answer.*

1. The pages are then processed into photographic negatives, and the film is used to produce aluminum printing plates ready for the presses.

   The pages are converted into _____, and _____ are made for use in the printing presses.

2. Dinosaur skulls are found in a great range of shapes and sizes, reflecting the different eating habits and lifestyles of a large and varied group of animals that dominated life on Earth for extraordinary 165 million years.

   Dinosaurs had skulls of different shapes and sizes because of _____ and _____.

3. When two different masses of water meet, one will move beneath the other, depending on their relative densities in the subduction process. The densities are determined by temperature and salinity.

   The subduction process is the result of the difference in _____ and _____.

4. Fresh outbreaks of coral bleaching – which occurs when rising temperatures cause polyps to discard the tiny algae that gives reefs their colours and which is linked by some scientists to the greenhouse effect – are being recorded.

   Reefs contribute their various colours to _____.

4. ***Short-answer questions*** that test your ability to locate the right information in a passage

Example 7

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

Yet despite a positive treatment, girls are much less likely to persist in a task following failure. Girls, moreover, are more likely than boys to attribute their failures to lack of ability, even on tasks where their ability exceeds that of boys. These paradoxical findings might at first seem to indicate an innate difference between boys and girls, but careful studies have identified environmental factors that can account for them.

What is the cause for the fact that girls regard themselves as incompetent for tasks?

5. ***Table/Flow chart/Diagram-filling*** that tests your ability to locate and understand a process, a diagram, or a table

Example 8

Complete the table below.

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

Time	Location	Casualties
1788		830,000
	Guatemala	
1976		
		More than 5,000

6. ***Multiple choice*** that tests your ability to identify main and supporting points and also to differentiate between them

Example 9

A.

The limbic system's structures are involved with many motivational behaviours such as obtaining food, drink, and sex; with organising emotional behaviours such as fear, anger and aggression; and with the storing of memory.

*Which of the following is **NOT** controlled by the limbic system?*

A. Eating

B. Learning a new word by heart

C. Breath and heart rate

D. Jealousy

B.

I never liked long walks, especially on chilly afternoons: dreadful to me was the coming home in the raw twilight, with nipped fingers and toes, and a heart saddened by the chidings of Bessie, the nurse, and humbled by the consciousness of my physical inferiority to Eliza, John, and Georgiana Reed.

Excerpted from *Jane Eyre*

*The author mentions a number of factors that she hated walks outdoors. Which **THREE** of the following factors are mentioned?*

A. The weather was cold.

B. Her aunt always cursed her.

C. She was weaker and not so pretty as her cousins.

D. The journey was long.

E. The cousins sometimes bullied her.

F. The carer usually blamed her.

Chapter 2

IELTS Reading Fundamentals

I. Vocabulary

Vocabulary is a dominant element in IELTS reading as it helps you to comprehend passages. It is a known fact that in order to read IELTS passages more quickly and efficiently, you need to know at least 10,000 words.

When you read passages in the IELTS test, you should pay attention to the parts of speech / word classes and emotional aspects to guess the meanings of unknown words.

Read the excerpt from *Cambridge International Dictionary of English* to see how the word **adverse** is used in context:

adverse /ˈædvɜːs, ədˈvɜːs/ *adj.* [before *n.*] going against something or harmful:

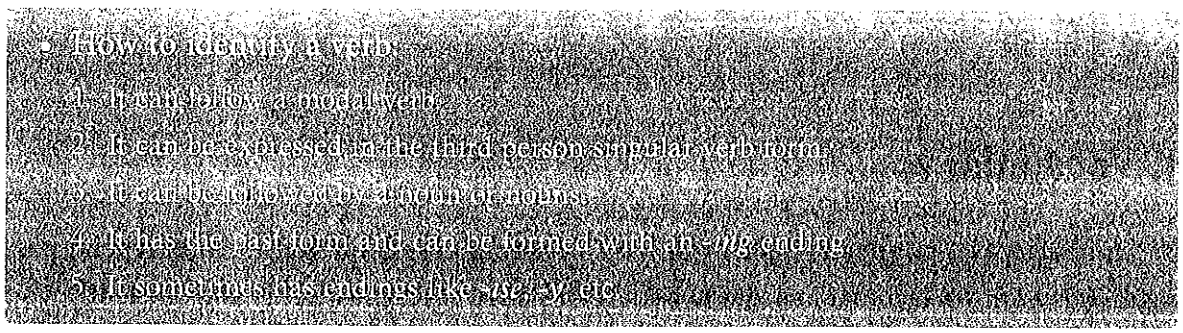
- *The match has been cancelled due to adverse* **weather conditions**.
- *They received a lot of adverse* **publicity / criticism** *about the changes.*
- *The advertising company responsible for the campaign says that they are surprised by the adverse* **public reaction** *to the poster.*
- *A lot of local people are worried about the adverse* **impact** *that the road building scheme may have on the environment.*
- *So far the drug is thought not to have any adverse* **effects**.

Excerpted from *Cambridge International Dictionary of English*

1. Parts of speech / Word classes

Every English single word belongs to one or several of these nine parts of speech: noun, pronoun, verb, adjective, adverb, article, preposition, conjunction, and interjection. You should learn how to identify the part(s) of speech of unknown words.

- **How to identify a noun:**
  1. It may directly follow an article (*a, an, the*) or a quantifier (*some, a lot of, ten*, etc.).
  2. It can be pluralised. (Uncountable nouns do not have a plural form, but you can test these by adding a quantity word such as *any* or *some*.)
  3. It can be preceded by one or more adjectives.
  4. It may follow a possessive adjective or possessive case.
  5. It may follow a preposition.
  6. It usually has endings like *-tion, -ment, -ness*, etc.



Exercise A: Identify the parts of speech of the underlined words in the following sentences.

1. This <u>involves</u> dealing with emotions, like jealousy, resentment, anger, etc., that one may have difficulty accepting by, perhaps, giving oneself comfort food or doing nice things when one is feeling low.
2. To <u>err</u> is human; to forgive, <u>divine</u>.
3. It is also considered positive for a company to provide <u>state-of-the-art</u> support for working parents with on-site day care, help for parents with sick children, and flexible hours whenever possible.
4. Fossilised <u>remains</u> of plants and animals also support the idea that continents move.
5. The consensus of academic opinion was that Australia had been <u>peopled</u> for less than 10,000 years.

Exercise B: Identify all the nouns in the following sentences.

1. Each leg ends in a pair of 'waling claws' that grasp vegetation, among other functions, but a third claw collaborates with associated spiny, elastic hairs to detach the leg from a sticky web strand.
2. There are occasions when giving a gift surpasses spoken communication, since the message it offers can cut through barriers of language and culture diversity.
3. The genetic inheritance a baby receives from its parents at the moment of conception fixes much of its later development, determining characteristics as varied as whether it will have blue eyes or suffer from a life-threatening illness such as cystic fibrosis.
4. An opposing view sees the three family divisions of labour styles as a reflection of the progressive changes couples make in response to changing life situations, rather than being an aspect of personality.
5. The conclusion of last summer of a 10-year building programme has seen the historic zinc-alum shacks and even older wooden sheds built at an early Antarctic base, on Heard Island

in 1947, supplanted by vast, bright-coloured buildings with bay window views and ski lodge decor.

Uses of parts of speech/word classes

It is quite important to recognise parts of speech or word classes and their uses in sentences and understand them. It also helps you to correct mistakes such as

Exercise C: Identify the key words in the following items.

1. Causes of volcanic eruption
2. Efforts to predict volcanic eruption
3. Volcanoes and the features of our planet
4. Different types of volcanic eruption
5. International relief efforts
6. The unpredictability of volcanic eruption

Exercise D: Complete the summary below. Choose your answers from the list below the summary.

NB There are more words than spaces, so you will not use them all.

Trust is a __1__ thing. Once __2__, it affords us tremendous freedom; but once trust is lost, it would be impossible to __3__. Of course the truth is we never know who we can trust: those who were closest can __4__ us; and total strangers can come to our __5__. In the end, most people decide to trust only themselves – it really is the simplest way to keep from getting burned.

Excerpted from *Desperate Housewives*

List of words

precious	earned	difficult	rescue
ruined	fragile	betray	
recover	side		

Exercise E: Choose the correct headings for the paragraphs from the list of headings below.

List of headings

A Fire models for calculation

B Difficulty in modelling

Paragraph 1.

Calculating this is not easy. Models used for the purpose have treated the fire as passive and stationary. But the movement of a fire is quite dynamic, and recent work by researchers, using a new model which takes into account a number of subtle facets suggests that the fire spreads much faster than earlier estimates predicted.

Paragraph 2.

It's not easy trying to model accurately the movement of a fire, with a variety of influences such as the location, the content, the position of goods as well as the ventilation condition on the spot. For example, consider how air affects the direction of a fire.

2. Emotional aspects of words

When you look up a word in a dictionary, you will normally find its literal/denotative meaning(s). However, in context, certain words may have connotative meanings. In other words, they have a positive, negative, or neutral connotation, which is known as emotional aspects of words.

Exercise F: Identify the emotional aspect (favourable, unfavourable, or neutral) of the underlined parts in the following sentences.

1. The convergence of these two growing trends – dropping out and logging on – exacerbates the serious consequences of a drop in political involvement and a rise in social isolation.
2. Here, too, the threat of unemployment has been looming on the horizon.
3. Thirty years after the fire, he is still haunted by images of death and destruction.
4. There is grave concern over the use of such dams because of their adverse impact on health, their displacement of successful farmers, and the severe limitations on their useful life due to siltation.
5. You have so many books.
6. Not 'thin' but 'slim' is the word to compliment a girl.
7. Leave him alone – such a drunkard.
8. She is, actually, not carefree but careless.
9. You have no right to call my students 'stupid' or 'illiterate'; they are intelligent challenged.
10. The emphasis on individualism can cause discord in society, disagreements, and lack of harmony.

11. Keep all negative thoughts away from the interview and do not say anything derogatory about one's previous employer.
12. The major problems facing the world today are overpopulation, pollution, and starvation. The three blights are related.

3. Guessing the meanings of unknown words

Actually, there are some strategies that you can apply when you get difficulty in understanding unknown words.

You may make use of the context to guess their meanings. That is to say, you need to look particularly at the words before and after those unfamiliar words.

Another way to know the meaning is by looking for some words which explain an unknown word. Some typical examples of these are **is, means, refers to, substitutes for, that is, namely,** etc.

Besides, identifying the part of speech will also be beneficial for guessing the meaning. You should analyse whether that unknown word is a noun, a verb, or an adjective. Words of different parts of speech may have quite different meanings.

Additionally, you can look at a connector which is usually located close to an unfamiliar word. It will give you some general direction of the author's argument.

Breaking an unknown word down into syllables will be another help in guessing its meaning. The knowledge of common roots, affixes, and possible similarity of words can maximally be used for solving your difficulty.

Last but not least, punctuation can be of great assistance in understanding unfamiliar words in IELTS reading.

- **Expressions that explain or make clear A = B**

A is B
A refers to / means / represents / stands for B
A is referred to as / is known as / is called B
A is (a) code for / a substitute for B
We can also use relative clauses or apposition.

- **Connectors that indicate A = B**

A. In other words, B
A, namely, B
A, i.e. B

A, that is, B

A or B

- Punctuation that indicates A = B

A, B, ...

A – B – ...

A (B)

A / B

Exercise G: Identify the meanings of the underlined parts in the following sentences by using A = B pattern.

1. A court interpreter is anyone who interprets in a civil or criminal court proceeding (e.g. arraignment, motion, pretrial conference, preliminary hearing, deposition, trial) for a witness or defendant who speaks or understands little or no English.
2. Intellectual disability refers to a general slowness to learn and function within society, and the identification of intellectual disability is usually based on an assessment of a person's performance in a variety of tests.
3. The neglect syndrome refers to the failure of a patient to see objects or parts of the body on the side opposite the brain damage. Patients may dress only one side of their body and deny that opposite body parts are theirs.
4. The traditional telephone network consists of a pair of copper wires connecting the customer premises to a local exchange. This is known as the customer access network.
5. For instance, 'YIKLA' was a code for 'This is the life!'
6. British industry, in particular, has in recent decades often been criticised for its linguistic insularity – for its assumption that foreign buyers will be happy to communicate in English, and that awareness of other languages is not therefore a priority.
7. Another giant leap is occurring through the use of the Internet, the electronic network that is ultimately likely to be the most revolutionary of all behaviour-modifying technologies.
8. That seems to be the message from research conducted by Europanel, an association of research companies across 23 countries which monitor buying patterns using consumer panels.
9. As social beings, we need to be able to deal with other people which brings us to the next item on Goleman's list, namely, recognising emotions in other people. This means, in effect, having or developing 'social radar', i.e. learning to read the weather systems around individuals or groups of people.

10. The thyreophorans, or 'shield bearers', also known as armoured dinosaurs, were quadrupeds with rows of protective bony spikes, studs, or plates along their backs and tails.
11. In all cases, someone has to act as a source of language data – an informant.
12. One of the most eminent of psychologists, Clark Hull, claimed that the essence of reasoning lies in the putting together of two 'behaviour segments' in some novel way, never actually performed before, so as to reach a goal.
13. Though Aborigines might see themselves as indigenous (in the sense, as Josephine Flood explains, that they have no race history not associated with this continent), there is no doubt that they were in fact Australia's first migrants.
14. Leonardo da Vinci belongs to the Renaissance – that period of rebirth, when after centuries of dormancy, the souls of men awoke to the beauty and the wonder of the external world.
15. Palaeontologists believe that both dinosaurs and crocodiles evolved, in the later years of the Triassic period (c.248–208 million years ago), from creatures called pseudosuchian thecodonts. Lizards, snakes, and different types of thecodont are believed to have evolved earlier in the Triassic period from reptiles known as eosuchians.

Exercise H: Identify the meanings of the underlined parts in the following sentences by using the word root.

1. What is the task of a palaeoseismologist?
2. The theropods, or 'beast feet', were bipedal, predatory carnivores.
3. Posterior pituitary – the rear portion of the pituitary regulates water and salt balance.
4. There are occasions when giving a gift surpasses spoken communication, since the message it offers can cut through barriers of language and culture diversity.
5. The classic example is the shy person, categorised by some people as arrogant and distant and by others as lively and friendly and very personable. How can two different groups make a definitive analysis of someone that is so strikingly contradictory?
6. Aphasia is partial or total loss of the ability to articulate ideas or comprehend spoken or written language, resulting from damage to the brain caused by injury or disease.

Exercise I: Identify a pair of synonyms in the following sentences.

Students who want to enter the university need more than just a conventional ID card – their identities must be authenticated by an electronic hand scanner. In some California housing estates, a key alone is insufficient to get someone in the door; his or her voiceprint must also be verified.

Exercise J: Identify the meanings of the underlined parts in the following sentences through the understanding of the context and making use of background information.

1. Lack of insulin results in the more common form of diabetes, while too much causes hypoglycaemia.
2. Under sympathetic, your skin will have goose bumps; while under parasympathetic, no goose bumps.
3. In France, job advertisements flout the law openly by asking for applicants of a certain age.
4. Not being tangible, emotions are difficult to analyse and quantify, compounded by the fact that each area in the list above does not operate in isolation.
5. Their finding gives teeth to the long-held prediction that freshwater runoff into the ocean would increase in the Arctic as a result of global warming.
6. In fact, the increase in population is phenomenal. In 1900, there were 1.2 billion people on the Earth. In 1950, there were 2.5 billion. By 2000, there were more than 6 billion people, and this number is likely to increase to 8 billion by 2030.
7. The prices are soaring; the government is taking every measure to check the inflation.
8. It is hard for people to appreciate how fast a fire can spread in a building.
9. Mind (you), I don't mind minding the children so long as they mind me.
10. We seem to have exhausted this topic of conversation.

4. Paraphrased words

Forms	Words in reading passages	Words in questions	How to paraphrase the original word
Same form	*subduction*	*subduction*	Latin / Greek origin
Family words	*profession*	*professional*	Change of word class
	original	*old*	Synonyms
Different forms	*women clothing*	*silk, scarf, etc.*	General and specific
	Nine out of ten people are ...	*... is common*	Different expressions

Exercise K: Identify whether the lady is accepting or refusing what has been said by the man.

A.
Man: Can I buy you a drink?
Woman: Actually, I'd rather have the money.

B.
Man: Your face must turn a few heads!
Woman: And your face must turn a few stomachs!!!

C.
Man: Hi! Didn't we go on a date once? Or was it twice?
Woman: Must've been one. I never make the same mistake twice!!!

D.
Man: Go on. Don't be shy. Ask me out!
Woman: Okay, get out!!!

E.
Man: I think I could make you very happy.
Woman: Why? Are you leaving?

F.
Man: What would you say if I asked you to marry me?
Woman: Nothing. I can't talk and laugh at the same time!!!

G.
Man: I'm a photographer. I've been looking for a face like yours!
Woman: I'm a plastic surgeon. I've been looking for a face like yours!!!

H.
Man: If I could see you naked, I'd die happy.
Woman: If I saw you naked, I'd probably die laughing!

Exercise L: Read the following poem and see how you understand it.

The Pig

It was an evening in November,
As I very well remember,
I was strolling down the street in drunken pride,
But my knees were all aflutter,
And I landed in the gutter,
And a pig came up and lay down by my side.

Yes, I lay there in the gutter,
Thinking thoughts I could not utter,
When a colleen passing by did softly say,
"You can tell a man who boozes
By the company he chooses."
And the pig got up and slowly walked away.

Exercise M: Read the passage below and choose **FOUR** letters, A–G.

The aims of psychological research include

A. treating ill patients with arthritis.
B. illustrating the reasons for violence.
C. helping people interact with natural environment.
D. telling us how people act when they are nervous.
E. making predictions about whether communicative teaching is better than audio-lingual teaching in English education.
F. improving learning environment for students to learn better.
G. describing ways to cure depression.

Passage:

Scientific research in general has four major goals: description, explanation, prediction, and control. The first goal of psychological research is thus to describe behaviour. The second goal is to explain behaviour, which means to identify its causes. Successful explanation makes it possible to achieve the third goal – to predict behaviour, for example, whether a particular therapeutic approach will help in the treatment of mentally ill patients. The fourth and final goal is control. If we understand certain behaviours and can predict when they will occur, then we are in a position to control the circumstances that cause them. If we can understand and predict depression, for example, we may be able to control it. Likewise, if we understand the process of learning sufficiently well, we can create conditions to improve the ability to learn.

Excerpted from *Psychology* by Kelly G. Shaver & Roger M. Tarpy

Exercise N: Read the eight qualities (A-H) of good teachers and match five qualities with the five statements of the same meaning.

Good teachers

1. can adjust teaching materials to different learning situations.
2. facilitate students' understanding of the aims of the course.
3. are keen on developing the students as learners.
4. treat their students with dignity and concern.
5. continually improve their teaching by monitoring their skills.

Good teachers

A. are themselves good learners – resulting in teaching that is dynamic, reflective, and constantly evolving as they learn more and more about teaching.
B. display enthusiasm for their subject and the desire to share it with their students.
C. recognise the importance of context and adjust their teaching accordingly.
D. encourage deep learning approaches and are concerned with developing their students' critical thinking skills, problem-solving skills, and problem-approach behaviours.
E. demonstrate an ability to transform and extend knowledge, rather than merely transmit it.
F. recognise individual differences in their students and take advantage of these.
G. set clear goals, use valid assessment techniques, and provide high-quality feedback to their students.
H. show respect for and interest in their students and sustain high expectations of them.

Exercise O: Decide whether the statement below the passage is **TRUE/FALSE/NOT GIVEN.**

North Americans use the word 'corn' in a narrow meaning to refer to maize, whereas the British use it to refer to grain in general. Keats' Ruth was standing 'amid the alien corn', not standing in a field of maize.

Keats was from North America.

Simplification of words:

Simplified words	Corresponding words in a passage
about	approximately, around, or so, some
about	considering, in regard to, in terms of, respecting, on, with respect to
actually	as a matter of fact, effectually, in effect, in fact, practically, really, virtually

adjust to	adapt to, gear to, accommodate, go with, match, suit
against	opposing, averse, contradictory
at the same time	meanwhile, simultaneously, synchronously
attractive	alluring, fascinating, interesting, tempting
be likely to	be tempted to, tend to, incline to, prone to
classify	assort, categorise, label
clue	clew, hint, implication
control	dominate, manage, monitor, supervise
destroy	damage, devastate, ruin, wreak, catastrophe, destruction, havoc, tragedy
do	be under way, carry out, commit, conduct, implement
enough	adequate, ample, sufficient
evaluate	appraise, assess, judge
expect	anticipate, hope, long for, look forward to, wish
good	fabulous, fantastic, marvellous, miraculous, terrific, wonderful
have	belong to, hold, own, possess, possession
important	critical, crucial, essential, fundamental, foremost, significant, vital, make a difference, matter, play a part
know	appreciate, be aware of, be conscious of, recognise, understand
mainly	basically, chiefly, essentially, primarily, principally
many	abundant, considerable, innumerous, numerous, substantial, a flood of, a good many, a great number / deal of, many a, a raft of, a wealth of
now	at present, presently, currently
obvious	apparent, clear, distinct, evident, manifest, overt
only	exclusively, merely, solely, no more than
plan	programme, project, scheme, devise, plot
possible	potential, promising
relate to	associate with, connect to, correlate with, link with
send	convey, transmit
show	demonstrate, manifest, prove, reveal, unravel
take part in	be involved in, participate in
very	awfully, badly, considerably, disproportionately, excessively, extraordinarily, extremely, greatly, highly, radically, significantly

5. Confusing words

- **Confusable words**

1. The private car ***is assumed*** to have widened our horizons and increased our mobility.
2. They ***purport*** to represent the wishes of the majority of parents at the school.
3. It was one of his ***so-called*** friends who supplied him with the drug that killed him.
4. Electronic technologies ***were to*** have heralded a paperless office.
5. You ***should have*** told me earlier you have got a new girlfriend in New Zealand.
6. I ***had thought*** you were a dandy.

- **Words showing degree of certainty**

always	invariably	never	only
all	none	every	assuredly
completely	definitely	irrefutably	without question
undeniably	certainly	indisputably	

- **Words showing alternatives**

A instead of / rather than B	A takes the place of B
A in place of B	A in preference to B
A supplants B	substitute A for B
replace A with B	a move from A to B
A. Instead, B	

- **Words expressing**

Future: will, be going to, be to
Hypotheses: could, would, might
Place/Time: on the horizon is ... / There are many years away before ...
Possibilities: possible, potential, imminent, expect

- **Verbs / Verb phrases showing cause / effect**

A: Cause – B: Effect

A	account for / be responsible for	B
	bring about / cause / engender / give rise to / induce / mean / trigger	
	contribute to / lead to / result in	
B	lie in	A
	be ascribed to / be attributed to	
	be based on / be guided by	
	depend on / rely on	
	evolve from / come from	

Example

Complete the summary below with words taken from the passage.

Geological movements are not the only occurrences to trigger an earthquake. Human activity, most often the filling of reservoirs with extraordinarily large amounts of water, can also cause earthquakes. Lake Mead, on the Colorado River in the United States, was filled in 1935 and was the first example of an artificial lake being responsible for earthquake activity. Similarly, massive explosions, such as quarry blasting and nuclear tests, can also wreak havoc.

Causes of earthquakes:

I. 1

II. 2

A 3 for example 5

B 4 for example 6 and 7

Exercise P: Decide whether the statement below each sentence is **TRUE / FALSE / NOT GIVEN.**

1. Working hours are not expected to decrease, partly because the 24-hour society will need to be served, and secondly, because more people will be needed to keep the service/leisure industries running.

   The 24-hour society will have a negative effect on people's attitude to work.

2. The past 5 years alone has seen the leisure business expand by 25% with a change in emphasis to short domestic weekend breaks and long-haul short breaks to exotic destinations in place of long holidays.

   Long holidays have taken the place of long-haul short breaks.

Exercise Q: Look at the list of the uses of glass below. According to the passage, state whether these uses exist today (A), will exist in the future (B), or are not mentioned by the writer (C).

On the horizon are optical computers. These could store programs and process information by means of light pulses from tiny lasers – rather than electrons.	1. optical computers
He now has a new commission – a glass sculpture for the headquarters building of a pizza company – for which his fee is half a million dollars.	2. sculptures
Although glass is rigid and thus like a solid, the atoms are arranged in a random disordered fashion, characteristic of a liquid.	3. fashions
Glass as instant curtains is available now, but the cost is exorbitant.	4. curtains

Exercise R: Analyse the logic in the following sentences.

Example 1: As our roads become more dangerous, more parents drive their children to more places, thus contributing to increased levels of danger for the remaining pedestrians.

more dangerous roads
more driving parents → more danger for pedestrians

Example 2: As people work more, the appetite for leisure activities has grown to compensate for the greater stress in life.

More work → greater stress → growing appetite for leisure activities

1. Working hours are not expected to decrease, partly because the 24-hour society will need to be served, and secondly, because more people will be needed to keep the service/leisure industries running.

...A...
...B... → the same long working hours

2. Dinosaur skulls are found in a great range of shapes and sizes, reflecting the different eating habits and lifestyles of a large and varied group of animals that dominated life on Earth for extraordinary 165 million years.

...A...
...B... → different shapes and sizes of dinosaur skulls

3. The reduction in children's freedom may also contribute to a weakening sense of local community. As fewer children and adults use the streets as pedestrians, these streets become less sociable places. There is less opportunity for children and adults to have the spontaneous exchanges that help to engender a feeling of community. This in itself may exacerbate fears associated with assault and molestation of children because there are fewer adults available who know their neighbours' children and who can look out for their safety.

   Fewer pedestrians → B → C → D → a weakening sense of community

4. When two different masses of water meet, one will move beneath the other, depending on their relative densities in the subduction process. The densities are determined by temperature and salinity.

   ...A...
   ...B... ⟶ C → subduction process

5. Foods and medicine, also classified according to their reputed intrinsic nature as yin (cold) and yang (hot), may be taken therapeutically to correct the imbalance resulting from ill health or to correct imbalance due to the overindulgence in a food manifestly excessively 'hot' or 'cold' or due to age or changed physiological status, for example pregnancy.

   A + B + C + D → imbalance → corrected by foods and medicine

6. When people get up, their blood pressure and heart rate go up and there are hormonal changes in their bodies; all these things can have an adverse effect on the blood system and increase the risk of a clot in the arteries which will cause a heart attack.

   Getting up → A + B go up + C → D on the blood system → E increases → may cause a heart attack

7. Even the most remote reefs are at risk of pollution from tourist resorts releasing sewage and ships dumping their rubbish. Tourists are so numerous that at one popular reef, urine from swimmers and droppings from fish they feed have increased the nutrient level in the water so much that algal blooms flourish and threaten the very existence of the colourful corals.

   A + B → pollution

   C + D → nutrient level in the water increased → E → dying corals

8. When world grain prices are bad, farmers in Asia's uplands turn from rice to cash crops to supplement falling incomes or clear larger areas of rainforest with catastrophic environmental consequences within just a few years. Cleared rainforest soils are highly erosive; even where they are not, they rapidly become acid and toxic under intense cultivation and plants die, forcing the clearing of ever-large areas.

Bad grain price → A

or B → highly erosive soils

or C → D → plants die → E

9. At the same time, agricultural research worldwide has been contracting as governments, non-government bodies, and private donors reduce funding because of domestic economic pressures. This means that at risk is the capacity to solve such problems as rice yield decline and research.

   A → reduce funding → B → C

10. You are unaware of what regulates your breathing, heart rate, hormone secretions, or body temperature. You're not concerned about these vital functions because they are usually controlled by a separate nerve system called the autonomic nerve system, which, in turn, is regulated by a master control centre, the hypothalamus.

    A → B → C such as D, E, F, and G

II. Grammar

In the IELTS Reading test, you have to read three passages, understand the basic theme and aim of the passages, and then answer questions based on them as quickly as possible. To read fast, you need a wide knowledge of English grammar. The more experience you have about the English grammar, the faster you will become in reading IELTS passages. The more answers to the questions, the better are your chances of scoring high in the Reading test.

This section will help you to analyse and understand long and difficult sentences, recognise the sentence focus, identify the subject(s) or object(s) of a sentence.

1. How to analyse long sentences

- Long sentences can be divided into short, simpler parts by:
  1. Punctuation: comma, semi-colon, etc.
  2. Independent clauses starting with coordinating conjunctions: and, but, or, so, etc.
  3. Dependent clauses starting with relative pronouns or subordinating conjunctions: that, which, where, when, etc.
  4. Paired prepositions/conjunctions: from ... to x, either ... or ..., etc.
  5. Collocations: so ... that/as ... as, for, etc.

Exercise A: Read the passages and answer the questions.

1. *How many skills are required in the society?*

   What is important is that the child develops the range of social skills – being able to express a preference, knowing how to take turns, being able to stand up for themselves, being able to get into a group, being able to make decisions, being able to share, having confidence to go off on their own. These all require careful nurturing. No one is telling parents not to think about their children's development. It is just that it is more important to think about a child's desire to chat and the importance of social behaviour and play activity than the actually more trivial markers of intellectual achievement such as being the first kid in the group to cut out a circle that looks like a circle.

2. *How many possible reasons are there accounting for intellectual disabilities?*

   For the majority of intellectual disabilities, there is no identifiable cause, but there are some causes that are well documented. They include brain damage at birth due to lack of oxygen – prolonged labour during childbirth; brain damage before birth due

to factors such as rubella, drug- or diet-related problems; damage after birth due to illnesses such as encephalitis or accidents; hereditary defects in the genes; abnormal chromosome count resulting in, for example, Down syndrome.

Exercise B: Divide the following sentences into short, simpler parts.

1. We cannot say definitely that the temperature rises are due to the greenhouse effect; the heating may be part of a 'natural' variability over a long timescale that we have not yet recognised in our short 100 years of recording.
2. Of the two orders of dinosaurs, the Saurischia was the larger and the first to evolve. It is divided into two suborders: Theropoda, or theropods, and Sauropodomorpha, or sauropodomorphs.
3. Stone tools found in Kakadu have now been dated to at least 50,000 years, and campsites as diverse as Lake Mungo in the Willandra lakes region of NSW and WA's upper Swan River have yield tools charcoal radiocarbon – dated to between 38,000 and 45,000 years.
4. While much work has been done on the development of power sources for water pumping, for many people in rural Africa, the use of human energy remains the only practical option.
5. Expeditioners heading south were issued with pamphlets listing five-letter codes covering almost every conceivable situation so they could communicate with their families and still keep within strict 'word limits' during their year on base.
6. Combine the act of giving with some knowledge of and sensitivity to the culture of the recipient, and you have an invaluable chance to earn respect and lay the foundations of a durable and mutually beneficial business relationship.
7. Most significantly, in dinosaurs, the pelvis and femur had evolved so that the hind limbs were held vertically beneath the body, rather than sprawling out to the sides like the limbs of a lizard.
8. The pulp and paper industry has not been badly affected by the electronic technologies that promised a paperless society but has been radically altered by the pressure from another front – a more environmentally conscious society driving an irreversible move towards cleaner industrial production.

9. The environmental effects were at the time either not understood or regarded as an acceptable cost of economic prosperity in an increasingly import-oriented world economy.
10. That comes from years of exposure and familiarity with letters, from being read to, from playing with magnetic letters, drawing, and fiddling with computers.
11. While staple foods such as maize and rice produced during the rainy season can be stored for consumption in the dry season, the same is not true of vegetables and fruit which are essential for good nutrition.
12. The beliefs of Vietnamese folk medicine associate illness with the absence of any of the three souls which maintain life, intelligence, and the senses or of the nine spirits which collectively sustain the living body.
13. Traditional, egalitarian, and collaborative styles are viewed by some as being dependent on female and male gender-role attitudes, both of self and partner.
14. An opposing view sees the three family divisions of labour styles as a reflection of the progressive changes couples make in response to changing life situations, rather than being an aspect of personality.
15. The conclusion of last summer of a 10-year building programme has seen the historic zinc-alum shacks and even older wooden sheds built at an early Antarctic base, on Heard Island in 1947, supplanted by vast, bright-coloured buildings with bay window views and ski lodge decor.

2. Sentence focus

In English, the focus of a sentence may change by word order. Generally, words put at the beginning of a sentence receive more emphasis. Being aware of this will help you grasp the writer's intention.

Can you identify any difference among the following sentences? If you were the examiner, what questions would you ask, basing on the five sentences given?

On the farm, the goats grazed peacefully and were unaware of the approaching hunter.
Question:

The goats grazed peacefully on the farm and were unaware of the approaching hunter.
Question:

The goats grazed peacefully on the farm, unaware of the approaching hunter.

Question:

Grazing peacefully on the farm, the goats were unaware of the approaching hunter.

Question:

Since they grazed peacefully on the farm, the goats were unaware of the approaching hunter.

Question:

3. Basic sentence elements

English sentences can become extremely complex and contain many different parts, but almost all contain the same basic elements: a subject and a predicate. There are several other common elements (articles, adjectives, adverbs, etc.) that allow the sentence to convey much more information.

In order to identify the basic elements (SVO) in a sentence, you can:

1. ignore the information between commas, dashes, or parentheses;
2. ignore prepositions and their objects;
3. ignore dependent clauses;
4. ignore modifiers.

Exercise C: Identify the SVO in the following sentences within 5 minutes.

1. All dinosaurs, whether large or small, quadrupedal or bipedal, fleet-footed or slow-moving, shared a common body plan.
2. Human activity, most often the filling of reservoirs with extraordinarily large amounts of water, can also cause earthquakes.
3. Tea, now an everyday beverage in many parts of the world, has over the centuries been an important part of rituals of hospitality both in the home and in wider society.
4. This ocean circulation, which brings warm waters northward and ships cooler waters south, is thought to be responsible for the warming of northern Europe by several degrees.
5. Anyone who has experienced either the reduced volume of traffic in peak hour during school holidays or the traffic jams near schools at the end of a schoolday will not need convincing about these points.

6. One significant factor undermining agricultural economies of developing countries has been the farm trade war between the US and the EC.

7. In recent surveys, when parents in some cities were asked about their own childhood experiences, the majority remembered having more, or far more, opportunities for going out on their own, compared with their own children today.

8. However, assuming the build-up of greenhouse gases is responsible and that the warming will continue, scientists – and inhabitants of low-lying coastal areas – would like to know the extent of future sea level rises.

9. When airline pilot Percy Trezise began to explore the rock art galleries of Cape York Peninsula in the early 1960s – a hobby that was to obsess him for the next 30 years, the consensus of academic opinion was that Australia had been peopled for less than 10,000 years.

10. Given anything that resembles a well-rounded life – with adults and other children to listen to, talk to, to do things with, their minds will acquire naturally all the skills required for further learning.

11. Among the problems afflicting a burgeoning world population, overcrowding, poverty, and environmental degradation are combining to put at risk the very essence of our survival – food.

12. Scientists are hoping that one day, with enough data and sufficiently powerful computers, they will be able to calculate, without actually setting fire to anything, the way a fire will spread in any given building.

13. However, undue reliance on such categories and the consequent 'pigeonholing' of individuals into one of the five categories can result in failure to provide the opportunities for each person to develop.

14. But the discovery, beginning two years ago, of a vast Aboriginal graveyard at Lake Victoria near the confluence of the Murray and Darling rivers has thrown even this into doubt.

15. Recent work by oceanographers, using a new model which takes into account a number of subtle facets of the sea – including vast and complex ocean currents – suggests that the rise in sea level may be less than some earlier estimates predicted.

16. Antarctica's long dark winter evokes visions of early explorers barely surviving in huts, their huskies and sleds snowbound outside in the harshest conditions imaginable.

17. Evidence for this inconsistent level of performance comes from modern research and practice which have shown that with skilled training and opportunity for development, people with intellectual disability have much greater potential for acquiring skills and for participation in community life than previously had been thought possible.

18. Only Germany, with incentives to business to encourage the employment of older people, and France, with the introduction of legislation making it illegal to use age barriers in recruitment – or to make employees redundant because of their age, have done anything substantive to combat age discrimination.

19. The origin of gyres lies in the fact that more heat from the sun reaches the equator than the poles, and naturally, heat tends to move from the former to the latter.

20. But the emergence of Emotional Intelligence as a theory suggests that the family situations and other social interactions where social skills were honed in the past are fast disappearing so that people now sadly need to be reskilled.

21. The two strongest predictors of whether children will learn to read easily and well at school are whether they have learned the names and the sounds of the letters of the alphabet before they start school.

22. The only Australian evidence which possibly indicates that counter-measures targeted specifically at young/novice drivers have been effective comes from evaluations of zero blood alcohol concentration legislation.

4. Simplifying complex sentences

For some complex sentences that you find it hard to understand, you should simplify them like the example below.

Example:

Not even books where with to inform and train his mind were within his reach.

Even books

with which to inform and train his mind

were not within his reach.

Exercise D: Identify the clauses in the following sentences and then simplify them.

1. The sex ration will be favoured, which maximises the number of descendants an individual will have.
2. We decided that the movie was too violent, but our children, who like to watch scary movies, thought that we were wrong.

5. Other important grammar points

Some other grammar points include referencing pronouns, comparisons, and figures.

Exercise E: Identify which specific information each of the underlined parts refers to.

1. Port cities become industrial, financial and service centres, and political capitals because of their water connections and the urban concentration which arises there and later draws to it railways, highways, and air routes.
2. A study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails such as congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on.
3. Looking at a picture actively prevents children younger than nine from creating a mental image and can make it difficult for older children.
4. Age laws merely act as a symbol of a commitment to change societal attitudes, and it is these that must be changed if we are to make progress.
5. They are immediately labelled by potential employers as difficult characters who would have problems fitting into a new organisation, and it is for these reasons rather than their age that they are rejected.
6. This involves dealing with emotions, like jealousy, resentment, anger, etc., that one may have difficulty accepting by, perhaps, giving oneself comfort food or doing nice things when one is feeling low. Many people do this instinctively by buying chocolate or treating themselves; others are able to wrap themselves in positive thoughts or 'mother themselves'. There are, of course, many people who are incapable of doing this and so need to be taught.
7. In wood, which is the source of about 90% of the world's paper production, fibres are bound together by lignin, which gives the unbleached pulp a brown colour.

8. The destructive forces, which produce earthquakes, usually begin deep below the ground, along a fault in weaker areas of the earth's rocky outer shell, where sections of rock repeatedly slide past each other.

Exercise F: Read the sentences and answer the questions in italic type.

1. The Monash University report into young drivers concluded that younger drivers were more likely to take risks at night.
   It is concluded that compared with older drivers, younger drivers take more risks. (TRUE/FALSE/NOT GIVEN)

2. The reasons for these continuing changes are as numerous as the organisations experiencing them.
   Which two are in comparison?

3. When children were given words and pictures, those who seemed to ignore the pictures and pointed at the words learnt more words than the children who pointed at the pictures, but they still learnt fewer words than the children who had no illustrated stimuli at all.
   List the students according to their learning efficiency in a descending way.

4. Measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many modellers have adopted.
   Which is the higher, the measured figure or modellers' assumption?

5. Research has shown that differences in capability are as wide within age groups as they are between them.
   Is age a definitive factor to one's capability?

6. Of all the things that humans do, none is more impressive and distinctively human than using language.
   The least special thing for humans is the use of language. (TRUE/FALSE/NOT GIVEN)

7. The hotel is the closest to Sydney Airport and is designed to provide the best available accommodation, food and beverages, and meeting facilities in Sydney's southern suburbs.
   The hotel is the best one to provide accommodation, food, and beverages in Sydney. (TRUE/FALSE/NOT GIVEN)

8. Palaeontologists believe that both dinosaurs and crocodiles evolved, in the later years of the Triassic period (c.248–208 million years ago), from creatures called pseudosuchian thecodonts. Lizards, snakes, and different types of thecodont are believed to have evolved earlier in the Triassic period from reptiles known as eosuchians.
   Which evolved earliest, snakes, dinosaurs, or crocodiles?

Exercise G: Read the sentences and answer the questions in italic type or complete the table on the next page.

1. The first of the initiatives was an organisational structure with only three levels of management – compared to the traditional seven.
   How many more levels of management does the old organisational structure have?

2. Between 1990 and 1994, the proportion of consumers claiming to be unaware of or unconcerned about green issues fell from 18 to 10 per cent, but the number of green spenders among older people and manual workers has risen substantially.
   How many more people were concerned about environmental problems in 1994 compared with 1990?

3. AHI has set an expectation that employees will submit at least three suggestions for every one they receive from a customer.
   The ratio of a customer's suggestion to that of the employees' is _____.

4. Absence rates for the six months prior to the incentive scheme ranged from 3.69 per cent to 4.32 per cent. In the following six months, they ranged between 2.87 per cent and 3.96 per cent. This represents a 20 per cent improvement.
   The absence rates have slightly _____.

5. Even the French, who are proud of their cuisine, are turning to the microwave. Latest Europanel figures show that 38% of French kitchens house a microwave, just under the figure of 40% in western Germany. In Britain, the figure is 57%.
   Which country ranks first in the use of microwaves?

6. Statistically, one-person households include single-parent households, the numbers of which are shooting up. The phenomenon is growing. 40% of Swedish homes are now one-person households, compared with 29% ten years earlier. In western Germany, the figure is 35% (30% ten years ago), in the Netherlands 29% (16%), and in Ireland 21% (17%).
   Which country boasted the highest increase rate in one-person households?

7. The Monash University researchers also looked at United States road crash information for 1989 on 6.6 million police-reported crashes involving fatalities, injuries, and motor vehicle damage. The researchers looked at a sample of 44,000 crashes.
   How many records did the researchers examine, 6.6 million or 44,000?

8. Earthquakes can rip apart entire cities and outlying districts, as the 1995 disaster in Kobe, Japan showed. Seismologists, scientists who study earthquakes and related phenomena, have records dating back to 1556, from the Chinese province of Shensi, which indicate that

earthquakes have been devastating our world for centuries. In that instance, a major earthquake is estimated to have killed nearly 830,000 people while destroying whole towns and villages. More recently, a death toll of more than 66,000 was recorded in northern Peru in 1970, and 23,000 died in the Guatemala quake of 1976.

Date	Location	Casualties

9. Mintel's 1994 survey found that 13 per cent of consumers are 'very dark green', nearly always buying environmentally friendly products, 28 per cent are 'dark green', trying 'as far as possible' to buy such products, and 21 per cent are 'pale green', tending to buy green products if they see them. Another 28 per cent are 'armchair green'; they said they care about environmental issues, but their concern does not affect their spending habits. Only 10 per cent say they do not care about green issues.

Rearrange the items in the left column with those in the middle and the right ones correctly.

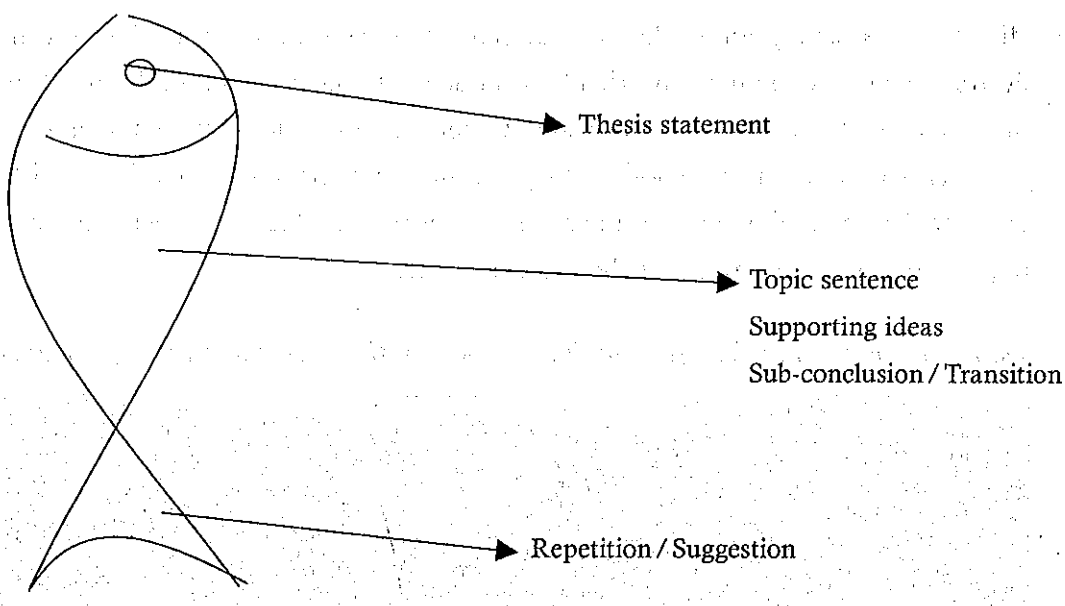
13%	Dark green	Buy green products when they see them
21%	Non-green	Regard environmental issues as important but rarely buy green products
28%	Pale green	Always buy green products
28%	Very dark green	Be unaware of the environmental problems
10%	Armchair green	Buy green products as much as possible

III. Passage Organisation

Good pieces of writing are always well organised. You can understand the general idea of a passage without having to read every single sentence in it. This part will show you how to identify a thesis statement to rapidly grasp the global idea of a reading passage as well as topic sentences to know the main ideas of its paragraphs.

1. Passage organisation

Visually, the main parts of an English passage are organised in the form of a fish as follows:



2. Identifying thesis statements and topic sentences

Exercise A: Identify the thesis statements of the following paragraphs.

1. The computer is assumed to have widened our horizons with a bombard of information. When we consider our children's knowledge, they can get more information and more ways of entertainment than they could without access to a computer. However, allowing their time dominated by computers has progressively eroded children's independent thinking ability. Children have lost much of their motivation to explore a question on their own but to depend on the information available online. In recent surveys, when parents in some cities were asked about their own childhood experiences, the majority remembered having more, or far more, opportunities to reflect on a question and discuss it with peers, compared with their own children today.

2. I don't know where I'm gonna go when the volcano blows – these words, suggested in a song by Jimmy Buffet in his 1979 *Volcano* album, probably reflect the concerns of many people living near active volcanoes. Volcanoes are beneficial to humans living on or near them. They produce fertile soil and provide valuable minerals, water reservoirs, geothermal resources, and scenic beauty. But volcanoes can be very dangerous. Where can a person go to be safe from an erupting volcano? What types of volcanic hazards might they face? These questions are difficult to answer because there are many types of volcanic eruptions which produce different types of volcanic hazards.

3. Our research shows that no company can succeed today by trying to be all things to all people. It must instead find the unique value that it alone can deliver to a chosen market. We have identified three distinct value disciplines, so called because each discipline produces a different kind of customer value. Choosing one discipline to master does not mean that a company abandons the other two, only that it picks a dimension of value on which to stake its market reputation over the long term.

4. Undoubtedly, the desire for food has been, and still is, one of the main causes of great political events. But man differs from other animals in one very important respect, and that is that he has desires which are, so to speak, infinite, which can never be fully gratified and which would keep him restless even in Paradise. When the Arabs, who had been used to living sparingly on a few dates, acquired the riches of the Eastern Roman Empire and dwelt in palaces of almost unbelievable luxury, they did not, on that account, become inactive. Hunger could no longer be a motive, for Greek slaves supplied them with exquisite viands at the slightest nod. But other desires kept them active: four in particular, which we can label acquisitiveness, rivalry, vanity, and love of power.

Adapted from *On Human Nature and Politics* by Bertrand Russell

Exercise B: Identify the topic sentences of the following paragraphs.

1. Read a poem more than once. A good poem will no more yield its full meaning on a single reading than will a Beethoven symphony on a single hearing. One does not listen to a good piece of music once and forget it; one does not look at a good painting once and throw it away; a poem is not like a newspaper to be hastily read and cast into wastebasket. It is to be hung on the wall of one's mind.

2. Companies pursuing product leadership continually push products into the realm of the unknown, the untried, or the highly desirable. Reaching that goal requires that they challenge themselves in three ways. First, they must be creative. More than anything else, being creative means recognising and embracing ideas that may originate anywhere – inside the company or out. Second, they must commercialise their ideas quickly. To do so, all their business and management processes are engineered for speed. Third and most important, they must relentlessly pursue ways to leapfrog their own latest product or service. If anyone is going to render their technology obsolete, they prefer to do it themselves. Product leaders do not stop for self-congratulation. They are too busy raising the bar.

3. The value of snobbery in general, its humanistic 'point', consists in its power to stimulate activity. A society with plenty of snobberies is like a dog with plenty of fleas: it is not likely to become comatose. Every snobbery demands of its devotees unceasing efforts, a succession of sacrifices. The society-snob must be perpetually lion-hunting; the modernity-snob can never rest from trying to be up to date. Swiss doctors and the Best that has been thought or said must be the daily and nightly preoccupation of all the snobs respectively of disease and culture.

Excerpted from *Selected Snobbery* by Aldous Huxley

3. Identifying supporting ideas

Exercise C: Answer the question below each passage.

1. There are very significant time and money costs for parents associated with transporting their children to school, sport, and to other locations. Research in the United Kingdom estimated that this cost, in 1990, was between 10 billion and 20 billion pounds.

When parents drive their children to school,

A. children are more keen to play sport.

B. the costs are significant.

C. it reduces parents' free time.

D. traffic jams are a problem.

2. Instead, many deaths and injuries result from falling objects and collapsing buildings, while fire resulting from broken gas or fallen power lines is another danger. The Kobe earthquake in January 1995 lasted only 20 seconds, yet resulted in a death toll of over

5,000 and injured approximately 26,000 people. Fires burnt out of control for several days after the earthquake, which was followed by hundreds of aftershocks. Because of fears of damage to gas pipelines and any leaks being potentially disastrous, inhabitants endured freezing winter conditions.

Why does the author refer to Kobe here?

3. There is a danger in paying too much heed to seemingly high-risk zones and erecting less stable buildings solely because of their being in a low-risk zone. Prior to the earthquake, Kobe was not regarded as at serious risk, but after the disaster, investigation of the damage revealed that nearly all deaths occurred in small buildings that shattered rather than twisted when stressed.

Less stable buildings are built in _____ -risk zones.

A. high B. low

Exercise D: Read the passage and do the two tasks below it.

Vocabulary Change

Borrowing is a way of adding new vocabulary items to a language. Speakers of a language often have contact with speakers of other languages. If a speaker of one of these languages does not have a readily available word for something in the world and a speaker of the other language does, the first speaker often borrows the word from the second speaker. The first settlers in North America had contact with the Indians who had already developed names for places and things peculiar to the North American continent. Consequently, the settlers borrowed such words as Massachusetts, Wisconsin, Michigan, Illinois, Chicago, and Mississippi, to mention a few place names only.

Another large group of words came into English as a result of contact through invasion, in this case the Norman Conquest of England in 1066. Various kinds of words were borrowed into English: for matters of government like *crown*, *country*, *duke*, *court*, and *prince*; for matters of law like *judge*, *jury*, *crime*, *accuse*, *marry*, and *prove*; for matters of war like *battle*, *arms*, *soldier*, *siege*, *danger*, and *march*; and for matters of religion like *angel*, *saint*, *pray*, *save*, *blame*, *virtue*, and *vice*. Then, too, today we find interesting pairs of words such as *cow* and *beef*, *sheep* and *mutton*, *calf* and *veal*, and *pig* and *pork* in which the first item, the name of the animal, is Germanic in origin and the second

item, the meat of the animal, is a borrowing from French. Perhaps the occurrence of such pairs reflects a society in which the conquered Englishmen raised the animals for the table of the conquering Norman.

Several points can be made about the Norman Conquest. First, the borrowings from French do not show much, if any, cultural superiority in the invaders. Secondly, although the Normans were conquerors, they eventually gave up their French to become speakers of English, just as their ancestors had eventually given up their Germanic language when they invaded France. Thirdly, the borrowings do not show the same intimate relationships between the conquered and conqueror as the borrowings that resulted from the earlier Danish invasions of the ninth and tenth centuries, when 'everyday' words such as *egg, sky, gate, skin, skirt, skill, skull, scatter, sister, law, weak, give, take, call,* and *hit,* and particularly the pronouns *they, them,* and *theirs,* and the verb *are* were borrowed from the Danish invaders.

The kinds of contact speakers have with each other may often be judged from the particular items that are borrowed. For example, English has borrowed numerous words from French having to do with clothing, cosmetics, and luxury goods, like *ensemble, lingerie, suede, perfume, rouge, champagne,* and *de luxe.* From German have come words associated with food like *hamburger* and *delicatessen.* From Italian have come musical words like *piano, opera, solo, sonata, soprano, trombone,* and *serenade.* From various Indian languages have come words for once exotic dress items like *bandanna, sari, bangle,* and *pyjama.* And from Arabic have come some interesting words beginning with al- (the Arabic prefix): *alcohol, alchemy, almanac,* and *algebra.*

Of course, Latin and Greek have provided English with the richest resource for borrowing more formal learned items. Large numbers of words have been borrowed into English from both languages, particularly learned polysyllabic words. Numerous doublets also exist in English, that is, words that have been borrowed twice, once directly from Latin and the second time through another language, most often French.

Latin	English	French	English
magister	magistrate	maître	master
securus	secure	sûr	sure

North American English shows a wide contact with other languages in its borrowings: French, Spanish, German, Dutch, American Indian, and various African languages.

At different times, speakers of certain languages have shown noticeable resistance to borrowing words, and they have preferred either to exploit native resources or to resort to loan translations instead. Such an English word as *superman* is a loan translation of the *Übermensch*, just as *marriage of convenience* is a loan translation of the French *mariage de convenance* and *it goes without saying* of the French *ça va sans dire*.

Borrowings are also assimilated to different degrees. Sometimes, a borrowing is pronounced in a decidedly foreign way for a while, but it is usually soon treated according to native sound patterns if it occurs frequently. In English, words such as *garage*, *salon*, *masseur*, *ghoul*, and *hickory*, borrowed from a variety of foreign languages, are pronounced according to the sound system of English and not according to the phonological rules of the source language.

One process involves narrowing the meaning of word so that the word achieves a more restricted meaning over the course of time. *Meat* now means a particular kind of food, not food in general, as it does in the following quotation from the King James version of 'Genesis': 'And God said, Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in which is the fruit of a tree yielding seed; to you it shall be for meat.' Likewise, *deer* now refers to a particular kind of animal, not animal in general, as it did in Shakespeare's words 'But mice and rats and such small deer have been Tom's food for seven long years.' *Worm* now refers to a particular kind of crawling creature, not any crawling creature, although some of the original more general meaning is contained still in *slow-worm*, *blindworm*, and *glow-worm*. *Fowl* and *hound* refer to a particular kind of bird and dog, and *wife* to a particular kind of woman. However, in the case of the last word, we can note a more general meaning in *midwife*, *Wife of Bath*, and perhaps *housewife*. Finally, North Americans use the word *corn* in a narrow meaning to refer to maize, whereas the British use it to refer to grain in general. Keats' Ruth was standing 'amid the alien corn', not standing in a field of maize.

The opposite process is widening of meaning. In this process, a word achieves a more general meaning. The words *bird* and *dog* once referred to specific types of birds and dogs, not to the species in general. The word *virtue* described a characteristic associated with men, but not with women, just as only women could be said to be hysterical, since men were not possessed of wombs (*hystera* being the Greek word for 'uterus'). The word *sensible* once meant 'sensitive', as it still does in French, and *alibi* referred to the fact that a person was elsewhere when something happened, not that he had some kind of excuse for something.

1. *Complete each numbered gap with* ***ONE WORD ONLY.***

Three ways of vocabulary change

I. 1

i. Two 4 to borrow words from other languages
ii. 5 features of the Norman Conquest
iii. 6 of words borrowed from other languages
iv. Words from 7 and 8
v. Wide 9 between North American English and other languages
vi. 10 to borrowing words
vii. 11 of borrowing words

II. 2

III. 3

2. *Complete the table below with* ***NO MORE THAN THREE WORDS*** *in each blank box.*

English has borrowed a variety of words from other languages. However, we may still identify the origin of some words by their nature.

Origins	Classes	Words
		them
	cosmetics	
German		
		piano
		sari
		alcohol
Latin and Greek		

4. Identifying general ideas and specific information

Exercise E: Identify the main idea of Section A and Section B within 10 seconds respectively, and then do Questions 1–6 below the passage.

Gift-giving

Section A

Gifts are a fundamental element of culture and our lives as social creature: a bar of chocolate on Valentine's Day, a rosy carnation on Mother's Day, or a bottle of Chardonnay for a party, though small, can convey a wealth of meaning about your gratitude and appreciation as well as the importance you place upon the relationship. There are occasions when giving a gift surpasses spoken communication, since the message it offers can cut through barriers of language and culture diversity. Combine the act of giving with knowledge of the culture, and you have an invaluable chance to lay the foundations of a durable relationship.

For all countries, take account of climate. A pack of preserved tofu can be ruined by extremely hot or humid climates, possibly causing the receiver considerable anguish. Consider the products that are abundant in the country concerned and try for something uncommon there. Think about the level of language skills: a book in English may be at best useless, at worst embarrassing, to a person with limited English. Inform yourself as much as possible about local customs, rules and etiquette, especially to do with wrapping, presenting, superstitions, taboos and importantly, customs and quarantine regulations. The following is a brief account of the etiquette of gift-giving in some countries of Asia and the Middle East.

Section B

Hong Kong Chinese appreciate greeting cards, though obviously they will not refuse small tokens of friendship in the form of gift.

Books with plenty of illustrations are most appreciated in Indonesia. Inappropriate items are alcohol, products made from pigs, and warm clothing. Ties and cufflinks are not commonly worn.

In Iran, short-sleeved shirts and any visual representation of naked people are highly inappropriate. Don't bother with ties, videos, or records. As in all Islamic countries, there is a strict taboo on any pork products.

Respecting the Arab tradition, gifts should endeavour to praise the recipient in Iraq and should always be in an order that can be reasonably reciprocated.

Avoid certain colour combinations: red, white, and black (colours of the Nazi flag); red, green, and black (the Palestinian flag) in Israel.

Gifts are normally exchanged at the beginning of meetings with Japanese and should be given and received with both hands. It is seen as impolite to give an unwrapped gift. The emphasis should be on high-quality, though not necessarily expensive, items.

When in Jordan, it is preferable, but not vital, to avoid green in packaging. Do not give books, videos that mention Israel. Normal Arab customs apply, so no alcohol, pork, women's clothing, etc.

Again, the exchange should be made with both hands in Korea. Do not use red ink to write the names of the recipients.

Laos has virtually no cultural taboo items. It would be difficult to offend with virtually any gift.

Business contacts in the People's Republic of China are keen recipients of good Scotch whisky and American cigarettes, to the point where it is almost obligatory to take some along when you go there.

Do not open gifts in the presence of the giver in Philippines. Not recommended are items alluding to religion.

For Thailand, gifts should not be wrapped or packaged in black. Modest gifts, like ties, scarves and key rings, are much appreciated. Traditionally, sharp objects like knives or even letter openers are not given as gifts.

No special gift-giving customs in Vietnam, but liquor and wine can be problematic, for reasons pertaining to Vietnamese tastes rather than morality or religion.

Questions 1-6

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

1. When giving a gift to a person in Indonesia, the giver should
   A. give ties or cufflinks.
   B. give a bottle of wine or beer.
   C. give a book with many pictures.
   D. give warm clothing.

2. When giving gifts to a person in Iran,
   A. items made from pigs are often appreciated.
   B. videos and records are popular.
   C. short-sleeved shirts should be avoided.
   D. certain colour combinations should be avoided.

3. When giving gifts to a Japanese person,
   A. you should give a gift with one hand and receive a gift with the other.
   B. you should not give an unwrapped gift.
   C. the quality of the gift is not important.
   D. the gift should be expensive.

4. When giving a gift to a person in Laos,
   A. the gift should be a cultural taboo.
   B. the gift might easily offend the receiver.
   C. almost any gift will be acceptable.
   D. gifts are not well received.

5. When giving a gift to a person in China,
   A. cigarettes are an excellent choice.
   B. cigarettes are taboo.
   C. gifts are generally not opened in the presence of the giver.
   D. gifts are generally reciprocated.

6. When giving a gift to a person in Vietnam, alcohol should be avoided because
   A. Vietnamese morality forbids it.
   B. Vietnamese religion forbids it.
   C. Vietnamese law forbids it.
   D. Vietnamese tastes vary.

Exercise F: Read the following passage and do Questions 1–8.

How Market Leaders Keep Their Edge

Our research shows that no company can succeed today by trying to be all things to all people. It must instead find the unique value that it alone can deliver to a chosen market. We have identified three distinct value disciplines, so called because each discipline produces a different kind of customer value. Choosing one discipline to master does not mean that a company abandons the other two, only that it picks a dimension of value on which to stake its market reputation over the long term.

The first value discipline we call operational excellence. Companies that pursue this are not primarily product or service innovators, nor do they cultivate deep, one-to-one relationships with customers. Instead, operationally excellent companies provide middle-of-the-market products at the best price with the least inconvenience. Their proposition to customers is simple: low price or hassle-free service, or both.

The second value discipline we call product leadership. Its practitioners concentrate on offering products that push performance boundaries. Their proposition to customers is an offer of the best product period. Moreover, product leaders do not build their positions with just one innovation; they continue to innovate year after year, product cycle after product cycle. Johnson & Johnson, for instance, is a product leader in the medical equipment field. With Nike, the superior value does not reside just in its athletic footwear, but also in the comfort customers can take from knowing that whatever product they buy from Nike will represent the hottest style and technology on the market. For these product leaders, competition is not about price or customer service (though those can't be ignored); it's about product performance.

The third value discipline we have named customer intimacy. Its adherents focus on delivering not what the market wants but what specific customers want. Customer-intimate companies do not pursue one-time transactions; they cultivate relationships. They specialise in satisfying unique needs, which often only they recognise, through a close relationship with – and intimate knowledge of – the customer. Their proposition to the customer: we have the best solution for you and we provide all the support you need to achieve optimum results or value, or both, from whatever products you buy. Long-distance telephone carrier Cable & Wireless, for example, practises customer intimacy with a vengeance, achieving success in a highly competitive market by consistently going the extra mile for its selectively chosen small-business customers.

Questions 1-8

Match each feature of the disciplines, 1–8, with an appropriate letter, A–D.

A. The feature is specific to the first discipline.
B. The feature is specific to the second discipline.
C. The feature is specific to the third discipline.
D. It is not mentioned in the passage.

1. Investing a large sum of fund in R&D
2. Providing products of superior quality
3. Fostering one-to-one relationships with customers
4. Following an operating model to buy large quantities and negotiate better prices
5. Developing a new style and sticking to it throughout the year
6. Representing the state-of-the-art technology on the market
7. Aiming to be a troubleshooter for customers
8. Devoting a lot to advertising and promotion

5. Identifying general patterns of passage organisation

Exercise G: Identify the logic based on the passage, the questions, or the title only.

1

Road Technology since the Romans

Between 43 AD and 81 AD, Roman Britain acquired a 6,000km network of technically advanced, hard-wearing, and straight highways linking towns of importance. Today, Britain's motorway system is only half that length. The basic Roman philosophy of building a road to cope with different types and volumes of vehicles and using local materials where possible still applies today.

Roman roads were cambered with ditches on either side and built on embankments to give them a properly drained base. A surfacing layer of small stones was used over gravel or larger stones, although some Roman roads were covered with large paving flags, which is where term 'pavement' originates.

Once the Romans left Britain, its roads fell into ruin through lack of maintenance. They became run-down, dusty highways in the summer and quagmires in the winter.

It seems that the next milestone in the history of roads was not until the 18th and 19th centuries, with the advent of the Turnpike Trust. This raised cash for necessary maintenance in local areas to cope with the increasing numbers of wheeled vehicles, coaches, and carriages wishing to travel at faster speeds.

In 1816, John McAdam observed that it was the native soil that supported the weight of traffic which, when dry, would carry any weight without sinking. He advised that the native soil be made dry and a covering impenetrable to rain be placed over it. However, road maintenance was not given much priority due to the popularity of the railways, until the motor car superseded the horse and cart. Cars, however, accentuated the problem of dust, described by the medical journal *The Lancet* in 1907 as 'the greatest' modern plague.

Like so many other scientific advances, the solution came by accident. Tar mixed with stone had been used in footpaths in certain parts of Britain in 1832, and tarred gravel was applied to roads in Nottingham in 1869, but the biggest breakthrough came in 1901. A surveyor called E. Purnell Hooley was visiting Denby Iron Works near Derby when he noticed a dust-free length of road produced by a burst tar barrel. The resulting pool of tar had been covered with ironworks slag. Hooley experimented with blending hot slag and tar as a by-product from the coal industry and in 1902 patented the process produced by a company known as Tar Macadam Syndicate Ltd. The company's name was later changed to Tarmac.

Nowadays, blacktop materials are made up of bitumen from oil which is blended with rock, gravel, or slag. A number of varieties have evolved for different uses in road construction, including hot-rolled asphalt for surfacing major roads, dense bitumen macadam for lower layers of a road and open-textured macadam. Modern surfaces are bituminous-bound, graded stone supplied as a premix. Binders themselves have undergone technical developments. They are customised, ranging from soft to very hard to suit the traffic flow.

To accommodate higher traffic levels, either the thickness of the road must be increased or the materials improved. Hence, the introduction within the last 10 years of heavy-duty macadam in the road base which is three times as stiff as the dense bitumen and aggregate mix.

Alternatively, the structural design can be changed. For example, on an experimental reconstruction section of the M6 at Bescot, West Midlands, the heavy-duty 'upside-down design' was introduced in the 1980s. Here, rolled asphalt overlays a thinner than

normal road-base macadam, over a second rolled asphalt layer, all of which lie on a subbase which is again thinner than normal. This structure is thought to perform well due to the lower rolled asphalt layer being more resistant to deformation and inhibiting cracking at the bottom of the road base.

Another innovative idea is the use of geotextiles. In research, geotextiles are being placed between the subgrade soil and a drainage layer beneath the subbase. The subgrade material is often clay and in the absence of the geotextile could, over time, clog the subbase and reduce its efficiency as a drainage layer. But geotextiles can also have structural uses and could provide improved resistance to cracking and rutting in roads.

Passage organisation:

2

Title: New Rules for the Chemical Logistics

Passage organisation:

3

Questions 1-3

1. Among the following media, which one had the superior popularity in the past?
   A. Radio
   B. Books
   C. TV
   D. Internet

2. Most people were attracted by soap series because
   A. they were difficult to get.
   B. they were exotic and rare.
   C. they were featured by light humour.
   D. they attested to the modernity of art.

3. According to the passage, the phrase 'couch potato' refers to someone who
   A. is very wealthy.
   B. is indulged in watching TV.
   C. extremely favours a couch.
   D. likes nothing but potatoes.

Questions 4-8

As the most popular medium, the distinguished characteristic of computers is that they are more __4__ than books, more __5__ than television, more __6__ than movies, and more __7__ than radio. In a word, they are __8__.

Passage organisation:

4

Nomadic Bedouin are well known for traditions of hospitality in the desert. According to Middle Eastern tradition, guests are served both tea and coffee from pots kept ready on the fires of guest tents where men of the family and male visitors gather. Cups of 'bitter' cardamom coffee and glasses of sugared tea should be constantly refilled by the host.

For over a thousand years, Arab traders have been bringing Islamic culture, including tea drinking, to northern and western Africa. Techniques of tea preparation and the ceremonial involved have been adapted. In West African countries, such as Senegal and the Gambia, it is fashionable for young men to gather in small groups to brew Chinese 'gunpowder' tea. The tea is boiled with large amounts of sugar for a long time.

Tea drinking in India remains an important part of daily life. There, tea made entirely with milk is popular. 'Chai' is made by boiling milk and adding tea, sugar, and some spices. This form of tea making has crossed the Indian Ocean and is also popular in East Africa, where tea is considered best when it is either very milky or made with water only. Curiously, this 'milk or water' formula has been carried over to the preparation of instant coffee, which is served in cafes as either black or sprinkled on a cup of hot milk.

In Britain, coffee drinking, particularly in the informal atmosphere of coffee shops, is currently in vogue. Yet, the convention of afternoon tea lingers. At conferences, it remains common practice to serve coffee in the morning and tea in the afternoon. Contemporary China, too, remains true to its long tradition. There are as yet no signs of coffee at such occasions.

Passage organisation:

5

Title: Worrying about Entering an Aging Society?

Passage organisation:

6

Title: Gift-giving (Refer to Exercise E)

Passage organisation:

7

Love versus Marriage

Love is holding hands in the street.	Love is losing your appetite.
Marriage is holding arguments in the street.	Marriage is losing your figure.
Love is a dinner for two in your favourite restaurant.	Love is sweet nothings but in the ear.
Marriage is the fruit of takeaways.	Marriage is sweet nothings but in the bank.
Love is cuddling on a sofa.	Love is a flickering flame.
Marriage is the decision on a sofa.	Marriage is flickering television.
Love is a romantic drive.	Love is one drink and two straws.
Marriage is a tarmac drive.	Marriage is 'Don't you think you have had enough?'

Passage organisation:

8

Title: The Value of Studying a Foreign Language at an Early Age

Passage organisation:

9

Some Misconceptions about Aboriginal Australia

1. In the early 1960s, the consensus of academic opinion was that Australia had been peopled for less than 10,000 years. Stone tools found in Kakadu have now been dated to at least 50,000 years, and campsites as diverse as Lake Mungo in the Willandra lakes region of NSW and WA's upper Swan River have yield tools charcoal radiocarbon - dated to between 38,000 and 45,000 years. They are indisputable evidence of the great antiquity of Aboriginal culture.

2. Thirty years ago, the first Australians were still thought of as a backward race. Trezise recalls in his book *Dream Road* that there was much sage discussion on whether they were even capable of abstract thought. Since then, reawakened interest in and growing knowledge of Australia's Aboriginal heritage has demonstrated that this is a complex, subtle and rich culture.

3. The closer we look at Australian prehistory, the more it continues to confound our assumptions. Until recently, the authoritative view was that the population of Australia in 1788 was probably somewhere between 250,000 and 500,000. But the discovery, beginning two years ago, of a vast Aboriginal graveyard at Lake Victoria near the confluence of the Murray and Darling rivers has thrown even this into doubt. At least 10,000 skeletons are buried in the sands of Lake Victoria, possibly as many as 40,000. Archaeologist Dr Colin Pardoe of the SA museum says the idea of 300,000 or so people in Australia before white settlement must be radically re-evaluated. 'I believe that we should be thinking 10 times that,' he told science writer Julian Cribb recently.

4. Though Aborigines might see themselves as indigenous, there is no doubt that they were, in fact, Australia's first migrants. Their springboard was provided by the last ice age, or Pleistocene period, during which so much water was locked up on land that the ocean level dropped perhaps 150m. There was never a complete land bridge to South East Asia, but Arnhem Land was linked to Papua New Guinea for most of the past 100,000 years. This would have been one of the easiest routes for ice-age immigrants moving south.

Passage organisation:

Exercise H

1. Identify the main idea of Paragraphs 1 and 3 in the above passage.

   Paragraph 1:
   Paragraph 2: Culture: complex or backward
   Paragraph 3:
   Paragraph 4: Origin: immigrant or indigenous

2. Identify the topic sentence in each paragraph, which supports the title.

   Paragraph 1: In the early 1960s, the consensus of academic opinion was that Australia had been peopled for less than 10,000 years.
   Paragraph 2:
   Paragraph 3:
   Paragraph 4:

Exercise I: Identify the outline of the following passage.

Common Faults and Eye Movement

There are a number of bad habits which poor readers adopt. Most of these involve using extra body movement in the reading process. In efficient reading, the muscles of the eye should make the only external movement. Of course there must be vigorous mental activity, but extra movements, such as pointing with the finger or moving the lips, do not help reading and often slow it down.

A fault that is often seen when students are trying to concentrate is pointing to the words with a finger, pencil, or ruler. While marking the line might be helpful for beginning readers, it is certainly unnecessary for normal readers. Besides slowing down the reader, pointing at lines or words tends to cause the student to focus his attention on the wrong thing. The important thing to concentrate on while reading is not the location of the words on the page but the idea that the author is trying to communicate.

Another common fault easily observed is head movement. The belief that this head movement aids reading is pure nonsense. Eye muscles are quite capable of shifting the eyes from word to word, and they need no help from neck muscles. Often students are quite unaware that they are moving their heads while reading, and they need to be reminded by the teacher not to do it.

Vocalisation is another fault. Some poor readers think it necessary to pronounce aloud each word as it is read. The chief disadvantage of pronouncing words while you read them is that it tends to tie reading speed to speaking speed, and the silent reading of most normal readers is nearly twice as fast as their speaking. Usually this fault can be eliminated in older students by their own conscious effort, possibly with the aid of a few reminders from the teacher.

Subvocalisation is the most difficult of all types of vocalisation, where there is no body movement. But an inner type of speech persists: within the student's mind, he is saying each word to himself, clearly pronouncing each word and then listening to himself, as it were. This fault is difficult, but not impossible, to cure. Probably the main reason for this problem is the nature of written language. English is written in an alphabet: a set of symbols which stand for speech sounds. The speech sounds in turn stand for an idea or thought. But it is not necessary to say or hear the word in order to get its meaning. It is quite possible to look at the printed word and get the idea directly. Students should practise grasping quickly the ideas presented on a printed page and not reading aloud without error.

When the eyes are reading a line of print, they make a series of short jerky movements along the line, stopping after every one or two words for a very brief pause. The eyes do not, as some people erroneously believe, make a smooth even movement along the line. Each time the eye stops, it sees a certain span of material, and this span is called the 'span of recognition'. The span of recognition for most readers is a little over one word. When eye movements are photographed and recorded on a moving strip of film, it can be shown that good readers do actually see two or three words in a fixation, while poor readers see one word or less per fixation.

One more reading fault the students might see while observing another reading or become conscious of in their own reading is the making of 'regressions'. A regression is a backward movement along a line of print. All readers make regressions, but good readers make very few and bad readers make a large number. Possibly this bad habit was started by the student's reading material not being properly graded for him. Forcing him to read too difficult material has engendered the habit of making regressions. To cure this habit, the student should be given ample amounts of easy reading.

	Faults	Causes	Solutions
1			
2			
3			
4			
5			
6			

Exercise J: Analyse the structure of the writing by Bertrand Russell and pay attention to the thesis statement, the topic sentences, the transitions, the ways to list examples, and the balance within a sentence.

What I Have Lived for

Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind. These passions, like great winds, have blown me hither and thither, in a wayward course, over a great ocean of anguish, reaching to the very verge of despair. I have sought love, first, because it brings ecstasy – ecstasy is so great that I would often have sacrificed all the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness – that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless abyss. I have sought it finally, because in the union of love I have seen, in a mystic miniature, the prefiguring vision of the heaven that saints and poets have imagined.

This is what I sought, and though it might seem too good for human life, this is what – at last – I have found.

With equal passion, I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to apprehend the Pythagorean power by which number holds sway above the flux. A little of this, but not much, I have achieved.

Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberate in my heart. Children in famine, victims tortured by oppressors, helpless old people – a burden to

their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I long to alleviate this evil, but I cannot, and I too suffer.

This has been my life. I have found it worth living, and would gladly live it again if the chance were offered me.

Chapter 3

IELTS Reading Strategies

Most IELTS reading passages are fairly long. You, therefore, should provide yourself with some reading strategies so as to be able to find answers to the questions in the limited time. Below are the most useful strategies that you should apply:

1. Reading the title
2. Glancing through the questions
3. Locating what you should read
4. Circling signal words
5. Circling eye-catching words
6. Watching visual information
7. Reading the directions
8. Looking at sample answers
9. Analysing the questions and memorising them

1. Reading the title

Reading the title, thanks to its key words, you may predict the passage organisation and/or main idea of the whole passage.

Exercise A: Look at the following titles and predict their content.

1. Rising Seas
2. Human-powered Pumps for African Farmers
3. Principles of Fibre Optics
4. Holism of Education
5. Paper Money
6. Numeration
7. Give Up Six Words and Change Your Life
8. The Nature and Aims of Archaeology
9. Obtaining Linguistic Data
10. Visual Symbols and the Blind

2. Glancing through the questions

Glancing through the questions, you will know the type of task and have a purpose in mind while reading so as to focus on only the information you need for your answers. You may do this for about 1 minute.

Exercise B: Go through the following questions within 1 minute and see what you have got in your mind.

Questions 1-7

Use the information in the text to match the people, listed A–E, with the opinions, listed 1–7, below. Write the appropriate letters, A–E, in boxes 1–7 on your answer sheet. Some people have more than one opinion.

A. Dr Broca
B. Dr Brinkman
C. Geschwind and Galaburda
D. Charles Moore
E. Professor Turner

Example	Answer
Monkeys do not show a species specific preference for left- or right-handedness.	B

1. Human beings started to show a preference for right-handedness when they first developed language.
2. Society is prejudiced against left-handed people.
3. Boys are more likely to be left-handed.
4. After a stroke, left-handed people recover their speech more quickly than right-handed people.
5. People who suffer strokes on the left side of the brain usually lose their power of speech.
6. The two sides of the brain develop different functions before birth.
7. Asymmetry is a common feature of the human body.

Questions 8-10

Use the information in the passage to complete the table below. Write your answers in boxes 8–10 on your answer sheet.

	Percentage of children
One parent left-handed One parent right-handed	8
Both parents left-handed	9
Both parents right-handed	10

Question 11

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

A study of monkeys has shown that

A. monkeys are not usually right-handed.
B. monkeys display a capacity for speech.
C. monkey brains are smaller than human brains.
D. monkey brains are asymmetric.

Exercise C: Go through the following questions within 1 minute and see what you have got in your mind.

Questions 1-6

Do the following statements agree with the information given in Reading Passage 1? In boxes 1–6 on your answer sheet, write

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

1. Modern official athletic records date from about 1900.
2. There was little improvement in athletic performance before the twentieth century.
3. Performance has improved most greatly in events requiring an intensive burst of energy.
4. Improvements in athletic performance can be fully explained by genetics.
5. The parents of top athletes have often been successful athletes themselves.
6. The growing international importance of athletics means that gifted professional sportsmen would attract more attention.

Questions 7-10

*Complete the sentences below with words taken from Reading Passage 1. Use **ONE WORD** for each answer. Write your answers in boxes 7–10 on your answer sheet.*

7. According to Professor Yessis, American runners are relying on for their current success.
8. Yessis describes a training approach from the former Soviet Union that aims to develop an athlete's .
9. Yessis links an inadequate diet to .
10. Yessis claims that the key to setting new records is better .

Questions 11-13

*Choose the correct letter, **A**, **B**, **C**, or **D**. Write your answers in boxes 11–13 on your answer sheet.*

11. Biomechanics films are proving particularly useful because they enable trainers to
    A. highlight areas for improvement in athletes.
    B. assess the fitness levels of athletes.
    C. select top athletes.
    D. predict the success of athletes.

12. Biomechanics specialists used theoretical models to
    A. soften the Fosbury flop.
    B. create the Fosbury flop.
    C. correct the Fosbury flop.
    D. explain the Fosbury flop.

13. John S. Raglin believes our current knowledge of athletics is
    A. mistaken.
    B. basic.
    C. diverse.
    D. theoretical.

3. Locating what you should read

You should read the first paragraph, the first and the last sentence of each paragraph, and the last paragraph to grasp the global idea of the whole passage together with the main idea of each paragraph.

You may do this for about 3 minutes.

Exercise D: Read the following passage within 1 minute and choose the correct letter, A, B, or C.

Animal Talk

Like people, other living creatures can communicate. However, animal communication is sometimes sound communication and sometimes action communication.

A good example of action communication is the honeybee. Scientists have watched the activities of bees for a long time. One bee starts out from a beehive, the bees' home.

The bee goes out to look for flowers. It finds flowers and then flies back to the hive. At the hive, the returning bee seems to move around in a dance. Other bees seem to watch. Then, these bees fly out of the hive – straight to the same flowers. The first bee has somehow given information to the other bees. The bees communicated through action.

Sound communication is more common among animals. Whales in the ocean seem to 'sing' to one another. Scientists have listened to whale songs with underwater microphones. They know that each whale has its own song. Scientists can recognise some whales by their songs. So far, however, scientists do not understand what the whales are saying.

Many animals – such as wild dogs, gorillas, lions, and tigers – live together in groups like families. The members of the 'family' communicate with one another about proper behaviour in the group. Their communication is sometimes a sound, sometimes an action, sometimes both. For example, a young wild dog will lie down in front of an older, more important dog. The young dog is communicating through the action.

Mother lions and tigers make gentle sounds to call their babies. They use other sounds to warn the young animals about danger. The songs of birds also carry messages. In one song, they may be calling to their mates. In another song, they may be saying, 'This is my garden. Stay out.'

Some animals seem to want to talk to human beings. For example, dolphins in the ocean often swim very close to people. They make high squeaky little sounds to people. Are they trying to talk? Animals are talking with one another. Perhaps someday, we can learn their languages, and we can talk with them, too.

The main idea of this passage is

A. all creatures make sounds.

B. animals seem to communicate with one another.

C. all communication is sound.

Exercise E: Read the following passage within 1 minute and choose the correct letter, A, B, or C.

Health, Ethics, and Vegetarians

Claire has been a vegetarian for years. She stopped eating meat because of how she felt. As she told her doctor, she always felt tired. Her doctor found that her blood cholesterol was high. Therefore, her doctor suggested that she cut down on meat, especially red meat. Claire decided to 'go all the way'. She bought a vegetarian cookbook and stopped eating meat. She still eats eggs and cheese occasionally now; however, most of her food consists of vegetables, fruits, and grains. Claire balances her diet to get all of the necessary vitamins, minerals, proteins, and carbohydrates. Claire became a vegetarian to improve her health.

Nancy is an animal lover. Nancy grew up on a farm where there were cows and chickens. As she grew older, she started to reduce the amount of meat that she ate. One day, she realised that she had stopped eating meat altogether. It had never seemed right to her that animals were raised to be killed for food.

When Aaron was a student, he was on a strict budget – the little money that he had for food, he spent on rice, inexpensive vegetables, and spices. He learned to be a very good cook. Now Aaron is a successful engineer, but he still eats simple foods and no meat. Aaron became a vegetarian from economic necessity; he is a vegetarian today by choice.

Twenty years ago, Kim's doctor told her that she had arthritis. Her bone joints (shoulders, knees, elbows, fingers) were red and sore. Her doctor told her that there was no cure, but that some people felt better if they stopped eating meat, potatoes, tomatoes, eggplant, and sugary foods. Kim tried these suggestions, and for twenty years, she has avoided arthritis pain. Kim became a vegetarian to control the disease.

Simon is an environmentalist. He knows that the Earth can produce food for many people, but the amount of food is finite (limited). He knows that the population is increasing rapidly, but land for growing food is not increasing at all. He knows that it takes sixteen kilogrammes of grain to make one kilogramme of meat; he thinks about the fifteen kilogrammes of grain that are wasted if he eats meat. 'Somewhere,' he says, 'someone is starving, dying from lack of food. How can I enjoy a thick steak?' Simon's ethics – his ideas about what is right and wrong – make him a vegetarian.

The main idea of this passage is

A. people become vegetarians for different reasons.

B. meat is harmful to one's health.

C. people become vegetarians because they want to be good to animals.

Exercise F: Read the following passage within 1 minute and choose the correct letter, A, B, or C.

More Sensitive than Machines, More Aware than People

After every major earthquake, there are reports of strange animal behaviour. Birds of many kinds have acted strangely before the earthquake. Chickens do not fly up to roost on a pole or branch; they stay on the ground. Pigeons and crows fly in unusual patterns. Canaries and parakeets stop singing in their cages. Normally quiet dogs start to bark; noisy dogs fall silent. Fish that normally stay deep in the water swim near the surface of the water in large schools. Snakes come out of their holes. Is this behaviour related to earthquakes? Can scientists use animal behaviour to predict earthquakes?

Scientists are not likely to start focusing on animal behaviour as a way of predicting earthquakes. There are too many animals and too many ways that they behave. Instead, scientists will look for the causes of these changes in animal behaviour. Perhaps people can sense what the birds, the fish, the dogs, and the snakes are sensing (feeling).

The Kobe earthquake in Japan happened on January 17, 1995. A lot of water in that area is bottled for sale. Therefore, there were supplies of dated water in bottles. Scientists studied this water. Between October and January 10, the water showed a sharp increase in chlorine and sulphates. Another study focused on radon in the water. Between October and the end of December, the amount of radon increased fourfold. There was another dramatic increase of radon on January 7. On January 8, the radon level was ten times higher than the October level. Then, the radon began to decrease. A week later, disaster struck. Perhaps some animals are sensitive to the changes in these gases.

Just before the Loma Prieta earthquake, seismologists at Stanford University, noted a burst of magnetic noise. Some physicists began experiments with squeezing dry rocks. They found that the rocks generated electricity just as they crumbled. Because earthquakes squeeze rocks, the researchers set up equipment to monitor earthquake-prone

zones. Their results seem to support the conclusion that animals sense an electric current.

In California, researchers have 'heard' the groans and rumbles of faults for several years. Now they are beginning to understand that a sound from one fault gets 'answers' from other nearby faults. These noises are evidence of changes in the Earth's crust, and geologists may learn to understand their messages. Perhaps animals are able to detect these sounds and know that something is going to happen.

The main idea of this passage is

A. animals have a number of interesting behaviour patterns.
B. scientists are trying to find out what animals are sensing before an earthquake.
C. earthquakes may be predicted by different kinds of signals in the Earth.

4. Circling signal words

While reading a passage, you should circle any signal words to clearly see the direction of what the writer is writing.

You may draw your attention to some signal words and their usage listed below.

A. Contrast: but, however, in fact, etc.
B. Listing: firstly, next, then, secondly, thirdly, finally, etc.
C. Similarity: too, also, another, similarly, likewise, etc.
D. Addition: in addition to, additionally, furthermore, etc.

Exercise G: Read the following letters and discuss with your partners how you feel about the connector 'but'.

A marine received a letter from a girl. It reads as follows:

Dear Ricky,

For the past 17 years, you have been my best friend. You have seen me through difficult times, happy times, and just about every phase of my life. You have always been here when I've needed you, and I counted on you at all times.

But, I can no longer continue our relationship. The distance between us is just too great. Please return the picture of me that I sent to you.

Love,

Becky

The marine, with hurt feelings, asked his fellow marines for any snapshots they could spare of their girlfriends, sisters, ex-girlfriends, aunts, cousins, etc. There were 57 photos in the envelope along with this note:

Dear Becky,

I'm so sorry, but I can't quite remember who you are. Please take your picture from the pile and send the rest back to me.

Take care,

Ricky

5. Circling eye-catching words

While reading a passage, you should circle any eye-catching words. So that you can later find out the information you need more rapidly.

Exercise H: Read the following passage and circle all the eye-catching words.

When a volcano erupts, it will sometimes eject material such as rock fragments into the atmosphere. This material is known as tephra. The largest pieces of tephra (greater than 64mm) are called blocks and bombs. Blocks and bombs are normally shot ballistically from the volcano. Blocks and bombs as large as 8–30 tons have fallen as far away as 1km from their source (Bryant, 1991). Small blocks and bombs have been known to travel as far away as 20–80km (Scott, 1989). Some of these blocks and bombs can have velocities of 75–200m/s (Bryant, 1991). Smaller ejecta such as lapilli (2–64mm) and ash (< 2mm) which are convected upward by the heat of the eruption will fall out farther from the volcano. Most particles greater than a millimetre in size will fall out within 30 minutes of the time they are erupted (W.I. Rose personal communication). The smallest particles which are less than .01mm can stay in the atmosphere for two or three years after a volcanic eruption. Sometimes these particles produce fantastic sunsets such as was seen after the eruptions of Krakatau in 1883 and Pinatubo in 1991. Some scientists believe that these particles may contribute to global warming.

6. Watching visual information

Some questions may refer to the visual information given in a passage. Watching this can help you to quickly find out answers to them.

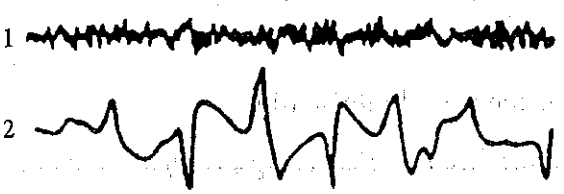
Exercise I: Read the following passage and complete the table.

In 1952, the neurophysiologist Nathaniel Kleitman and one of his students, Eugene Aserinsky, studied the rolling movements of the eyes which occur early in sleep. As the volunteers began to fall asleep, the electrodes detected the slow rolling eye movements which could be seen easily through their eyelids. Soon after, the volunteers fell deeper into sleep and their eyes became still. An hour or so later, to the great surprise of Aserinsky, the pen recorders showed that the eyes were moving again. This time they were not just swinging

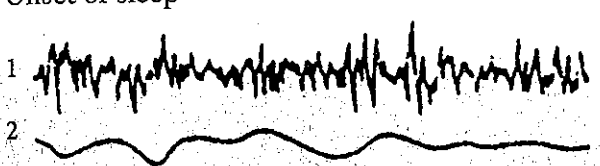
from side to side but were darting back and forth (see the figure). These rapid eye movements continued for some time and then the eyes came to rest again.

These phases of rapid eye movement (REM) occur every ninety minutes or so and represent a distinct and important stage of sleep. The huge slow waves of normal sleep are replaced by a higher frequency pattern closer to the brainwaves of the normal waking state. In this state of 'paradoxical sleep', most of the muscles of the body are paralysed, cut off from the restless activity of the brain by inhibitory signals from a tiny region deep in the brainstem. The only responses to the brain activity are the eye movements and the occasional twitching of fingers or the grinding of the teeth.

Normal waking state

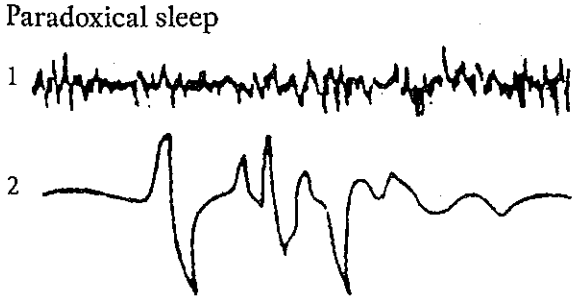


Onset of sleep



Deep sleep

Paradoxical sleep



These signals were picked up with electrodes stuck to the scalp and face of a volunteer. In each case, the trace 1 shows the electroencephalogram, which reflects the activity in the cerebral cortex, while the trace 2 shows the movements of the eyes.

Complete the table within 10 minutes.

States	Brainwaves	Eyes	Body
Waking	1	/	/
Onset of sleep	Slower	2	/
3	4	5	/
Paradoxical sleep	As waking	6	7

7. Reading the directions

You have to read the directions carefully so as to know what are required and also to predict how your answers look like.

Exercise J: Read the directions and underline useful information.

Look at paragraphs C, D, and E. Using the information in the passage, complete the flow chart below. Write your answers in boxes 32–35 on your answer sheet. Use ***NO MORE THAN TWO WORDS*** *for each answer.*

8. Looking at sample answers

Some sample answers are sometimes given in the test. Do not forget to look at them to have an idea of what you should do in your answers.

9. Analysing the questions and memorising them

You may analyse all the questions by circling the key words in them and try to memorise them so that you can have an idea of the type of information you will be looking for, and when you are reading the passage, these key words will ring a bell.

Exercise K: Analyse the following headings and try to memorise the information as much as possible.

List of headings

i. Contrary indications
ii. Europe's Alpine glaciers
iii. Growing consensus on sea levels
iv. Ice cap observation
v. Causes of rising sea levels
vi. Panel on climate change
vii. Sea level monitoring difficulties
viii. Group response to alarming predictions
ix. Stockholm and Scandinavia
x. The world 130,000 years ago

Exercise L: Analyse the following statements and try to memorise the information as much as possible.

1. The high points and low points of life have a predictable plan according to this article.
2. A person's memory is greatest when he/she is about 45.
3. The peak for vocabulary is 30.
4. You are more likely to commit suicide if you are married than divorced.
5. People are most pessimistic when they are in their twenties.
6. Creative people produce high-level work throughout their lives.
7. Although there is a predictable life plan that people share, there are exceptions to the plan.
8. Adolescence is the happiest period of life.

Exercise M: Analyse the following choices of matching and try to memorise the information as much as possible.

1. Passive smoking
2. Compared with a non-smoker, a smoker
3. The American Medical Association

A. includes reviews of studies in its reports.
B. argues for stronger action against smoking in public places.
C. is one of the two most preventable causes of death.
D. is more likely to be at risk from passive smoking diseases.
E. is more harmful to non-smokers than to smokers.
F. is less likely to be at risk of contracting lung cancer.
G. is more likely to be at risk of contracting various cancers.
H. opposes smoking and publishes research on the subject.
I. is just as harmful to smokers as it is to non-smokers.
J. reduces the quantity of blood flowing around the body.

Exercise N: Analyse the following summary and try to memorise the information as much as possible.

How do the birds find their way on their enormously long journeys? The young birds are not taught the road by their _1_, because often the parents fly off first. We have no _2_ how the birds find their way, particularly as many of them fly _3_ night, when landmarks could hardly be _4_. And other birds migrate over the sea, where there are no _5_ at all. A certain kind of plover, for _6_, nests in Canada. At the end of the summer, these birds _7_ from Canada to South America; they fly 2,500 miles, non-stop, over the ocean. Not only is this very long flight an extraordinary feat of endurance, but there are no landmarks on the ocean to _8_ the birds.

Exercise O: Analyse the following statements and try to memorise the information as much as possible.

1. According to British research, a mere twelve per cent of vehicles tested produced over fifty per cent of total pollution produced by the sample group.
2. It is currently possible to measure the pollution coming from individual vehicles whilst they are moving.
3. Residents of Los Angeles are now tending to reduce the yearly distances they travel by car.

4. Carpooling has steadily become more popular in Los Angeles in recent years.
5. Charging drivers for entering certain parts of the city has been successfully done in Cambridge, England.

Exercise P: Analyse the following statements and try to memorise the information as much as possible.

1. Besides planets and their moons, there are also asteroids and comets in the solar system.
2. The Milky Way and the Galaxy are the same thing.
3. The Sun is the only star in the solar system.
4. The Sun converts its mass into energy by atomic reaction.
5. The planet Mercury has two other names called by man: the morning star and evening star.

Exercise Q: Analyse the following statements and try to memorise the information as much as possible.

1. The pull of gravity is greater than that of water.
2. Water is able to dissolve more substances than any other liquid.
3. At its beginning, the Earth was more likely to support life than any other planet.
4. The human body is made up of 80% water.

Exercise R: Analyse the following statements and try to memorise the information as much as possible.

1. Interstate highways could provide a special service in the wartime.
2. In deciding the location of interstate highways, people's transportation patterns and their desires were ignored.
3. The era of building of the interstate highway system came to an end when Frank Turner was alive.
4. Frank Turner couldn't understand why people did not support the interstate highways.
5. Many people enjoy the benefits of the interstate highway system without consciously realising the fact.

Chapter 4

IELTS Reading Practice

I. Finding out Main Ideas

Exercise A: Read the following passage and find out the main idea of each paragraph by matching each paragraph to a correct idea given in the box.

NB There are more main ideas than paragraphs, so you will not use all of them.

A. It will not take a long time to retrain a slow reader.
B. Slow readers fail to realise their full potential.
C. Fast readers understand and remember better than slow readers.
D. Rapid readers can relax and enjoy their reading.
E. Readers feel no strain when they read at a slow speed.
F. Rapid readers read different materials at different rate.
G. Most people can read fast.
H. More practice is required to increase reading speed.
I. Rapid reading is applicable to both easy and difficult materials.
J. Brain and eye muscles can be trained to get information more quickly.

1. Fast readers are alert, active, and efficient readers. Vast researches as well as records kept by speed-reading teachers prove the faster, the better understanding the readers will develop. On the other hand, slow readers tend to be passive and unskilled. Their comprehension or understanding is often low because they work too far below their potential to remain alert and interested. As a result, their minds wander.

2. Research and the records of hundreds of teachers show that anyone with average intelligence (and good sight) can read and understand simple material at 800–1,200 words per minute. The brain can absorb more rapidly than one can send materials to it. A habit of lazy, passive reading has produced slow readers. Eye muscles will respond to training. One needs a mental 'set' to absorb materials quickly.

3. It is true that efficient readers do not read everything at the same rate. They vary speed and techniques according to the difficulty of the material and their purpose for reading it. They will find, however, that as their basic rate improves, their rate for other materials will also improve. Their rapid, medium, and slow rates will all

increase. Thus, a well-trained reader may be reading difficult materials twice as fast as a non-trained reader reads easy materials. Remember: rapid readers can read as slowly as they choose and as fast as they choose.

4. Once rapid reading has become a habit, readers enjoy and savour style just as much as they did before at slower speeds. It takes time to make rapid reading a habit. But once the habit has been formed, readers feel no more strain than they did at their old slower rates.

5. It has been proved many times in school and reading clinics that readers can double or triple their rates in thirty to sixty days. The increase depends upon the amount of daily practice time.

Exercise B: Read the following passage and find out the main idea of each paragraph by matching each paragraph to a correct idea given in the box.

A. Deterioration quality of people
B. Substitution of cheese foods for traditional cheese
C. Quantity goes before quality
D. The role of science in vegetable production
E. Less tasteful food in America
F. Role of economies in cheese production
G. Inferior copy of cheese
H. The relationship between bland food and obesity
I. The economic reason for failure to enjoy fresh vegetables
J. The effect of 'deep freezing' on foods

Man Is What He Eats

1. Over the years, I have come to feel that way about what science has done to food. What America eats is handsomely packaged; it is usually clean and pure; it is excellently preserved. The only trouble with this is: year by year, it grows less food to eat. It appeals increasingly to the eye. But who eats with his eyes?

2. Take cheese, for instance. Here and there, in big cities, small stores specialise in cheese. At such places, one can buy at least some of the first-rate cheeses that we

used to eat, such as those we had with pie and macaroni. Long ago, this cheese began to be supplanted by a material called 'cheese foods'. Some cheese foods are fairly edible, but no one comes within miles of the old kinds – for flavour.

3. What happened? Science – or what is called science – stepped in. The old-fashioned cheeses didn't ship well enough. They crumbled, became mouldy, and dried out. 'Scientific marketing' then took effect. In food, as in many other things, the 'scientific marketers' regard quality as secondary as long as they can sell most persons anyhow.

4. Economics entered. It is possible to turn out in quantity a bland, impersonal, practically imperishable substance more or less resembling, say cheese – at lower cost than cheese. Chain groceries shut out the independent stores and 'standardisation' became a principal means of cutting cost.

5. Imitations also came into the cheese business. There are American duplications of most of the celebrated European cheeses, mass-produced and cheaper by far than imports. They would cause European food lovers to gag and guffaw, but generally, the imitations are all that's available in the supermarkets. People buy them and eat them.

6. For years, I could not figure out what had happened to vegetables. I knew, of course, that most vegetables, to be enjoyed in their full deliciousness, must be picked fresh and cooked at once. Our vegetables, however, come to us through a long chain of command. There are merchants of several sorts – wholesalers before retailers, commission men, and so on – with the result that what were once edible products become, in transit, mere wilted leaves and withered tubers.

7. It is only lately that I have found how much science of genetics is involved. Agronomists and the like have taken to breeding all sorts of vegetables and fruits, changing their original nature. This sounds wonderful and often is insane for the scientists have not, as a rule, taken any interest whatsoever in the taste of the things they've tampered with.

8. I wonder if this blandness of our diet doesn't explain why so many of us are overweight and even dangerously so. When things had flavour, we knew what we were eating all the while, and it satisfied us. But, of the average tinned or glass-packed strawberry jam, you need half a cupful to get the idea of what you're eating.

9. It is, however, 'deep freezing' that has really rung down the curtain on American cookery. Nothing is improved by the process. Most foods, cooked or uncooked, are destroyed in the deep freeze for all people of sense and sensibility. The essential oils that make peas peas – and cabbage cabbage – must undergo fission and fusion in freezers. Anyhow, they vanish. Some meats turn to leather; others to wood pulp.

10. We are abandoning quality – even, to some extent, the quality of people. The 'best' is becoming too good for us. We are suckling ourselves on machine-made mediocrity. It is bad for our souls, our minds, and our digestion. It is the way our wiser and calmer forebears fed, not people, but hogs: as much as possible and as fast as possible, with no standard of quality. Therefore, I call, here, for rebellion.

Adapted from *Science Has Spoiled My Supper* by Philip Wylie

Exercise C: Read the passage on the next page and find out the main idea of each paragraph by matching each paragraph to a correct idea given in the box.

NB There are more main ideas than paragraphs, so you will not use all of them.

A. Fear to lose people's attention
B. Being inescapable from TV
C. Hours spent on TV
D. Emphasis on concentration
E. Advantage of following TV's lead
F. Desire for effortless work
G. What we have paid for TV
H. Failure to focus one's attention
I. Reason for people's short attention span
J. Inefficient communication brought by TV
K. Nature of TV news
L. Boring and dismissible TV news
M. Discouraged thinking
N. Attraction of TV
O. Oversimplification in decision-making

1. It is difficult to escape the influence of television. If you fit the statistical averages, by the age of 20, you will have been exposed to at least 20,000 hours of television. You can add 10,000 hours for each decade you have lived after the age of 20. The only things Americans do more than watching television are work and sleep.

2. The trouble with television is that it discourages concentration. Almost anything interesting and rewarding in life requires some constructive, consistently applied effort. The dullest, the least gifted of us can achieve things that seem miraculous to those who never concentrate on anything. But television encourages us to apply no effort. It sells us instant gratification. It diverts us only to divert, to make the time pass without pain.

3. Television's variety becomes a narcotic, not a stimulus. Its serial, kaleidoscopic exposures force us to follow its lead. The viewer is on a perpetual guided tour: 30 minutes at the museum, 30 at the cathedral, 30 for a drink, then back on the bus to the next attraction – except on television, typically, the spans allotted are on the order of minutes or seconds, and the chosen delights are more often car crashes and people killing one another. In short, a lot of television usurps one of the most precious of all human gifts, the ability to focus your attention yourself, rather than just passively surrender it.

4. Capturing your attention – and holding it – is the prime motive of most television programming and enhances its role as a profitable advertising vehicle. Programmers live in constant fear of losing anyone's attention – anyone's. The surest way to avoid doing so is to keep everything brief, not to strain the attention of anyone but instead to provide constant stimulation through variety, novelty, action, and movement. Quite simply, television operates on the appeal to the short attention span.

5. In the case of news, this practice results in inefficient communication. I question how much of television's nightly news effort is really absorbable and understandable. Much of it is what has been aptly described as 'machine-gunning with scraps'. I think the technique fights coherence. I think it tends to make things ultimately boring and dismissible (unless they are accompanied by horrifying pictures) because almost anything is boring and dismissible if you know almost nothing about it.

6. TV's appeal to the short attention span is not only inefficient communication but decivilising as well. Consider the casual assumptions that television tends to cultivate: that complexity must be avoided, that verbal precision is an anachronism. It may be old-fashioned, but I was taught that thought is words arranged in grammatically precise ways.

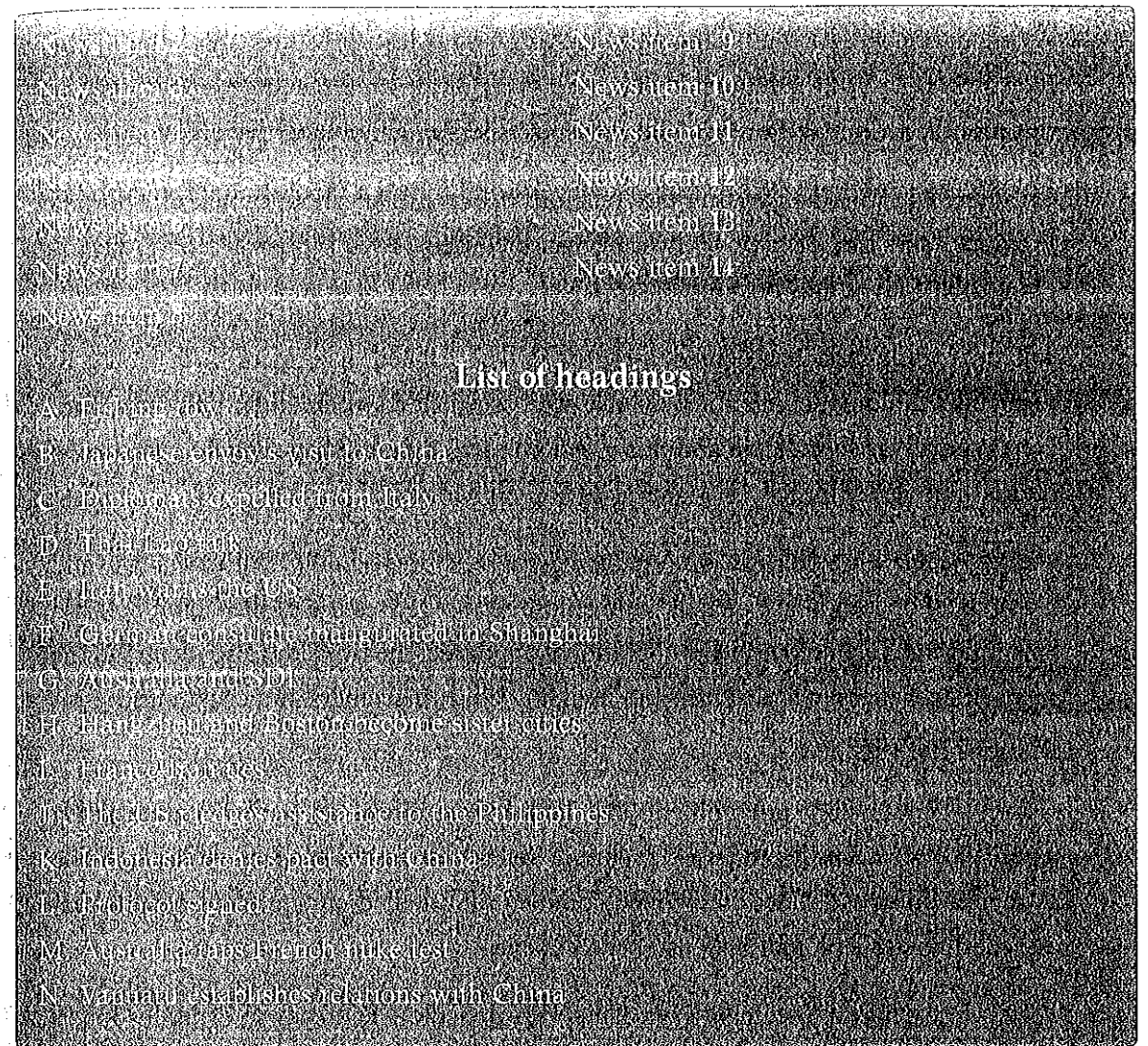
7. Everything about this nation – the structure of the society, its forms of family organisation, its economy, its place in the world – has become more complex, not less. Yet its dominating communications instrument, its principal form of national linkage, is one that sells neat resolutions to human problems that usually have no neat resolutions. It is all symbolised in my mind by the hugely successful art form that television has made central to the culture, the 30-second commercial: the tiny drama of the earnest housewife who finds happiness in choosing the right toothpaste.

8. When before in human history has so much humanity collectively surrendered so much of its leisure to one toy, one mass diversion? When before has virtually an entire nation surrendered itself wholesale to a medium for selling? This society is being force-fed with trivial fare, and I fear that the effects on our habits of mind, our language, our tolerance for effort, and our appetite for complexity are only dimly perceived.

Adapted from *The Trouble with Television* by Robert MacNeil

Exercise D: Each news item represents one different type of transaction between nations. Match the news items, 1–14, with the transaction types, A–N.

Example	Answer
News item 1	A



News Items

1. Paris – France said on Sunday it was recalling its ambassador in Ottawa after 4 French politicians and 17 islanders were arrested on charges of fishing illegally in Canadian waters. The French Foreign Ministry said in a statement the decision to recall Ambassador Philippe Husson to Paris for consultations had been taken because of a 'worsening of the French-Canadian dispute over fishing'. Canadian fisheries officials boarded the trawler Croix de Lorraine, from the small French-held islands of St-Pierre and Miquelon south of Newfoundland, last Thursday after the crew attempted to fish in Canadian waters.

2. Shanghai (Xinhua) – The Consulate General of the Federal Republic of Germany in Shanghai was inaugurated yesterday.

3. As a special envoy of the Prime Minister of Japan, Masayoshi Ito, Chairman of the Executive Board of the Liberal Democratic Party of Japan, is scheduled to visit China this month, a Chinese Foreign Ministry spokesperson announced yesterday.

4. An agreement to establish sister-city relations between Hangzhou, capital of Zhejiang Province, and the US city of Boston, Massachusetts, was signed last Saturday by Hangzhou Mayor and Boston Mayor.

5. Jakarta – Indonesia has denied a report it has reached agreement with China to normalise diplomatic relations, which were suspended more than 20 years ago. 'The report was speculative and not based on fact,' the newspaper *Suara Pembaruan* quoted Foreign Minister Ali Alatas as saying on Monday.

6. Sofia – China and Bulgaria on Wednesday agreed on technological exchanges and research co-operation in vegetable cultivation. At the 21st session of the China-Bulgaria Scientific and Technological Co-operation Committee, the two sides also identified the fields of exchanges in agriculture and in light, textile, machinery and coal industries. A protocol was signed.

7. Rome – The Italian government expelled a Soviet and an Indian diplomat on Tuesday after accusing them of spying, a reliable source said here yesterday. The Foreign Ministry declined immediate comment but denied unconfirmed reports that a second Soviet diplomat had also been expelled.

8. Paris – Iran's Naval Commander-in-Chief threatened on Thursday to order his forces into action against US navy units patrolling in the gulf if they 'get in the way', the Iranian News Agency reported in a dispatch monitored here. 'We will take resolute action if the presence of US ships clearly threatens our interests,' said Captain Mohammed Hussein Malekzadegan.

9. Canberra – The Australian government has again made a strong protest to France against a new French nuclear test at Mururoa atoll in the South Pacific. Prime Minister and Foreign Minister, who made separate visits to Paris earlier this year, both protested at the highest level of the French government against the continued French nuclear testing in the Pacific.

10. Canberra – Australia confirmed yesterday it would not endorse US President Ronald Reagan's Strategic Defence Initiative (SDI) or 'Star Wars' Research Programme. Foreign Minister Bill Hayden reaffirmed Australia's position to US Defence Secretary Caspar Weinberger on the last full day of a three-day visit.

11. Manila – US Defence Secretary Caspar Weinberger assured Philippine President Corazon Aquino yesterday that the Reagan Administration would assist her government with economic aid.
12. Paris – France's newly appointed Socialist Prime Minister Michel Rocard said he intended to restore France's diplomatic relations with Iran after a ten-month break in line with the previous government's commitments. Rocard made the announcement at the end of a weekly cabinet meeting.
13. Vientiane, Laos – Thai and Laotian army chiefs began talks yesterday to improve relations, two days after their forces withdrew from bloody battlefields in a disputed border area. Thailand's General Chavalit Yongchaiyudh held talks with Laos' General Sisavath Keobounphanh a few hours after arriving in Vientiane as head of the highest-level Thai delegation to Laos in nine years. The two officers last week negotiated a ceasefire in one of the bloodiest border clashes since 1975.
14. The government of the PRC and the government of the Republic of Vanuatu, formerly the New Hebrides, are to establish diplomatic relations at ambassador level. A communiqué was signed in Port Vila by Ambassador Extraordinary and Plenipotentiary of China and Prime Minister and Minister of Foreign Affairs of Vanuatu.

Exercise E: Complete the summary of a passage, using words from the list.

At the beginning of the nineteenth century, the only _1_ roles for women were _2_. There was virtually nothing for them to do except stay at home or hire out as maids, governesses, and, before long, teachers. Women were not allowed to own _3_ – in most cases, not even the clothes they wore. A working wife was not allowed to keep her _4_ but was required to turn them over to her _5_. In the case of separation or _6_, a woman had no legal _7_ on her husband and was not allowed to keep the children. She had no _8_ status, which meant that she was not permitted to bring _9_ or to give testimony in courts. Often, she was not _10_ to inherit property or to _11_ a will. She was barred from public office and _12_ from public life generally. For the most part, women _13_ opportunities for education, vocational training, and professional employment. The national consensus was that women _14_ in the home, and _15_ efforts were made to see that they stayed there.

List of words

property	domestic	suit	permitted
excluded	lacked	belonged	determined
husband	wages	acceptable	claims
legal	make	divorce	

Exercise F: Complete the summary of a passage, using words from the list.

NB There are more words than spaces, so you will not use them all.

The first __1__ in helping the patient is to accept and __2__ his illness. The cause of symptoms must be found, and measures to relieve them and to __3__ recurrence must be taken. Thorough examinations are __4__. Although the __5__ may suspect that the illness is __6__ to emotional rather than physical causes, he must search carefully for any evidence of __7__ disease. It is not unknown for an illness considered __8__ to be later diagnosed as cancer or some other __9__. The thorough search for physical causes of the symptoms helps to gain the patient's __10__. He knows that his condition and __11__ are being taken seriously. If no organic basis for his complaints is found, he usually will find this news easier to accept when he knows he has had a __12__ examination.

Finding no physical cause for the disorder points the way to understanding the patient's condition. What is the cause? Is it __13__ stress? If so, what kind? What are the problems which are __14__ the patient?

List of words

acknowledge	disease	thorough	prevent
psychosomatic	welfare	confidence	points
essential	upsetting	symptoms	physician
emotional	due	step	physical

Exercise G: Complete the summary of a passage, using words from the list.

As a nation, we are starting to realise that we cannot __1__ the solid waste dilemma just by finding new places to put trash. Across the country, many individuals, __2__, and businesses have found __3__ ways to reduce and better manage their trash through a co-ordinated mix of practices that includes source reduction.

Simply put, source reduction is waste __4__. It includes many actions that reduce the __5__ amount and harmfulness of waste created. Source reduction can conserve __6__, reduce pollution, and help cut waste disposal and handling costs (it avoids the costs of __7__, landfilling, and combustion).

Source reduction is a basic solution to too much garbage: less __8__ means less of a waste problem. Because source reduction actually prevents the __9__ of waste in the first __10__, it comes before other __11__ that deal with trash after it is already generated. After source reduction, recycling is the preferred waste management option because it reduces the __12__ of waste going to landfills and conserves resources.

List of words

increase	measures	waste	creative
recycling	disposal	communities	place
solve	amount	resources	prevention

Exercise H: Read the following passage and complete the summary below it.

On Monday August 29, Hurricane Katrina ravaged New Orleans, Louisiana and Mississippi, leaving a trail of destruction in her wake. It will be some time until the full toll of this hurricane can be assessed, but the devastating human and environmental impacts are already obvious.

Katrina was the most feared of all meteorological events, a major hurricane making landfall in a highly-populated low-lying region. In the wake of this devastation, many have questioned whether global warming may have contributed to this disaster. Could New Orleans be the first major US city ravaged by human-caused climate change?

The correct answer is that there is no way to prove that Katrina either was or was not affected by global warming. For a single event, regardless of how extreme, such attribution is fundamentally impossible. We only have one Earth, and it will follow only one of an infinite number of possible weather sequences. It is impossible to know whether or not this event would have taken place if we had not increased the concentration of greenhouse gases in the atmosphere as much as we have. Weather events will always result from a combination of deterministic factors (including greenhouse gas forcing or slow natural climate cycles) and stochastic factors (pure chance).

Due to this semi-random nature of weather, it is wrong to blame any one event such as Katrina specifically on global warming, and of course it is just as indefensible to blame Katrina on a long-term natural cycle in the climate.

Adapted from *Is There a Connection?* by Stefan Rahmstorf

Questions 1–4

Hurricane Katrina ravaged two states, leaving _1_ impacts on humans and environment. Though most people are questioning whether it has anything with global warming, the answer is not clear because weather events always result from _2_ and _3_. Therefore, it is unfair to contribute the disaster either to global warming or _4_ in the climate.

II. Finding out Specific Information

Exercise A: Circle all the figures in the passage as quickly as possible.

If the World Were a Village of 100 People

If we could shrink the earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look something like the following:

There would be: 57 Asians, 21 Europeans, 14 from the Western Hemisphere, both north and south, 8 Africans.

There would be: 52 females and 48 males.

There would be: 70 non-white and 30 white.

There would be: 70 non-Christian and 30 Christian.

There would be: 89 heterosexual and 11 homosexual.

6 people would possess 59% of the entire world's wealth and all 6 would be from the United States.

80 would live in substandard housing; 70 would be unable to read; 50 would suffer from malnutrition; 1 would be near death; 1 would be near birth.

1 (yes, only 1) would have a college education; 1 would own a computer.

When one considers our world from such a compressed perspective, the need for acceptance, understanding, and education becomes glaringly apparent. The following is also something to ponder:

If you woke up this morning with more health than illness, you are more blessed than the million who will not survive this week. If you have never experienced the danger of battle, the loneliness of imprisonment, the agony of torture, or the pangs of starvation, you are ahead of 500 million people in the world.

If you have food in the refrigerator, clothes on your back, a roof overhead, and a place to sleep, you are richer than 75% of this world.

If you have money in the bank, in your wallet, and spare change in dish someplace, you are among the top 8% of the world's.

If your parents are still alive and still married, you are very rare, even in the United States and Canada.

Someone once said: what goes around comes around. So

Work like you don't need the money.

Love like you've never been hurt.

Dance like nobody's watching.

Sing like nobody's listening.

Live like it's Heaven on Earth.

Exercise B: Crimes have their own cycles. Match the crimes, 1–4, with their peak time, A–F.

A. January
B. July
C. May
D. June
E. Night
F. Weekend

1. Murder
2. Rape
3. Violent attack
4. Burglary

The Crime of the Month

Crime has its own cycles, a magazine reported some years ago. Police records that were studied for five years from over 2,400 cities and towns show a surprising link between changes in the season and crime patterns.

The pattern of crime has varied very little over a long period of years. Murder reaches its high during July and August, as do rape and other violent attacks. Murder, moreover, is more than seasonal: it is a weekend crime. It is also a night-time crime: 62 per cent of murders are committed between 6 p.m. and 6 a.m.

Unlike the summer high in crimes of bodily harm, burglary has a different cycle. You are most likely to be robbed between 6 p.m. and 2 a.m. on a Saturday night in December, January, or February. The most noncriminal month of all? May – except for one strange statistic. More dog bites are reported in this month than in any other month of the year.

Apparently, our intellectual seasonal cycles are completely different from our criminal tendencies. Professor Huntington of the Foundation for the Study of Cycles made extensive studies to discover the seasons when people read serious books, attend scientific meetings, make the highest scores on examinations, and propose the most changes to patents. In all instances, he found a spring peak and an autumn peak separated by a summer low. On the other hand, Professor Huntington's studies indicated that June is the peak month for suicides and admissions to mental hospitals. June is also a peak month for marriage.

Possibly, soaring thermometers and high humidity bring on our strange and terrifying summer actions, but police officials are not sure. 'There is, of course, no proof of a connection between humidity and murder,' they say. 'Why murder's high time should come in the summertime we really don't know.'

Exercise C: Read the following passage and do Questions 1–10 below it.

Youth Violence

Youth violence is an important public health problem that results in deaths and injuries.

The following statistics provide an overview of youth violence in the United States.

- In 2003, 5,570 young people with ages 10 to 24 were murdered on average of 15 each day. Of these victims, 82% were killed with firearms (CDC 2006).
- In 2004, more than 750,000 young people with ages 10 to 24 were treated in emergency departments for injuries sustained due to violence (CDC 2006).
- An estimated 30% of 6th to 10th graders in the United States were involved in bullying as a bully, a target of bullying, or both (Nansel et al. 2001).

Consequences

- Direct and indirect costs of youth violence (e.g. medical, lost productivity, quality of life) exceed $158 billion every year (Children's Safety Network Economics & Data Analysis Resource Centre 2000).
- In addition to causing injury and death, youth violence affects communities by increasing the cost of health care, reducing productivity, decreasing property values, and disrupting social services (Mercy et al. 2002).

Groups at Risk

- Among 10- to 24-year-olds, homicide is the leading cause of death for African Americans, the second leading cause of death for Hispanics, and the third leading cause of death for American Indians, Alaska Natives, and Asian / Pacific Islanders (CDC 2006).
- Of the 5,570 homicides reported in 2003 among 10- to 24-year-olds, 86% were males and 14% were females (CDC 2005).
- Male students are more likely to be involved in a physical fight than female students (41% vs 25%; CDC 2004).

Risk Factors

Research on youth violence has increased our understanding of factors that make some populations more vulnerable to victimisation and perpetration. Research associates the following risk factors with perpetration of youth violence (DHHS 2001; Lipsey and Derzon 1998; Resnick et al. 2004):

Individual Risk Factors

- History of violent victimisation or involvement
- Attention deficits, hyperactivity, or learning disorders
- History of early aggressive behaviour
- Involvement with drugs, alcohol, or tobacco
- Low IQ
- Poor behavioural control
- Deficits in social cognitive or information-processing abilities
- High emotional distress
- History of treatment for emotional problems
- Antisocial beliefs and attitudes
- Exposure to violence and conflict in the family

Family Risk Factors

- Authoritarian child-rearing attitudes
- Harsh, lax, or inconsistent disciplinary practices
- Low parental involvement
- Low emotional attachment to parents or caregivers
- Low parental education and income
- Parental substance abuse or criminality

- Poor family functioning
- Poor monitoring and supervision of children

Peer/School Risk Factors

- Association with delinquent peers
- Involvement in gangs
- Social rejection by peers
- Lack of involvement in conventional activities
- Poor academic performance
- Low commitment to school and school failure

Community Risk Factors

- Diminished economic opportunities
- High concentrations of poor residents
- High level of transiency
- High level of family disruption
- Low levels of community participation
- Socially disorganised neighbourhoods

Protective Factors

Protective factors buffer young people from risks of becoming violent. These factors exist at various levels. To date, protective factors have not been studied as extensively or rigorously as risk factors. However, identifying and understanding protective factors are equally as important as researching risk factors.

Most research is preliminary. Studies propose the following protective factors (DHHS 2001; Resnick et al. 2004):

Individual Protective Factors

- Intolerant attitude towards deviance
- High IQ or high-grade point average
- Positive social orientation
- Religiosity

Family Protective Factors

- Connectedness to family or adults outside of the family
- Ability to discuss problems with parents

- Frequently shared activities with parents
- Consistent presence of parents during at least one of the following: when awakening, when arriving home from school, at evening mealtime, and when going to bed

Peer/School Protective Factors

- Commitment to school
- Involvement in social activities

Adapted from *http://www.cdc.gov/ncipc/factsheets/yvfacts.htm*

Questions 1–10

There are many risk factors accounting for adolescents' violent behaviour. Match each of the risks with an appropriate factor, A–D.

A. The risk is an individual factor.
B. The risk is a family factor.
C. The risk is a peer/school factor.
D. The risk is a community factor.

1. Lack of community activities
2. Low intelligence
3. Undesirable performance in study
4. Failure to control one's behaviour
5. Exposure to violence in the family
6. Rejection by fellow students
7. Ignorance to children's development
8. Low income
9. Making friends with delinquent peers
10. Aggressive behaviour in childhood

III. Summary / Table / Process / Sentence Completion

Exercise A: Complete the descriptions with the information of the charts.

Questions 1–7

What are teenagers doing during their waking hours? The responses suggest _1_ major kinds of activity. Given the amount of time spent in school, a significant portion of a teenager's time is devoted to _2_. It is worth noting, however, that although 20% of the adolescent's time is spent in the _3_, only 12% is spent doing _4_. Teenagers spend about one third of their time in what the researchers call _5_ activities – errands, eating, personal care, napping, and transportation – with almost one third of time, or 9% of total time, devoted to _6_ and eating. Without the responsibilities of career and family, the adolescent can devote 40% of the waking time to _7_ activities, primarily socialising with peers.

Questions 8–12

As shown in the figure, the results of the study suggest that adolescents spend their time in _8_ different social worlds. One of these, in which they spend more than one third of their waking time, is the _9_. The second social world of the adolescent is the _10_, where one must follow uniform rules or pay a penalty. More than a quarter of the adolescent's time is spent in _11_ other than home and school. In what may be a uniquely American phenomenon, a significant fraction of this time – 4% of a teenager's total waking time – is spent in an _12_.

Questions 13–15

There is no better indicator of the psychological changes that occur during adolescence – especially the search for identity – than the data showing with whom adolescents spend their time. As shown in the figure, more than one quarter of the teenager's time is spent _13_. This matches the popular view of teenagers as withdrawn or not communicating with other members of their families. But it contradicts the equally common notion that teenagers are highly dependent on interactions with peers. And despite the typical parent's complaint that all teenagers do at home is eating and sleeping, nearly 20% of their time is spent in the company of other _14_. Finally, more than 30% of the time is spent with _15_.

Figure 1

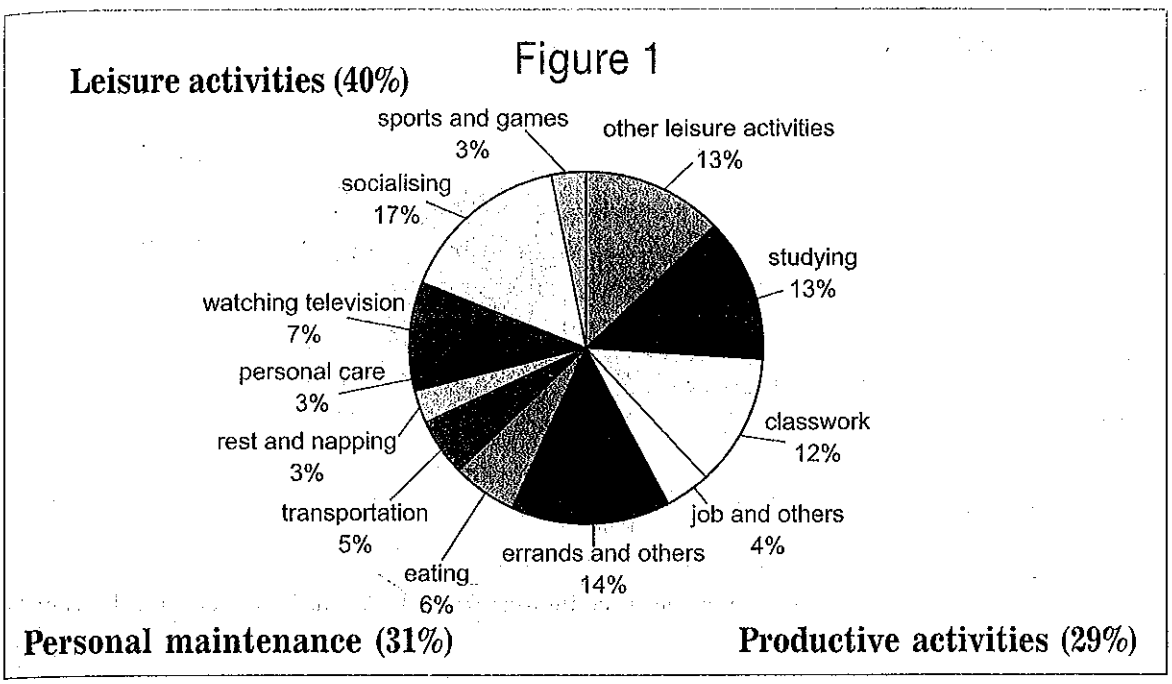


Figure 2

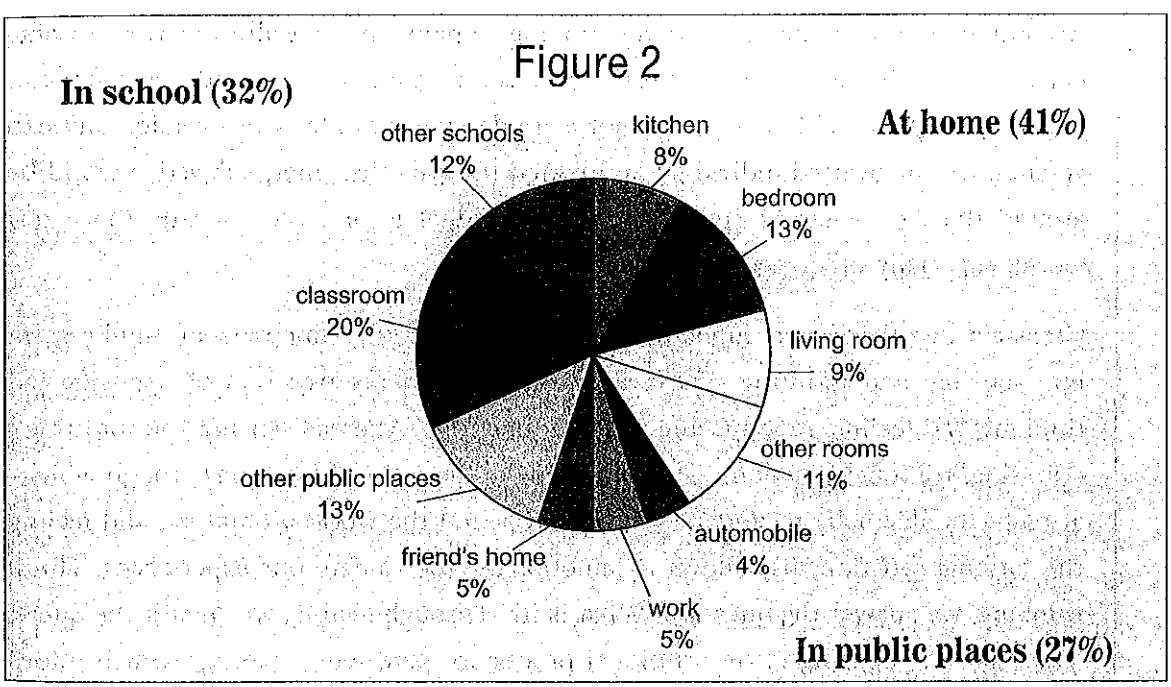
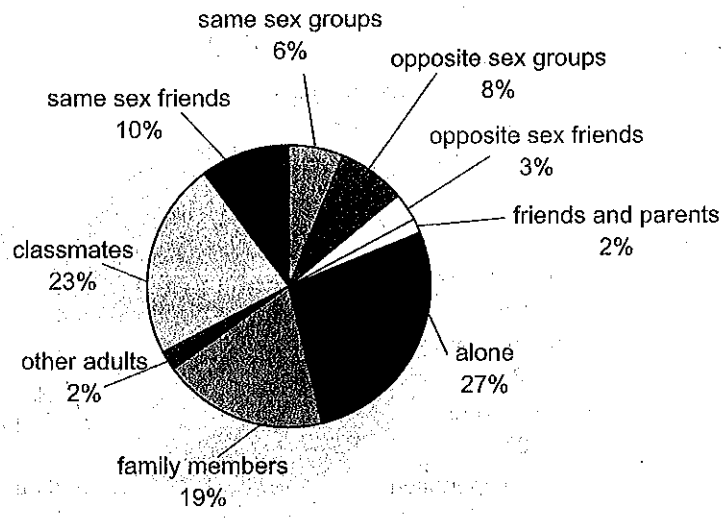


Figure 3



Source of the three figures: *Being Adolescent* by Csikszentmihalyi & Larson

Exercise B: Read the passage and do Questions 1–8 below it.

According to Jung's theory, the functioning personality typically involves a balance between opposing forces. This is especially true in the case of attitudes and functions. A person may take either of two major attitudes towards life – introversion and extraversion. An introverted individual is oriented towards the inner, subjective world built around the ego, whereas an extraverted individual is oriented towards the external world, especially other people.

Cross-cutting these two fundamental attitudes are the functions of thinking, feeling, sensing, and intuiting. These functions are actually two sets of opposing pairs: thinking and feeling are opposing rational functions, whereas sensing and intuiting are opposing irrational functions. Thus, thinking is the rational function through which we attempt intellectually to understand ourselves and the world around us, and feeling is the rational function that allows us emotionally to evaluate our experiences. Through thinking, we answer the question 'What is it?' Through feeling, we answer the question 'Do I like it?' Sensing is the irrational process of perceiving, through which information is obtained for conscious awareness, and intuiting is the irrational function – often influenced by unconscious processes – that enables us to apprehend, or discover the meaning behind sensory information. One of the four functions will then be dominant in the person's behaviour; the opposite member of that pair will be the least developed, or inferior function. The two members of the other pair of functions will be moderately developed.

Adapted from *Psychology* by Kelly G. Shaver & Roger M. Tarpy

Questions 1–8

*Complete the table below with **ONE WORD ONLY** in each numbered gap.*

Functions		1	
		2	Extraversion
3	Thinking	6 the self	6 the external world
	4	7 the self	7 other people
Irrational	5	Observe one's own behaviour	Observe the social world around you
	Intuiting	8 implications in one's own life	8 implications of the lives of others

Exercise C: Read the passage and do Questions 1–7 following it.

In his classic psychology text, William James (1892) distinguished between the self as an object of reflection (the *Me*) and the self as a conscious agent (the *I*). This distinction remains valid today. The figure illustrates the structure of the self, with some of the subdivisions identified by James.

The *Me* is the sum total of all that a person can call his or her own. It is further subdivided into the material self, the spiritual self, and various social selves. The material self is a single entity consisting of one's physical being and possessions. The spiritual self is also a single entity, incorporating psychological faculties such as personality traits, verbal skills, social perceptions, and attitudes. In contrast, there are numerous social selves, which vary for each category of people who recognise you as an individual. Thus, you might have one self that you reveal to your parents, one that you present to your close friends, one that you take with you to your job, and one that you offer to your professor.

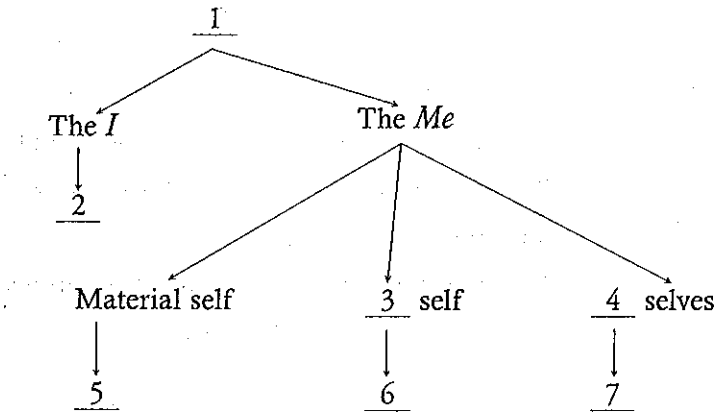
Rather than being a collection of elements, the *I* is the ongoing process of consciousness: the thinker, the knower, the pure ego. It can reflect on the contents of the *Me*, but it is separate from them. It can direct the individual's purposive behaviour, but it is separate from that behaviour.

Adapted from *Psychology* by Kelly G. Shaver & Roger M. Tarpy

Questions 1–7

Complete the chart below with the choices in the list.

NB There are more choices than spaces, so you will not use them all.



List of choices

A. Social
B. Attitudes
C. Physical being
D. The self
E. Spiritual
F. Consciousness
G. Object of reflection
H. For different people in life
I. Psychological faculties

Exercise D: Read the passage and do Questions 1–7 below it.

The use of an architectural style cannot be said to start or finish on a specific date; neither is it possible to say exactly what characterises a particular movement. But the origins of what is now generally known as modern architecture can be traced back to the social and technological changes of the 18th and 19th centuries.

Instead of using timber, stone, and traditional building techniques, architects began to explore ways of creating buildings by using the latest technology and materials such as steel, glass, and strengthened steel bars, known as reinforced concrete. Technological advances also helped bring about the decline of rural industries and an increase in urban populations as people moved to the towns to work in the new factories. Such rapid and uncontrolled growth helped to turn parts of cities into slums. By the 1920s, architects throughout Europe were reacting against the conditions created by industrialisation. A new style of architecture emerged to reflect more idealistic notions for the future. It was made possible by new materials and construction techniques and was known as modernism.

By the 1930s, many buildings emerging from this movement were designed in the International Style. This was largely characterised by the bold use of new materials and simple, geometric forms, often with white walls supported by stilt-like pillars. These were stripped of unnecessary decoration that would detract from their primary purpose – to be used or lived in.

Walter Gropius, Charles Jeanneret (better known as Le Corbusier), and Ludwig Mies van der Rohe were among the most influential of the many architects who contributed to the development of modernism in the first half of the century. But the economic depression of the 1930s and the Second World War (1939–1945) prevented their ideas from being widely realised until the economic conditions improved and war-torn cities had to be rebuilt. By the 1950s, the International Style had developed into a universal approach to building, which standardised the appearance of new buildings in cities across the world.

Unfortunately, this modernist interest in geometric simplicity and function became exploited for profit. The rediscovery of quick-and-easy-to-handle reinforced concrete and an improved ability to prefabricate building sections meant that builders could meet the budgets of commissioning authorities and handle a renewed demand for development quickly and cheaply. But this led to many badly designed buildings which discredited the original aims of modernism.

Influenced by Le Corbusier's ideas on town planning, every large British city built multi-storey housing estates in the 1960s. Mass-produced, low-cost high-rises seemed to offer a solution to the problem of housing a growing inner-city population. But far from meeting human needs, the new estates often proved to be windswept deserts lacking essential social facilities and services. Many of these buildings were poorly designed and constructed and have since been demolished.

By the 1970s, a new respect for the place of buildings within the existing townscape arose. Preserving historic buildings or keeping only their facades (or fronts) grew common. Architects also began to make more use of building styles and materials that were traditional to the area. The architectural style usually referred to as high tech was also emerging. It celebrated scientific and engineering achievements by openly parading the sophisticated techniques used in construction. Such buildings are commonly made of metal and glass; examples are Stansted Airport and the Lloyd's building in London.

Disillusionment at the failure of many of the poor imitations of modernist architecture led to interest in various styles and ideas from the past and present. By the 1980s, the coexistence of different styles of architecture in the same building became known as post-modernism. Other architects looked back to the classical tradition. The trend in architecture now favours smaller-scale building design that reflects a growing public awareness of environmental issues such as energy efficiency.

Questions 1–7

*Complete the table below with **NO MORE THAN THREE WORDS** in each numbered gap.*

PERIODS	STYLES	BUILDING MATERIALS	CHARACTERISTICS
before 18th century	traditional	1	
1920s	2	steel, glass, and concrete	latest technology
1930s–1950s	3		geometric forms
1960s decline of modernism		prefabricated sections	4
1970s end of modernist era		traditional materials	5 of historic buildings
1970s beginning of 6 era		metal and glass	sophisticated techniques paraded
1980s	post-modernist		7

Exercise E: Put the following jumbled sentences into the correct order.

A. Pull on the neck to tighten the triangle.

B. Put the tie round your neck with the wide end on the right. (The wide end should be twice as long as the narrow end.)

C. Adjust by pulling at the hanging ends.

D. Thread this wide end down through the knot.

E. Bring the wide end across the front of the narrow end. Bring it back up and through the loop.

F. You should now have a 2-part triangle knot. Pull this tight.
G. Bring it up through the back of the loop.
H. Bring this wide end round again – down to the left, across behind the hanging narrow end, up to the right and back through the loop.
I. Wrap the wide side from right to left across the front of the knot.

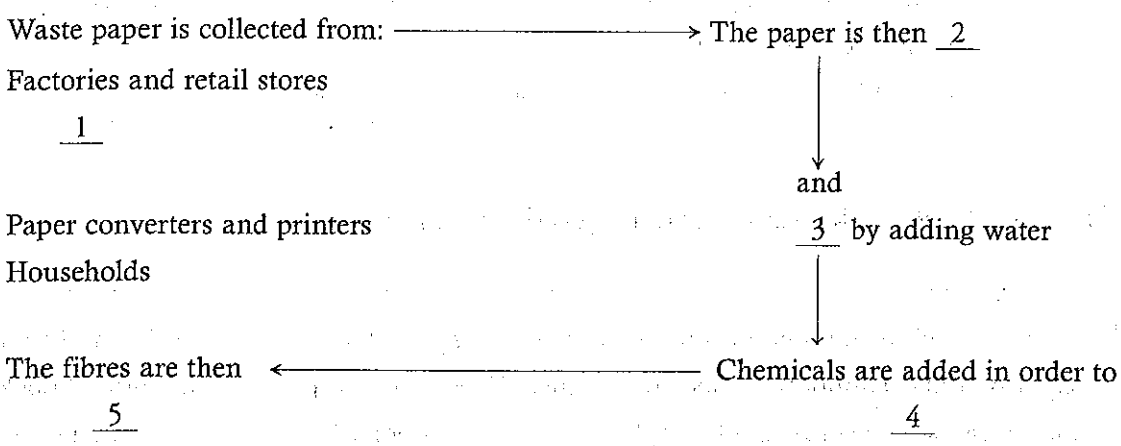
Exercise F: Read the passage and do Questions 1-5 following it.

There are technical limitations to the amount of paper which can be recycled and some paper products cannot be collected for reuse. These include paper in the form of books and permanent records, photographic paper, and paper which is badly contaminated. The four most common sources of paper for recycling are factories and retail stores which gather large amounts of packaging material in which goods are delivered, also offices which have unwanted business documents and computer output, paper converters and printers, and lastly households which discard newspapers and packaging material. The paper manufacturer pays a price for the paper and may also incur the collection cost.

Once collected, the paper has to be sorted by hand by people trained to recognise various types of paper. This is necessary because some types of paper can only be made from particular kinds of recycled fibre. The sorted paper then has to be repulped or mixed with water and broken down into its individual fibres. This mixture is called stock and may contain a wide variety of contaminating materials, particularly if it is made from mixed waste paper which has had little sorting. Various machinery is used to remove other materials from the stock. After passing through the repulping process, the fibres from printed waste paper are grey in colour because the printing ink has soaked into the individual fibres. This recycled material can only be used in products where the grey colour is not acceptable, and the fibres must be deinked. This involves adding chemicals such as caustic soda or other alkalis, soaps and detergents, water-hardening agents such as calcium chloride, frothing agents, and bleaching agents. Before the recycled fibres can be made into paper, they must be refined or treated in such a way that they bond together.

Questions 1–5

*Complete the flow chart below with **ONE OR TWO WORDS** from the passage.*



Exercise G: Read the information below and answer Questions 1–6.

Classic Tours – Coach Break Information

Luggage

We ask you to keep luggage down to one medium-sized suitcase per person, but a small holdall can also be taken on board the coach.

Seat Allocation

Requests for particular seats can be made on most coach breaks when booking, but since allocations are made on a first come, first served basis, early booking is advisable. When bookings are made with us, you will be offered the best seats that are available on the coach at that time.

Travel Documents

When you have paid your deposit, we will send you all the necessary documents and labels so that you receive them in good time before the coach break departure date. Certain documents, for example, air or boat tickets, may have to be retained and your driver of courier will then issue them to you at the relevant point.

Special Diets

If you require a special diet, you must inform us at the time of booking with a copy of the diet. This will be notified to the hotel or hotels on your coach break, but on certain coach breaks, the hotels used are tourist class and whilst offering value for money within the price range, they may not have the full facilities to cope with special diets. Any extra costs incurred must be paid to the hotel by yourself before departure from the hotel.

Accommodation

Many of our coach breaks now include, within the price, accommodation with private facilities, and this will be indicated on the coach break page. Other coach breaks have a limited number of rooms with private facilities which, subject to availability, can be reserved and guaranteed at the time of booking – the supplementary charge shown in the price panel will be added to your account.

On any coach break, there are only a limited number of single rooms. When a single room is available, it may be subject to a supplementary charge and this will be shown on the brochure page.

Entertainment

Some of our hotels arrange additional entertainment which could include music, dancing, and film shows. The nature and frequency of the entertainment presented are at the discretion of the hotel and therefore not guaranteed and could be withdrawn if there is a lack of demand or insufficient numbers in the hotel.

Questions 1–6 Choose the correct letter, A, B, C, or D, to complete each unfinished statement below.

1. If you want to sit at the front of the coach,
   A. ask when you get on the coach.
   B. arrive early on the departure date.
   C. book your seat well in advance.
   D. avoid travelling at peak times.

2. Your air tickets
   A. will be sent to your departure point.
   B. must be collected before leaving.
   C. will be enclosed with other documents.
   D. may be held by your coach driver.

3. If you need a special diet, you should
   A. inform the hotel when you arrive.
   B. pay extra with the booking.
   C. tell the coach company.
   D. book tourist class.

4. It may be necessary to pay extra for
   A. a private bathroom.
   B. boat tickets.
   C. additional luggage.
   D. entertainment.

5. Entertainment is available
   A. at all hotels.
   B. if there is the demand.
   C. upon request.
   D. for an additional cost.

6. With every booking, Classic Tours guarantee you will be able to
   A. request high-quality meals.
   B. take hand luggage on the coach.
   C. use your own personal bathroom.
   D. see a film if you want to.

IV. True / False / Not Given Exercises

Exercise A: Read the passage and do Questions 1–12 below it.

Hidden Persuader

In 1957, James Vicary, an American market researcher, thought of using a special movie projector, a tachistoscope [ta-KISS-ta-SCOPE], as an advertising instrument. He knew that the tachistoscope can flash a message on a movie screen at 1/3,000 of a second. He also knew that people were able to read such a fast message, but they did not know it – they didn't even know that the message was there. Vicary arranged a six-week study. During those six weeks, messages suggesting that people buy popcorn and soft drinks were flashed on the screen while the movie was going on. Sales for that period showed a 60 per cent increase in popcorn sales and a 20 per cent increase in soft drink sales. Vicary proved that the tachistoscope could influence people in a theatre. No one complained about the messages on the screen until the results of the study were published.

Questions 1–12

Indicate the statements which are facts by writing F in the blank and the ones which are inferences or judgements by writing NF (non-fact) in the blank.

1. _____ One three-thousandth of a second is a very short time.
2. _____ James Vicary was interested in advertising as part of his job.
3. _____ The tachistoscope was invented before 1958.
4. _____ Popcorn and soft drinks are sold in movie theatres.
5. _____ People can read a message that is flashed on a movie screen for 1/3,000 of a second.
6. _____ The people in the movie theatre did not know that the tachistoscope was being used.
7. _____ Because people are influenced without knowing it, the tachistoscope is a bad machine.
8. _____ People respond to suggestions.
9. _____ Movie theatre owners should not have slowed the use of the tachistoscope.
10. _____ Using the tachistoscope increased sales of popcorn more than sales of soft drinks.
11. _____ People prefer popcorn to soft drinks.
12. _____ People do not like to be tricked.

Exercise B: Read the passage and decide whether the statements, 1–6, are TRUE/FALSE/NOT GIVEN.

Chapter 5 **Vocational Training**

Technical and further education

Australia's Technical and Further Education (TAFE) sector is a nationally recognised government system of vocational education and training and is the major provider of the skills required by the Australian workforce.

TAFE is the largest of the tertiary education sectors in Australia. It accounts for approximately 70 per cent of post-secondary education enrolments. There are 232 major TAFE colleges in Australia.

Although each state and territory administers its own system of TAFE, the qualifications they award are transferable throughout Australia. Although TAFE colleges cannot award tertiary-level degree, some TAFE courses permit TAFE graduates to be admitted with advanced standing into degree courses offered by universities.

TAFE courses provide initial and further education at professional, paraprofessional, post-trade, trade, and operative level. TAFE courses are developed in collaboration with industry and the community to ensure the most up-to-date education and training is provided.

Private post-secondary institutions

These private institutions are like TAFE colleges because they teach special skills for jobs, but each one of them usually specialises in courses for one industry.

There are many private institutions in Australia offering a wide range of courses: English language (ELICOS, see Chapter 6), secretarial studies, data processing, pilot training, business and management, recreational courses and religious studies. (Other courses offered by private post-secondary institutions are listed in Chapter 7, Special Studies.)

If you successfully complete these courses, you will receive a qualification called a 'certificate' or 'diploma'. These are widely recognised by professional associations and industries in Australia and are sometimes recognised by higher education institutions for credit. Before you undertake a course at a private post-secondary institution, you should check that the certificate or diploma offered is appropriate for your

particular purpose because some private institutions offer courses which are not recognised. If you want to enter a higher education institution from a private post-secondary institution, you should ask the higher education institution whether they accept the qualification before you start your course.

Questions 1–6

1. There are more people studying in TAFE colleges than in any other kinds of higher education institution.
2. TAFE qualifications are accepted anywhere in Australia.
3. Some TAFE colleges offer university degrees.
4. Each TAFE college specialises in teaching skills for working within one specific industry.
5. The next chapter deals with English language courses.
6. Certificates or diplomas from all private post-secondary institutions are recognised everywhere in Australia.

Exercise C: Read the passage and decide whether the statements, 1–10, are TRUE/FALSE/NOT GIVEN.

The Australian political scene is dominated by two major parties that have quite different political agendas. However, the policies of the Australian Labour Party and the Liberal Party have become much more difficult to tell apart in recent years. In fact, it would be true to say that both parties consist of conservative, moderate, and radical elements, and therefore the general public is often perplexed about which party to vote for. Nonetheless, it is usual to find that an Australian will lean towards supporting one of these two parties and remain faithful to that party for life.

The Labour Party was formed early in the twentieth century to safeguard the interests of the common working man and to give the trade unions political representation in Parliament. The Party has always had strong connections with the unions and supports the concept of a welfare society in which people who are less fortunate than others are financially, and otherwise, assisted in their quest for a more equitable slice of the economic pie. The problem is that such socialist political agendas are extremely expensive to implement and maintain, especially in a country that, although comparatively wealthy, is vast and with a small working and hence taxpaying population base. Welfare

societies tend towards bankruptcy unless government spending is kept in check. The Liberal Party, on the other hand, argues that the best way to ensure a fair division of wealth in the country is to allow more freedom to create it. This, in turn, means more opportunities, jobs created, etc., and therefore more wealth available to all. Just how the poor are to share in the distribution of this wealth (beyond being given, at least in theory, the opportunity to create it) is, however, less well understood. Practice, of course, may make nonsense of even the best theoretical intentions, and often the less politically powerful are badly catered for under governments implementing 'free-for-all' policies.

It is no wonder that given the two major choices offered to them, Australian voters are increasingly turning their attention to the smaller political parties, which claim to offer a more balanced swag of policies, often based around one major current issue. Thus, for instance, at the last election, there was the No Aircraft Noise Party, popular in city areas, and the Green Party, which is almost solely concerned with environmental issues.

Questions 1–10

1. Policies as support of the concept of a welfare society are costly.
2. Australians usually vote for the party they supported early in life.
3. The Labour Party was formed by the trade unions.
4. Radical groups are only found within the Labour Party.
5. The Liberal Party was formed after the Labour Party.
6. Welfare-based societies invariably become bankrupt.
7. According to the author, theories do not always work in practice.
8. Some Australian voters are confused about who to vote for.
9. The No Aircraft Noise Party is only popular in the city.
10. The smaller parties are only concerned about the environment.

Exercise D: Read the passage and decide whether the statements, 1–8, are TRUE/FALSE/NOT GIVEN.

Nowadays, without a qualification from a reputable school or university, the odds of landing that plum job advertised in the paper are considerably shortened. Moreover, one's present level of education could fall well short of future career requirements.

It is no secret that competition is the driving force behind the need to obtain increasingly higher qualifications. In the majority of cases, the urge to upgrade is no longer the result

of an insatiable thirst for knowledge. The pressure is coming from within the workplace to compete with ever more qualified job applicants, and in many occupations, one must now battle with colleagues in the reshuffle for the position one already holds.

Striving to become better educated is hardly a new concept. Wealthy parents have always been willing to spend the vast amounts of extra money necessary to send their children to schools with a perceived educational edge. Working adults have long attended night schools and refresher courses. Competition for employment has been around since the curse of working for a living began. Is the present situation so very different to that of the past?

The difference now is that the push is universal and from without as well as within. A student at secondary school receiving low grades is no longer as easily accepted by his or her peers as was once the case. Similarly, in the workplace, unless employees are engaged in part-time study, they may be frowned upon by their employers and peers and have difficulty even standing still. In fact, in these cases, the expectation is for careers to go backwards and earning capacity to take an appreciable nosedive.

At first glance, the situation would seem to be laudable: a positive response to the exhortation by a former Prime Minister, Bob Hawke, for Australia to become the 'clever country'. Yet there are serious ramifications according to at least one educational psychologist. Dr. Brendan Gatsby has caused some controversy in academic circles by suggesting that a bias towards what he terms 'paper' excellence might cause more problems than it is supposed to solve. Gatsby raises a number of issues that affect the individual as well as society in general.

Firstly, he believes the extra workload involved is resulting in abnormally high stress levels in both students at secondary school and adults studying after working hours. Secondly, skills which might be more relevant to the undertaking of a sought-after job are being overlooked by employers interviewing candidates without qualifications on paper. These two areas of concern for the individual are causing physical and emotional stress respectively.

Gatsby also argues that there are attitudinal changes within society to the exalted role education now plays in determining how the spoils of working life are distributed. Individuals of all ages are being driven by social pressures to achieve academic success solely for monetary considerations instead of for the joy of enlightenment. There is the danger that some universities are becoming degree factories with an attendant drop in standards. Furthermore, our education system may be rewarding doggedness above creativity, the very thing Australians have been encouraged to avoid. But the most undesirable effect of this

academic paper chase, Gatsby says, is the disadvantage that 'user-pays' higher education confers on the poor, who invariably lose out to the more financially favoured.

Naturally, although there is agreement that learning can cause stress, Gatsby's comments regarding university standards have been roundly criticised as alarmist by most educationists who point out that, by any standard of measurement, Australia's education system overall, at both secondary and tertiary levels, is equal to that of any in the world.

Questions 1–8

1. It is impossible these days to get a good job without a qualification from a respected institution.
2. Most people who upgrade their qualifications do so for the joy of learning.
3. In some jobs, the position you hold must be reapplied for.
4. Some parents spend extra on their children's education because of the prestige attached to certain schools.
5. According to the text, students who performed badly at school used to be accepted by their classmates.
6. Employees who do not undertake extra study may find their salary decreased by employers.
7. Australians appear to have responded to the call by a former Prime Minister to become better qualified.
8. Australia's education system is equal to any in the world in the opinion of most educationists.

Exercise E: Read the passage and decide whether the statements, 1–8, are TRUE/FALSE/NOT GIVEN.

Weapon to Fight against Viruses

Viruses are deceptive little buggers, mutating often to dodge their hosts' immune defenses. Plants fight back using a weapon called RNA interference (RNAi), which rips apart the viral machinery. Now, a new study shows that fruit flies employ the same defense – the first example of animals using this antiviral strategy. According to a related study, the genes behind this resistance are evolving rapidly to keep up with an ever-changing adversary.

For most creatures, RNA is just the middle man that helps a gene make a protein. But many viruses can get by on RNA alone. When they invade a cell, their RNA infiltrates the host's genetic machinery, tricking it into making viral proteins. Scientists knew that all cells can shred unwanted RNA using RNAi, but they had never observed living animals using this strategy to defend against viruses.

Fruit flies were the logical place to check, since it is relatively easy to disable their genes. Microbiologist Shou-Wei Ding of the University of California, Riverside, and colleagues took flies that were missing one of the three main RNAi genes (dcr-2, ago-2, and r2d2) and infected them with two types of virus. The mutant flies died much more rapidly than did normal flies. The team reports on 24 March in *Science* evidence that the RNAi mechanism is at least one of the fly's defenses against viruses.

Complementing these results, a different study, published 21 March in *Current Biology*, found that the fruit fly RNAi mechanism is constantly adapting to new viral strategies. A team led by evolutionary biologist Darren Obbard of the University of Edinburgh, United Kingdom, compared more than 8,000 genes across three fruit fly species and found the three main RNAi genes were among the most variable. From the data, the authors calculate that these genes have been evolving faster than 97% of the fruit fly genome. Of course, virus genes are evolving quickly as well. 'Each side invents a new weapon,' Obbard says, 'making it an ongoing arms race.'

Because humans have similar RNAi genes, these two papers suggest that humans may also use RNAi to ward off viruses, says plant virologist David Baulcombe of the Sainsbury Laboratory in the UK. If so, Ding imagines that future drug treatments might target the proteins that viruses use to foil RNAi.

Adapted from *Defense! –The fruit fly uses RNA interference to ward off viral invaders*
by Michael Schirber

Questions 1–8

1. Viruses are deceptive buggers to destroy their hosts' immune defenses.
2. RNA interference is a useful weapon to fight against viruses.
3. Fruit flies are the only example of animals using RNAi as an antiviral strategy.
4. Unlike viruses, most creatures can get by on RNA only.
5. All the cells can get rid of unwanted RNA using RNAi.
6. Fruit flies have three main RNAi genes.
7. RNAi mechanism is the most powerful defense against viruses for fruit flies.
8. RNAi genes in fruit flies have been evolving faster than virus genes.

V. Reading for Details

Exercise A: Cover the right column and figure out what each symbol stands for; go through the whole box within 1 minute and finish the questions, 1–5, without looking back.

a. 	a. No cigarette smoking is allowed
b. 	b. Subway
c. 	c. Mechanic available for car repair
d. 	d. Bicycle path
e. 	e. Information here
f. 	f. Police cars at a police station
g. 	g. Traffic goes around the circle here
h. 	h. Train station
i. 	i. Bus stop
j. 	j. Hotel or bed and breakfast
k. 	k. Restaurant
l. 	l. Parking
m. 	m. Facilities for handicapped persons

Questions 1–5

1. Which three symbols show public transport? (Write the letters of the symbols.)

2. Which two symbols are most interesting to tired and hungry travellers?

3. Which two symbols are letters of the alphabet?

4. One of the symbols is a 'not allowed' symbol. Which one is it?

5. Which sign will you watch for if your car isn't working well?

Exercise B: Find out the specific information required for Questions 1–7.

Planet Earth is truly a beautiful place. Nature lovers value the diversity, the variety. It's true this world of ours is filled with unusual and interesting sites. Most people know about spectacular places like the Himalayan Mountains, the Grand Canyon, Victoria

Falls, the Pyramids of Giza in Egypt, Hawaii, the Alps, and Fujiyama (Mount Fuji). In fact, there are places of beauty in every country, in every part of the world.

The many varieties of people are part of the beauty of our planet. The world is made up of people from all races and people of many cultures. The dark-skinned people from parts of Africa and the Middle East, the pale northern Europeans, the small Asian people, and the Native Americans – each group has distinctive features. Each group has a unique kind of beauty. If a person could look at all the members of the human family, what a variety she would see: the young, the old, the tall, and the short; hair in colours of brown, red, gold, silver, white, and black; and eyes in colours from blue and green to nearly dark. In addition, each group of people has a culture of its own, too. To be able to live together in peace and harmony is yet another kind of beauty.

The world is alive with colours, too. There's a rainbow of colours in the feathers of birds and in the flowers and leaves of plants. From the deep navy blue of Lake Baikal in Siberia to the azure blue of Crater Lake in Oregon, from the golden white froth of Horseshoe Falls in Niagara Falls, Ontario, to the silver of the Plata River in Argentina, and from the green of the rainforests on Kalimantan (the island of Borneo) to the gem-like quality of green Lake Irazu in Costa Rica, Earth is a colourful, spectacular place.

The variety of life forms makes the planet rich in beauty. Biodiversity is beautiful. The oceans and seas are filled with life: the jellyfish floating in the water, the coral reefs, the brightly coloured fish, and the dolphins, seals, and whales. In the Southern Hemisphere, Australia is home to animals that live no other place on Earth: the kangaroo, the platypus, the fuzzy koala, and the noisy kookaburra in the Australian gum tree. Africa has striped zebras, spotted cheetahs, and bright pink flamingos. In Central America, the rainforests are alive with parrots, toucans, and quetzals – birds of many colours.

The world is also a place of incredibly wondrous shapes. The frozen waterfall of travertine (stone) at Hammam Meskoutine in Algeria, the turquoise-coloured waters of the limestone pools flowing down the mountainside at Pamukkale in Turkey, the white limestone cliffs of Dover, the basalt crystals (another kind of rock) of the Giant's Causeway in Northern Ireland, and the karst dome-rock formations (hills of a kind of limestone) of Kweilin in China – each of them has a unique quality that makes the world a more beautiful place. Even the great open grasslands of the pampas, the veldt, the steppes, and the great prairies add something to Earth's charm.

Questions 1–7

1. Words for three kinds of rock in paragraph 5:

2. The names of five kinds of birds in paragraph 4:

3. The names of four great grasslands in paragraph 5:

4. The names of three mountains or groups of mountains (mountain ranges) in paragraph 1:

5. Three specific colours of blue are mentioned in paragraphs 3 and 5. What are they?

6. The names of Australian animals in paragraph 4:

7. The names of two waterfalls in paragraphs 1 and 3:

Exercise C: Arrange the constellations in order starting from Aries and ending with Pisces and find out the features of each constellation. Additionally, identify the missing constellation.

1. Leo is self-expression seeking confidence, ease, and honour in the social world. The house where your Leo rules is where you will be challenged to 'shine'; to apply the positive, creative qualities of your sun sign, and find a sense of inner peace. *July 23rd–August 22nd*
2. Aries is fiery will in actions, pioneering energy, and new growth seeking to emerge. The house where your Aries rules is where you will be challenged to grow and learn, where new things will keep emerging. Here you throw yourself into physical activity. *March 21st–April 19th*
3. Gemini is abstract curiosity seeking to dorm a picture of the world and to communicate those perceptions to others. The house where your Gemini rules is where you will be challenged to learn by following your curiosity, where communication will be important, and where you will be able to see both sides of an issue. *May 21st–June 20th*
4. Scorpios are the most sexual of the signs in terms of cravings and desires. Never satisfied with just one love, constantly needing to get another notch on their belts. Scorpios are sly and have a bit of a daredevil streak in them, definitely the most risqué of all the signs. Never tell a Scorpio a secret – they won't keep it! *October 23rd–November 21st*

5. Cancer is healing, nurturing, and sensitivity seeking psychological understanding, emotional self-expression, and the capacity to heal others. The house where your Cancer rules is where you will be challenged to create a 'safe place' in which to grow emotionally. Here you have deep feelings and tend to be supersensitive and defensive. *June 21st–July 22nd*

6. Pisces is mystical dreaminess, warmth, and healing compassion seeking self-transcendence. The house where your Pisces rules is where you will be challenged to discern between illumination and illusion. Here is a doorway, either to higher spiritual knowledge or to escape through daydreaming or self-indulgence. It's difficult to learn to trust and follow your intuition, and you will feel as if you are acting blindly. *February 19th–March 20th*

7. Libra is balance, harmony, and love of beauty seeking self-completion. The house where your Libra rules is where you will be challenged to find balance. Here your ability to see both sides of any issue can lead to difficulty making choices. *September 23rd–October 22nd*

8. Aquarius is eccentricity and radical individuality seeking freedom of the soul and communication with the group mind. The house where your Aquarius rules is where you will be challenged to seek new knowledge in order to break down old ideas. Here you are very much ahead of your time. *January 20th–February 18th*

9. Sagittarius is an expansion quest to discover truth and the interconnectedness of all things. The house where your Sagittarius rules is where you will be challenged to expand your experiences. You are philosophical about the affairs of this house and generous with its gifts. *November 22nd–December 21st*

10. Taurus is deliberation and determination seeking practical productivity in this world. The house where your Taurus rules is where you will be challenged to be practical and productive. You hand on to the things of this house for security. *April 20th–May 20th*

11. Capricorns are very career-orientated people. They are ambitious and have opinions about everything. They do sometimes tend to have a bit of a doom and gloom persona, always seeing the down side of things first. Some Capricorns are narrow-minded in their thinking but only because they want to do what they think is the very best thing to do. *December 22nd–January 19th*

Exercise D: Test your logic.

Directions: *There are 11 facts listed below for this logic puzzle. After reading them, help the waitress who is serving the table to find out the answer to the question below.*

WHO ordered the cola, cheeseburger with pickles and French fries?

1. 6 friends went to a hamburger drive-in and decided to eat inside the restaurant.
2. The friends sat in a booth, 3 people on each side of the table.
3. They ordered 6 different meals.
4. Jack sat next to Jill.
5. Jill sat opposite the boy who sat next to Betty.
6. Archie ordered cola, a plain hamburger, and French fries and sat across from Jane.
7. The boy who had the vanilla milk shake and two hot dogs sat across from Betty.
8. The girl who ordered the diet cola, fish sandwich, and onion rings sat between Archie and Reggie.
9. Reggie didn't order a diet cola, grilled chicken sandwich, and French fries or a cola and taco salad.
10. The girl who ordered the diet cola, grilled chicken sandwich, and French fries sat across from Archie.
11. The girl who sat next to Jack had a cola and taco salad.

Game: Word Square

Directions: *ALL the words in the list are hidden in the grid of letters below. The words are in straight lines that are oriented diagonally, horizontally, or vertically. Some words will share letters when they cross each other. Also, the letters for some words may be in reverse order. For example, 'ekahs' is 'shake' spelled backwards. Have fun and see how many words you can find.*

BIG MAC; BURGER; CATSUP; CHEESE; COKE; COOKIE; FRIES; GOLDEN ARCHES; HAPPY MEAL; ICED TEA; LETTUCE; MCDONALD'S; MUSTARD; PICKLE; SALAD; SESAME SEED BUN; SHAKE; WENDY'S; WHOPPER

B	M	C	D	F	C	H	E	E	S	E
M	U	S	T	A	R	D	O	D	E	K
N	A	R	M	E	L	I	L	D	S	O
S	S	G	G	E	C	A	E	Y	A	C
D	I	R	O	E	N	U	D	S	M	V
B	A	E	L	O	R	N	T	S	E	N
O	B	V	D	E	E	E	H	T	S	R
I	F	C	E	W	I	E	A	N	E	E
C	M	I	N	T	N	I	P	P	E	L
E	D	I	A	A	H	K	P	W	D	K
D	K	H	R	E	R	O	Y	E	B	C
T	C	A	C	O	H	O	M	W	U	I
E	S	A	H	W	R	C	E	A	N	P
A	E	S	E	S	A	L	A	D	S	A
C	A	T	S	U	P	C	L	R	E	D

VI. More Practice

Exercise: You should spend about 20 minutes on Questions 1–13, which are based on the reading passage below.

I Don't Know Where I'm Gonna Go When the Volcano Blows

A. These words, suggested in a song by Jimmy Buffet in his 1979 *Volcano* album, probably reflect the concerns of many people living near active volcanoes. Volcanoes are beneficial to humans living on or near them. They produce fertile soil and provide valuable minerals, water reservoirs, geothermal resources, and scenic beauty. But volcanoes can be very dangerous. Where can a person go to be safe from an erupting volcano? What types of volcanic hazards might they face? These questions are difficult to answer because there are many types of volcanic eruptions which produce different types of volcanic hazards.

B. When Mount St. Helens erupted on May 18, 1980, red hot lava did not spew out of the volcano and pour down its flanks. This perception of a volcanic eruption is a common one and is probably due in part to pictures seen on television or in books of the beautiful lava flows and lava fountains in Hawaii. The type of eruptions in Hawaii is known as Hawaiian volcanism and is far less dangerous than the eruptions produced by Mount St. Helens. It is important to know what type of an eruption a volcano is most likely to produce so that the types of hazards produced by such an eruption can be identified. Knowledge of these types of hazards will help determine where a person would need to go to be safe during a volcanic eruption.

C. Volcanic eruptions can be placed into two general categories: those that are explosive, such as at Mount St. Helens, and those that are effusive, such as in Hawaii. The most active volcano in the world, Kilauea Volcano on the big island of Hawaii, is generally a non-explosive volcano (though there have been occasions when it erupted explosively). Eruptions from it normally result in gently flowing lava flows, spatter cones, and lava fountains. Another type of non-explosive volcanism is flood basalts. Lava flows from this type of eruption are extruded from fissures and cover vast areas. These non-explosive eruptions are the least dangerous type of volcanic eruption since people rarely get killed by them (Francis, 1993). However, they are devastating and may have global consequences.

D. Many eruptions are explosive in nature. They produce fragmental rocks from erupting lava and surrounding country rock. Some eruptions are highly explosive and produce fine volcanic ash that rises many kilometres into the atmosphere in enormous eruption columns. Explosive activity also causes widespread ash fall, pyroclastic flows, debris avalanches, landslides, pyroclastic surges, and lahars. Explosivity is usually the result of gases expanding within a viscous lava. Another mechanism for explosions at volcanoes occurs when surface water or ground water enters a magma chamber. These eruptions are likely when a volcano occurs in a wet area or in the sea.

E. Earthquakes related to volcanic activity may produce hazards which include ground cracks, ground deformation, and damage to man-made structures. There are two general categories of earthquakes that can occur at a volcano: volcano-tectonic earthquakes and long-period earthquakes.

F. Earthquakes produced by stress changes in solid rock due to the injection or withdrawal of magma (molten rock) are called volcano-tectonic earthquakes (Chouet, 1993). These earthquakes can cause land to subside and can produce large ground cracks. These earthquakes can occur as rock is moving to fill in spaces where magma is no longer present. Volcano-tectonic earthquakes don't indicate that the volcano will be erupting but can occur at anytime.

G. The second category of volcanic earthquakes is long-period earthquakes which are produced by the injection of magma into surrounding rock. These earthquakes are a result of pressure changes during the unsteady transport of the magma. When magma injection is sustained, a lot of earthquakes are produced (Chouet, 1993). This type of activity indicates that a volcano is about to erupt. Scientists use seismographs to record the signal from these earthquakes. This signal is known as a volcanic tremor.

H. People living near an erupting volcano are very aware of volcanic earthquakes. Their houses will shake and windows rattle from the numerous earthquakes that occur each day before and during a volcanic eruption. Residents in Pompeii felt earthquakes daily before Vesuvius erupted in AD 79 but continued to go about their daily routines (Francis, 1993). When Mount Pinatubo in the Philippines erupted in 1991, nerves were rattled as much as windows by volcanic earthquakes.

I. Earthquakes exhibiting volcanic tremor warn of an impending eruption so that people can be evacuated to areas of safety. The volcanic tremor signal has been used successfully to predict the 1980 eruptions of Mount St. Helens and the 1991 eruption of Pinatubo. Volcano-tectonic earthquakes can cause damage to man-made structures

and landsliding. To prevent damage from being done, structures should be built according to earthquake standards: building foundations should be constructed on firm ground and not unconsolidated material which may amplify earthquake intensity, and buildings should be constructed on stable slopes in areas of low hazard potential.

Adapted from *www.geo.mtu.edu/volcanoes/hazards/primer*

Questions 1–5

Choose the most suitable headings for the paragraphs from the list of headings below. Paragraph A has been done for you as an example.

NB *There are more headings than paragraphs, so you will not use all of them. You may use any heading more than once.*

Example	**Answer**
Paragraph A	VI

List of headings

I Explosive volcanic eruptions
II Difference between Mount St. Helens and Hawaii volcanoes
III Alertness to volcanic earthquakes
IV Awareness of Pompeii people of Vesuvius eruption
V Types of volcanic eruptions
VI Advantages and dangers of volcanoes
VII Disasters caused by explosive volcanic eruptions
VIII Features of volcano-tectonic earthquakes
IX Tips for constructing man-made structures against the earthquake damage
X Damages to man-made structures

1. Paragraph C:
2. Paragraph D:
3. Paragraph F:
4. Paragraph H:
5. Paragraph I:

Questions 6–8

*Write **NO MORE THAN TWO WORDS** for each answer.*

6. What type of volcanic eruption is least devastating?
7. What two materials mainly account for the explosive volcanic eruption?
8. Which type of earthquake can indicate a possible occurrence of a volcano eruption?

Questions 9–13

*Complete the summary below. Choose **NO MORE THAN TWO WORDS** from the passage for each numbered gap.*

Among the hazards caused by volcanic eruptions, volcanic earthquakes may produce damage to _9_ and man-made structures. Two types of earthquakes can occur at a volcano. Volcano-tectonic earthquakes are produced by the movement of _10_, which in turn results in the changes of stress. They can cause landsliding and huge _11_ in ground. The other type is long-period earthquakes which are caused by the _12_ of the magma, and people can predict a volcanic eruption by sensing their _13_.

Chapter 5
Multiple-choice Practice

Directions: Read the following passages (1–14) and finish the task for each passage within 10 minutes.

Passage 1

Finding the Lost Freedom

The private car is assumed to have widened our horizons and increased our mobility. When we consider our children's mobility, they can be driven to more places and more distant places than they could visit without access to a motor vehicle. However, allowing our cities to be dominated by cars has progressively eroded children's independent mobility. Children have lost much of their freedom to explore their own neighbourhood or city without adult supervision. In recent surveys, when parents in some cities were asked about their own childhood experiences, the majority remembered having more, or far more, opportunities for going out on their own, compared with their own children today. They had more freedom to explore their own environment.

Children's independent access to their local streets may be important for their own personal, mental and psychological development. Allowing them to get to know their own neighbourhood and community gives them a 'sense of place'. This depends on 'active exploration', which is not provided for when children are passengers in cars. Such children may see more, but learn less. Not only is it important that children be able to get to local play areas by themselves, but walking and cycling journeys to school and to other destinations provide genuine play activities in themselves.

There are very significant time and money costs for parents associated with transporting their children to school, sport, and to other locations. Research in the United Kingdom estimated that this cost, in 1990, was between 10 billion and 20 billion pounds.

The reduction in children's freedom may also contribute to a weakening sense of local community. As fewer children and adults use the streets as pedestrians, these streets become less sociable places. There is less opportunity for children and adults to have the spontaneous exchanges that help to engender a feeling of community. This in itself may exacerbate fears associated with assault and molestation of children because there are fewer adults available who know their neighbours' children and who can look out for their safety.

The extra traffic involved in transporting children results in increased traffic congestion, pollution, and accident risk. As our roads become more dangerous, more parents drive their children to more places, thus contributing to increased levels of danger for the remaining pedestrians. Anyone who has experienced either the reduced volume of traffic in peak hour during school holidays or the traffic jams near schools at the end of a schoolday will not need convincing about these points. Thus, there are also important environmental implications of children's loss of freedom.

As individuals, parents strive to provide the best upbringing they can for their children. However, in doing so, e.g. by driving their children to sport, school, or recreation, parents may be contributing to a more dangerous environment for children generally. The idea that 'streets are for cars, and backyards and playgrounds are for children' is a strongly held belief, and parents have little choice as individuals but to keep their children off the streets if they want to protect their safety.

In many parts of Dutch cities, and some traffic-calmed precincts in Germany, residential streets are now places where cars must give way to pedestrians. In these areas, residents are accepting the view that the function of streets is not solely to provide mobility for cars. Streets may also be for social interaction, walking, cycling, and playing. One of the most important aspects of these European cities, in terms of giving cities back to children, has been a range of 'traffic calming' initiatives, aiming at reducing the volume and speed of traffic. These initiatives have had complex interactive effects, leading to a sense that children have been able to 'recapture' their local neighbourhood, and more importantly, that they have been able to do this in safety. Recent research has demonstrated that children in many German cities have significantly higher levels of freedom to travel to places in their own neighbourhood or city than children in other cities in the world.

Modifying cities in order to enhance children's freedom will not only benefit children. Such cities will become more environmentally sustainable, as well as more sociable and more livable for all city residents. Perhaps it will be our concern for our children's welfare that convinces us that we need to challenge the dominance of the car in our cities.

QUESTIONS

1. One of the benefits of car use is
   A. it helps children's independent mobility.
   B. it allows children to be driven to more places.
   C. it allows cities to be dominated by cars.
   D. it helps the economy.

2. One of the problems of car use is
   A. it makes drivers selfish.
   B. it gives children too much freedom.
   C. it makes children lazy.
   D. it reduces children's freedom to explore their own neighbourhood.

3. When parents drive their children to school,
   A. children are more keen to play sport.
   B. the costs are significant.
   C. it reduces parents' free time.
   D. traffic jams are a problem.

4. If children can explore their own neighbourhood,
   A. they will develop a 'sense of place'.
   B. they will not want to use cars.
   C. they will become more fit.
   D. they will make new friends.

5. If fewer children and adults use the streets, then
   A. shops and services are harmed.
   B. assaults on children increase.
   C. children and adults find it hard to get to know each other.
   D. children become less independent.

6. Because of the extra traffic,
   A. noise levels increase.
   B. danger levels for pedestrians increase.
   C. there are more traffic jams during school holidays.
   D. there is more pressure on people to buy cars.

7. As individuals, parents try to
   A. encourage their children to play more sports.
   B. bring up their children well.
   C. care about the environment.
   D. use their cars wherever possible.

8. In some areas of Germany,
   A. cars have been banned.
   B. streets have been closed to cars.
   C. cars must give way to pedestrians.
   D. children must walk to school.

9. 'Traffic calming' measures have
   A. angered local drivers.
   B. made the streets quieter.
   C. made it difficult for children to get to school.
   D. allowed children to get to know their neighbourhood.

10. Measures to make cities safer for children also have the effect that
   A. the city becomes more sociable.
   B. schools attract more pupils.
   C. car prices drop.
   D. child molestation decreases.

Passage 2

How to Raise a Bright Child

Teachers and other specialists in early childhood education recognise that children develop at different rates. Given anything that resembles a well-rounded life – with adults and other children to listen to, talk to, to do things with, their minds will acquire naturally all the skills required for further learning.

Take reading as an example. The two strongest predictors of whether children will learn to read easily and well at school are whether they have learned the names and the sounds of the letters of the alphabet before they start school. That may seem to imply that letter names and sounds should be deliberately taught to young children, because these skills will not happen 'naturally'.

But in all the research programmes where they have done just that – instructed children rehearsed the names and sounds over and over, the results are disappointing. The widely accepted explanation is that knowledge of the alphabet, for it to work in helping one to read, has to be deeply embedded in the child's mind. That comes from years of exposure and familiarity with letters, from being read to, from playing with magnetic letters, drawing, and fiddling with computers.

So parents can do some things to help, although many do these things spontaneously. Instead of reading a story straight through, the reader should pause every so often and ask questions – but not questions which can be answered by a yes or no. Extend their answers, suggest alternative possibilities, and pose progressively more challenging questions.

And with arithmetic, do not explicitly sit down and teach children about numbers, but all through those early years count when walking up steps. Recite nursery rhymes. Talk to children. Say this is a red apple, that is a green one, please get three eggs out of the fridge for me.

The technical term in vogue for this subtle structuring of children's early learning is 'scaffolding'. Based on recent extensions of the work of the Russian psychologist Lev Vygotsky, the idea is that there are things a child may be almost ready to do. Anna, for example, cannot tie a shoelace by herself, but if an adult or a competent child forms one of the loops for her, she will soon learn to do the rest. Applying

this concept to older children, one wonderful teacher has her children keep lists of 'Words I Can Almost Spell'.

While this has all the hallmarks of common sense, it represents a significant change of emphasis from the ideas of Piaget, which have dominated the theory of early childhood learning. The child in Piaget's theory looks, more than anything, like a little scientist – exploring the environment, observing, experimenting, thinking, and slowly coming to his or her conclusions about how the world works. The image is of a rather solitary pursuit with all the real action in the child's head.

The Vygotsky model reintroduces all the people who also inhabit the child's world – parents, caregivers, relatives, siblings, and all those other children at play or school. They are not simply noise, clattering in the background while the child's developing mind struggles on its own. The cognitive development of the child, that is, the learning of colours or numbers or letters, depends on learning how to interact socially, how to learn from the people (as well as the things) in the environment.

What is important is that the child develops the range of social skills – being able to express a preference, knowing how to take turns, being able to stand up for themselves, being able to get into a group, being able to make decisions, being able to share, and having confidence to go off on their own. These all require careful nurturing. No one is telling parents not to think about their children's development. It is just that it is more important to think about a child's desire to chat and the importance of social behaviour and play activity than the actually more trivial markers of intellectual achievement such as being the first kid in the group to cut out a circle that looks like a circle.

1. During early childhood, children
   A. like to talk to other children.
   B. develop at different rates.
   C. are keen to learn new things.
   D. find it hard to acquire new skills.

2. Children will generally learn to read easily and well at school if
   A. they have often talked with other children and adults.
   B. they have good teachers.
   C. they have learned their skills 'naturally'.
   D. they have learned the alphabet well.

3. Research programmes studying how children learn have
   A. tried exposing children to reading, drawing, and computers.
   B. proved that children learn best at school.
   C. had poor results.
   D. had good results.

4. If parents wish to help their children learn, they should
   A. rely on their children's spontaneous ability to learn.
   B. ask basic questions about stories they have read to their children.
   C. offer alternative possible endings to stories.
   D. ask increasingly difficult questions.

5. 'Scaffolding' is
   A. a theory created by Lev Vygotsky.
   B. helping children with simple tasks, like tying shoelaces.
   C. helping children with tasks that they cannot quite complete on their own.
   D. helping children improve their spelling.

6. The theories of Piaget
   A. have significant emphasis on the theory of childhood learning.
   B. are based on the work of Lev Vygotsky.
   C. call for the study of the environment.
   D. are no longer as popular as they once were.

7. In Piaget's model of child development,
   A. the child learns to spell new words.
   B. the child explores on his or her own.
   C. parents play a key role.
   D. the child needs guidance from teachers.

8. In the Vygotsky's model,
   A. the people who inhabit the child's world are part of the background.
   B. old friends are reintroduced to the child.
   C. parents and surrounding people are seen as a key part of the child's development.
   D. the child's mind struggles on its own.

9. The ability of a child to learn depends on
   A. learning from his or her surroundings.
   B. learning about colours, numbers, and letters.
   C. being sent to school when young.
   D. knowing how to take turns.

10. When considering their children's development, parents should
   A. set them tests of intellectual achievement.
   B. focus on social behaviour and play.
   C. not to be too concerned.
   D. teach them to cut out a circle.

Passage 3

The Value of Driver Training

Most fatal accidents involve a disproportionately high number of men under the age of 25. A report on young driver research prepared last year by Monash University's Accident Research Centre found that in 1990 and 1991, almost a third of the people killed in road crashes were drivers under 25, yet this age group represented only 14 per cent of the population. The report, which also updated a review of international literature about, among other things, driver training, also reached what many would consider a startling conclusion: training and education where they occur – principally in the US – do not appear to reduce younger drivers' risk of crashing.

The Monash University researchers looked at crash information from New South Wales for 1986 to 1990, from Victoria for 1984 to 1990, and from South Australia for 1986 to 1990. The only Australian evidence which possibly indicates that counter-measures targeted specifically at young/novice drivers have been effective comes from evaluations of zero blood alcohol concentration legislation. (In 1989, all Australian governments agreed from 1991 on to ban provisional drivers from drink-driving at any level and to extend the provisional licence to three years.)

The Monash University researchers also looked at United States road crash information for 1989 on 6.6 million police-reported crashes involving fatalities, injuries, and motor vehicle damage. The researchers looked at a sample of 44,000 crashes. The conclusion was that the available literature gives a pessimistic view of the efficacy of driver training and education, reflected in the inability to produce drivers safer than those who have not been trained. One study on driver training in the US was conducted in DeKalb county, Georgia, between 1977 and 1981. 16,000 school students were split into three groups: one group received 70 hours practical driver education training, another a brief, school-based course, and the third no school-based driver education. Those comprehensively trained were 16 per cent more likely to get their licences, but 11 per cent more likely to crash and 8 per cent more likely to get traffic fines.

In 1985, the researchers who conducted that study then reviewed 14 studies of defensive-driver training courses and concluded that though people who attended such courses received fewer traffic fines, they did not have fewer crashes. Despite the intuitive conclusion that safe driving should be teachable (like many practical skills), there

is insufficient evidence about the ability of practical driver training to reduce crashes for the general driving population.

The Monash University report into young drivers concluded that younger drivers were more likely to take risks at night – younger men were more likely to take risks than younger women, but younger women appeared to have 'greater skills deficiency'. Overall, the researchers concluded that it appears that vehicle-control skills improve rapidly with increasing experience but that their development is still incomplete after one or two years and possibly after considerably longer periods.

Questions

1. Men under 25 years old
   A. are responsible for a third of all accidents.
   B. need more driver training.
   C. represent 14% of the whole population.
   D. represent a third of the population.

2. When young drivers receive training and education,
   A. the number of accidents drops.
   B. the number of accidents rises.
   C. the risk of accidents rises.
   D. the risk of accidents stays the same.

3. The oldest crash information studied by the Australian researchers came from
   A. Monash University.
   B. New South Wales.
   C. Victoria.
   D. South Australia.

4. One measure that seems to have reduced the number of crashes in Australia is
   A. making it illegal for young drivers to have any alcohol in their bloodstream when driving.
   B. giving provisional licences to men under 25 years old.
   C. evaluating blood tests.
   D. improving driver training and education.

5. When the Monash University researchers looked at US data, they
   A. examined 6.6 million records.
   B. examined 44,000 records.
   C. examined drivers in DeKalb county.
   D. examined drivers who had received special training.

6. The drivers who received training for 70 hours
   A. were 11% more likely to get their licences.
   B. were 16% more likely to crash.
   C. were 11% more likely to crash.
   D. were 8% less likely to get traffic fines.

7. Researchers who investigated people who had taken defensive-driver training courses found that
   A. the number of traffic fines rose and the number of crashes rose.
   B. the number of traffic fines dropped and the number of crashes rose.
   C. the number of traffic fines dropped and the number of crashes did not drop.
   D. the number of traffic fines dropped and the number of crashes dropped.

8. Although it should be possible to teach good driving,
   A. data does not show that training is effective.
   B. such courses must focus on defensive driving.
   C. such courses must be taught like other practical skills.
   D. such data only exists for 1985.

9. In the conclusion of their report, the Monash University researchers found that
   A. younger drivers drive better at night.
   B. younger women take more risks than younger men.
   C. greater skills deficiency is a key problem.
   D. younger drivers take more risks when driving at night.

10. The researchers also concluded that
   A. young women need as much training as men.
   B. young men and young women need equal training.
   C. driving ability improves with experience.
   D. driving ability does not improve with experience.

Passage 4

Traditional Vietnamese Medical Theory

The beliefs of Vietnamese folk medicine associate illness with the absence of any of the three souls which maintain life, intelligence, and the senses or of the nine spirits which collectively sustain the living body. A number of rituals performed at childbirth, which are aimed at protecting the mother and the infant from medical and magical dangers, derive from these beliefs, but they play a relatively limited role in medical behaviour generally. Conversely, Chinese medicine plays a major role in the maintenance and restoration of health and is observed by ethnic Vietnamese and by Vietnamese Chinese. Principles from Chinese medicine provide the scripting for the management of birth for both groups and more generally, establish guidelines whereby good health may be maintained.

According to Sino-Vietnamese medical theory, the body has two vital and opposite life forces which capture the essence of yin (breath) and yang (blood) in accordance with the 'five evolutive phases' (wood, fire, earth, metal, and water). The proper circulation and balance of the yin and yang ensure the healthy circulation of blood and thus good health; disequilibrium and disharmony cause ill health. Illness, physical and mental, can be identified by the imbalance or excess of yin over yang or yang over yin. Foods and medicine, also classified according to their reputed intrinsic nature as yin (cold) and yang (hot), may be taken therapeutically to correct the imbalance resulting from ill health or to correct imbalance due to the overindulgence in a food manifestly excessively 'hot' or 'cold' or due to age or changed physiological status, for example pregnancy.

Foodstuffs may also be identified as tonic or antitonic, toxic or poison, or as having wind. A further small group of foods are ascribed magical properties. Other foods may be classified as neutral or remain outside any classification system and hence have no overt therapeutic use.

While the classification of foods as hot, cold, tonic, poison, windy, and neutral is based on the intrinsic nature of the foods, in practice they are identified predominantly according to their physical effects on the body. Ultimately, the system is both individual and arbitrary, and there appears no firm correlation to the raw and cooked states of the food, the method of cooking, the spiciness, or the calorific value of the food.

In general, leafy vegetables and most fruit are classified as cold and are said to cool the body; meat, condiments, alcohol, and fatty foods are classified as hot and are said to heat the body. Tonic foods, believed to increase the volume of blood and to promote health and energy, include 'protein-rich' foods, high fat, sugar, and carbohydrate foods (fried food, sweet fruit, honey, and rice), and medicines (alcohol and vitamins). Sour foods, and sometimes raw and cold foods, tend to be considered antitonic and are believed to deplete the volume of blood. 'Wind' foods include raw foods, leafy vegetables, and fruit and often are classified as cold; they reputedly cause wind illness such as rheumatism and arthritis. Beef, mutton, fowl, fish, glutinous rice, and bananas are considered potentially toxic and may cause convulsions, skin irritation, and infection.

Questions

1. According to Vietnamese folk medicine,
   A. childbirth is caused by magical dangers.
   B. illness is caused by the nine spirits of the body.
   C. illness is caused by the lack of soul or spirit.
   D. illness is caused by magic.

2. Chinese medicine
   A. is used by Vietnamese people.
   B. is not used by Vietnamese people.
   C. is only used by Sino-Vietnamese people.
   D. is never used when a woman gives birth.

3. According to Sino-Vietnamese medical theory,
   A. 'yin' and yang' are the same.
   B. the balance of the 'yin' and 'yang' ensure good health.
   C. there are three souls in the body.
   D. there are nine spirits in the body.

4. According to Sino-Vietnamese medicine,
   A. food and medicine cannot be used to correct an overindulgence.
   B. food and medicine should not be used during pregnancy.
   C. food and medicine can be used therapeutically.
   D. 'hot' food and medicine should be used during pregnancy.

5. When a person's physiology changes,
   A. medicine and foods can help.
   B. 'hot' food should be increased.
   C. 'cold' food should be increased.
   D. medicine should not be changed.

6. Foods that are classified as 'neutral'
   A. are tonic or antitonic.
   B. lack 'wind'.
   C. are classified as magic.
   D. have no medical use.

7. Sino-Vietnamese medicine is ultimately arbitrary because
   A. food has a physical effect on the body.
   B. food has an intrinsic nature.
   C. preparation methods are not taken into account.
   D. the food often has no calorific value.

8. Among foods that 'heat' the body is/are
   A. leafy vegetables and fruit.
   B. 'wind' foods.
   C. alcohol.
   D. sour foods.

9. Foods such as honey and rice
   A. are 'hot' foods.
   B. can cause 'wind-related' problems.
   C. are condiments.
   D. are carbohydrates.

10. Rheumatism can reputedly be caused by
   A. raw foods.
   B. beef and mutton.
   C. bananas.
   D. sour foods.

Passage 5

The Great Barrier Reef

All along the Queensland coast, inshore coral reefs, smothered by silt and algae, are dying. Some lagoons and reefs, once pristine examples of a tropical paradise, now consist of broken skeletons of dead coral, buried in layers of silt. Even the most remote reefs are at risk of pollution from tourist resorts releasing sewage and ships dumping their rubbish. Tourists are so numerous that at one popular reef, urine from swimmers and droppings from fish they feed have increased the nutrient level in the water so much that algal blooms flourish and threaten the very existence of the colourful corals.

Marine experts say about 70% of coral reefs around the world are dead or severely degraded. Australia's Great Barrier Reef, the globe's largest reef system, stretching 2,300 kilometres and comprising 2,900 separate reefs, is in better shape than most. But experts warn that it requires concerted effort and diligence to keep it that way and in some places it is already too late.

The Great Barrier Reef is internationally renowned for its spectacular marine life, and the tourist and fishing industries are economically important. Reef-based tourism and fishing have a combined economic worth of more than $1 billion a year. Reef tourism is now more valuable than sugar exports and tourist numbers are forecast to quadruple within eight years. The industry depends on protecting a spectacular marine environment that is home to at least 10,000 species of animals (including 400 varieties of coral) and plants. They include such endangered creatures as the dugong, the giant clam, and the humpback whale.

It is an environment so little known that thousands more species almost certainly await discovery; during one recent 12-month field study, 200,000 new biological records, information not previously known to science, were made. Many promising compounds for new medical treatments and other products are being discovered on the reef. Compounds derived from sponges and other reef organisms are being evaluated in the United States for possible use in drugs to fight cancer and AIDS. Through newly developing technology, corals are giving us an extraordinary insight into past weather patterns.

Scientists have discovered that long-lived corals on the Great Barrier Reef are vast storehouses of weather information. Over the centuries, corals have absorbed humic acid from plant material washed into the reef from mainland rivers. By examining bands in coral skeletons (analogous to tree rings) under ultraviolet light, scientists have been able to trace

rainfall levels back to the 1640s; eventually, they will know what the rainfall was at least 1,000 years ago.

Sadly, after several years of research, marine experts agree that inshore reefs are being devastated by a vast deluge of sediment and nutrients washed into the sea as a result of development on the mainland. Some claim that outer reefs will eventually meet the same fate. As internationally renowned marine scientist Leon Zann sums it up, "It's not the waste on the beaches we have to worry about, it's what we can't see below the surface."

The reef is being assaulted on other fronts:

- Research suggests that a new invasion of crown-of-thorns starfish, a coral devouring creature, may be imminent. Authorities believe that human activities are implicated in such population explosions.
- Fresh outbreaks of coral bleaching – which occurs when rising temperatures cause polyps to discard the tiny algae that gives reefs their colours and which is linked by some scientists to the greenhouse effect – are being recorded.
- Catches of reef fish by commercial and recreational fishermen are falling.
- Ships are illegally discharging oil and dumping garbage; with only one ranger per 5,200 square kilometres of the Great Barrier Reef Marine Park, it is difficult to stop them.
- In a controversial move, the oil industry – with the government's blessing – plans to explore waters off the reef for petroleum within the next decade.

Australia is regarded internationally as being in the forefront of reef management and research and is providing $2 million worth of advice on marine issues this year to other countries. Australian scientists have advised Ecuador on how to protect the seas around the famed Galapagos Islands and are helping the Association of South-East Asian Nations to monitor their marine environment, where 80% of reefs are ruined and fish stocks are close to collapse. The hope is that the Great Barrier Reef will avoid a similar fate.

1. Inshore coral reefs are dying due to
   A. broken skeletons of dead coral.
   B. silt and algae.
   C. pristine tropical paradise.
   D. the remoteness of their location.

2. Marine experts say that
   A. the Great Barrier Reef is 70% damaged.
   B. the Great Barrier Reef is 2,300km long.
   C. the Great Barrier Reef is the world's largest.
   D. the Great Barrier Reef is relatively undamaged.

3. The Great Barrier Reef
   A. is renowned for its tourism industry.
   B. is renowned for its environment.
   C. is twice as valuable as the sugar industry.
   D. will quadruple in eight years.

4. The humpback whale
   A. is a danger to coral reefs.
   B. is one of 400 species using the reef.
   C. is a kind of dugong.
   D. is in danger of becoming extinct.

5. One of the key potential benefits of the Great Barrier Reef is
   A. its 200,000 new biological records.
   B. its information not previously known to science.
   C. its possibilities to help medical science.
   D. its sponges and other reef organisms.

6. Corals have also helped science
   A. fight cancer and AIDS.
   B. investigate past weather patterns.
   C. develop technology.
   D. evaluate United States research.

7. Humic acid is useful because
   A. it is washed into the reef from rivers.
   B. it is derived from plant material.
   C. it helps scientific study.
   D. it helps build up reefs.

8. The destruction of reefs is also being caused by
   A. scientific research.
   B. plant material washed into the reef.
   C. building on the mainland.
   D. what is hidden below the surface.

9. Coral bleaching is being directly caused by
   A. catches of reef fish.
   B. a lack of rangers.
   C. the greenhouse effect.
   D. a loss of algae.

10. Australia
   A. is very concerned about its reefs.
   B. is not very concerned about its reefs.
   C. spends $2 million a year on protecting its reefs.
   D. has lost 80% of its reefs.

Passage 6

Earthquake

Earthquakes can rip apart entire cities and outlying districts, as the 1995 disaster in Kobe, Japan showed. Seismologists, scientists who study earthquakes and related phenomena, have records dating back to 1556, from the Chinese province of Shensi, which indicate that earthquakes have been devastating our world for centuries. In that instance, a major earthquake is estimated to have killed nearly 830,000 people while destroying whole towns and villages. More recently, a death toll of more than 66,000 was recorded in northern Peru in 1970, and 23,000 died in the Guatemala quake of 1976.

The destructive forces, which produce earthquakes, usually begin deep below the ground, along a fault in weaker areas of the earth's rocky outer shell, where sections of rock repeatedly slide past each other. The speed at which the fracture spreads at point of weakness depends upon the type of rock but may average about 3km a second in granite or other strong rock. At that rate, a fracture may spread more than 560km in one direction in less than a minute. As the fracture extends along the fault, blocks of rock on one side of the fault may drop down below the rock on the other side, move up and over the other side, or slide forward past the other. The violent shattering of rock releases energy that travels in waves, and these seismic waves move out from the focus of the earthquake in all directions. As the waves travel away from the focus, they grow gradually weaker, generally resulting in the ground shaking less as distances increase.

Geological movements are not the only occurrences to trigger an earthquake. Human activity, most often the filling of reservoirs with extraordinarily large amounts of water, can also cause earthquakes. Lake Mead, on the Colorado River in the United States, was filled in 1935 and was the first example of an artificial lake being responsible for earthquake activity. Similarly, massive explosions, such as quarry blasting and nuclear tests, can also wreak havoc.

Earthquakes almost never kill people directly, although that fact is not of much consolation to relatives and friends who have lost loved ones in an earthquake. Instead, many deaths and injuries result from falling objects and collapsing buildings, while fire resulting from broken gas or fallen power lines is another danger. The Kobe earthquake in January 1995 lasted only 20 seconds, yet resulted in a death toll of over 5,000 and injured approximately 26,000 people. Fires burnt out of control for several days after

the earthquake, which was followed by hundreds of aftershocks. Because of fears of damage to gas pipelines and any leaks being potentially disastrous, inhabitants endured freezing winter conditions.

Even though earthquake-prone countries spend enormous human and financial resources on seismographic measurement, as a means of predicting earthquakes, there is a danger in paying too much heed to seemingly high-risk zones and erecting less stable buildings solely because of their being in a low-risk zone. Prior to the earthquake, Kobe was not regarded as at serious risk, but after the disaster, investigation of the damage revealed that nearly all deaths occurred in small buildings that shattered rather than twisted when stressed. Coupled with the problem of soft soils, the buildings had little firm support and many crumbled. If countries wish to withstand the devastating forces of substantial earthquakes and reduce death, injury, and property damage, it is important to design and construct buildings that are earthquake-resistant, as well as monitor seismic forces.

Questions

1. In 1556,
   A. an earthquake devastated a city in Japan.
   B. an earthquake killed 66,000 people.
   C. 23,000 people died in Guatemala.
   D. 830,000 people died in an earthquake.

2. Twenty-five years before the earthquake in Kobe,
   A. an earthquake killed 66,000 people.
   B. an earthquake killed 23,000 people.
   C. an earthquake killed 830,000 people.
   D. an earthquake destroyed many villages in Shensi.

3. In earthquake terminology, a 'fault' is
   A. the earth's rocky outer shell.
   B. a kind of granite or other strong rock.
   C. an area of rock sections that slide over each other.
   D. a destructive force that produces earthquakes.

4. When a fracture spreads along a fault,
   A. it moves at 560km a second.
   B. blocks of rock on either side of the fault may move.
   C. the point of weakness depends on the type of rock.
   D. seismic waves move along the direction of the fault only.

5. With increasing distance from the focus,
   A. the fracture speed drops.
   B. the fracture speed increases.
   C. the earthquake becomes stronger.
   D. the earthquake becomes weaker.

6. Earthquakes are seldom caused by
   A. nuclear tests.
   B. quarrying.
   C. rivers.
   D. dams.

7. Earthquakes cause a large number of deaths when
   A. the fracture lines move at high speeds.
   B. they are caused by dams and explosions.
   C. people live near the fault line.
   D. they cause buildings to fall.

8. The residents of Kobe had to endure cold weather because
   A. of the hundreds of aftershocks.
   B. the earthquake only lasted 20 seconds.
   C. they were scared to use heating.
   D. of the high death toll.

9. Countries that often experience earthquakes
   A. can usually predict when an earthquake will occur.
   B. are unable to measure seismographic activity.
   C. avoid building high-risk structures such as dams.
   D. often concentrate too much on certain risk zones.

10. One of the factors that led to the high death toll in Kobe was
    A. the soft soil of the area.
    B. the lack of heating after the initial earthquake.
    C. the fact that the buildings twisted when the earthquake occurred.
    D. the fact that buildings were earthquake-resistant.

Passage 7

Why We Can't Afford to Let Asia Starve

Among the problems afflicting a burgeoning world population, overcrowding, poverty, and environmental degradation are combining to put at risk the very essence of our survival – food.

'If by the beginning of the next century we have failed to satisfy the very basic needs of the two billion very poor and four billion poor, life for the rest of us could be extremely risky and uncomfortable,' predicts Dr. Klaus Lampe of the International Rice Research Institute (IRRI) in the Philippines. This is a highly threatening, even terrifying prediction for Asia, where 70 per cent of the world's poor live but where reserves of good-quality arable land have practically run out.

Although the world regards Asia as the focus of an economic and industrial miracle, without adequate supplies of food, Lampe says, chaos could easily result in many countries. And the impact will be felt widely throughout the region. In the 1990s alone, he says, the cities of Asia will be swollen by a further 500 million people – nearly equal to the population of the United States and European Community combined. 'The only growing population in Asia is that of the poor. Prime productive land is being used for city expansion and building roads, while thousands of hectares are being taken out of production each year because of salinity or alkalinity'.

From the mid-1960s when the Green Revolution began, Asian food production doubled through a combination of high-yielding crops, expanded farming area and greater intensification. From now on, growing enough food will depend almost entirely on increasing yield from the same, or smaller, area of land. However, a mysterious threat is emerging in the noticeably declining yields of rice from areas that have been most intensively farmed. Unless scientists can unravel why this is so, food output in Asia may actually stagnate at a time when population will double.

Such issues, Lampe argues, while seen as remote by many countries and international corporations, will strike at their economic base as well. Societies that are too poor or driven by internal strife and civil war will be bad for investment or as markets for goods. Pressure from a rising tide of environmental and political refugees may also be felt.

One significant factor undermining agricultural economies of developing countries has been the farm trade war between the US and the EC. 'We talk about environmental degradation and dangerous chemicals, yet spend billions of US dollars and ECUs producing things we don't want which ruin local production systems and incomes for poor people,' Lampe says. And instead of developed countries helping struggling nations to develop sustainable food production systems, their policies tend to erode and destroy them.

When world grain prices are bad, farmers in Asia's uplands turn from rice to cash crops to supplement falling incomes or clear larger areas of rainforest with catastrophic environmental consequences within just a few years. Cleared rainforest soils are highly erosive; even where they are not, they rapidly become acid and toxic under intense cultivation and plants die, forcing the clearing of ever-large areas.

Research at the IRRI has indicated that intensive rice production – growing two or three crops a year on the same land – is showing signs of yield declines as great as 30 per cent. Evidence for this comes from as far a field as India, the Philippines, and Indonesia. At the same time, agricultural research worldwide has been contracting as governments, non-government bodies, and private donors reduce funding because of domestic economic pressures. This means, Lampe says, that at risk is the capacity to solve such problems as rice yield decline and research to breed the new generation of super-yielding crops. Yet rice will be needed to feed more than half the human population – an estimated 4.5 billion out of 8.3 billion people by 2030.

Compared with the building of weapons of mass destruction or the mounting of space missions to Mars, Lampe says, the devising of sustainable farming systems has little political appeal to most governments: 'To them I say: I hope you can sleep well at night.'

1. Extreme poverty
   A. effects 2 billion people.
   B. effects 4 billion people.
   C. effects 70% of the people in the Philippines.
   D. effects overcrowding and environmental degradation.

2. Because there is a lack of good-quality arable land in Asia,
   A. countries focus on industrial and economic development.
   B. the situation for the rest of the world will become extremely risky.
   C. it is difficult for these countries to produce enough food.
   D. the IRRI has been set up.

3. The populations of the US and Europe combined
   A. have plenty of arable land.
   B. have lower poverty levels.
   C. grew fast in the 1990s.
   D. are around 500 million.

4. Salinity and alkalinity
   A. are caused by city expansion.
   B. are a prime cause of the shortage of arable land.
   C. are caused by road building.
   D. are a prime cause of rapid population growth in Asia.

5. The Green Revolution
   A. has led to declining yields of rice.
   B. is not fully understood by scientists.
   C. is still providing increasingly high rice yields.
   D. is no longer providing increasingly high rice yields.

6. Intensive farming
   A. led to the beginning of the Green Revolution in 1960.
   B. is a mysterious threat to rice yields in Asia.
   C. seems to have led to decreasing yields in Asia.
   D. led to the creation of high-yielding crops.

7. A significant factor harming developing countries is
   A. the fact that the US and the EC use too many chemicals.
   B. the fact that the EC and the US fail to help them.
   C. the fact that the US and the EC are engaged in a trade war.
   D. the fact that the EC and the US have their own sustainable food systems.

8. A key problem with clearing rainforests to grow cash crops is that
   A. rainforest soils are highly erosive.
   B. they are located in Asia's uplands.
   C. the fields derived from them are not suitable for certain crops.
   D. great environmental damage is caused by the practice.

9. It will be hard to solve the current agricultural problems because
   A. scientists do not understand all the problems of rice yield decline.
   B. intensive production uses the same land two or three times a year.
   C. donors are losing interest in funding scientific research.
   D. domestic economic pressures are increasing in many countries.

10. According to Lampe,
   A. governments spend too much money on space research.
   B. spending money on devising sustainable farming systems is uneconomic.
   C. government officials need to sleep well at night.
   D. governments have the wrong political priorities.

Passage 8

Intellectual Disability

People with intellectual disability form one of the largest single disability groups in a community. Intellectual disability refers to a general slowness to learn and function within society, and the identification of intellectual disability is usually based on an assessment of a person's performance in a variety of tests. An individual's level of performance, as assessed, can change with time and circumstances. On occasions, an intellectually disabled person may perform better than at other times. Evidence for this inconsistent level of performance comes from modern research and practice which have shown that with skilled training and opportunity for development, people with intellectual disability have much greater potential for acquiring skills and for participation in community life than previously had been thought possible.

In many western societies, five categories of intellectual disability have traditionally been used in order to indicate the perceived degree of difficulty an individual has in learning. All five may occur in either children, adolescents, or adults, and show as mild, moderate, severe, profound, or multiple intellectual disability. However, undue reliance on such categories and the consequent 'pigeonholing' of individuals into one of the five categories can result in failure to provide the opportunities for each person to develop.

For the majority of intellectual disabilities, there is no identifiable cause, but there are some causes that are well documented. They include brain damage at birth due to lack of oxygen – prolonged labour during childbirth; brain damage before birth due to factors such as rubella, drug- or diet-related problems; damage after birth due to illnesses such as encephalitis or accidents; hereditary defects in the genes; abnormal chromosome count resulting in, for example, Down syndrome.

Like everyone else, people with an intellectual disability need a rewarding job, a satisfying place to live, and a good social life. But they may need extra support to achieve these things. Good support services are based on the principle of normalisation – which means enabling people to be part of the community like everyone else. In turn, normalisation needs to be well integrated into the community, in order to be effective. Some of the services needed include assessment centres, training for employment and support to keep jobs once they get them, residential accommodation that is homelike. For children, early education and school education appropriate to the child's needs are essential. Without a strong community-based system of care, the intellectually

disabled run the risk of becoming a huge underclass as in the United States, where thousands of the intellectually disabled are homeless because of the American policy of deinstitutionalisation.

With the introduction of the intellectually disabled into communities, there is a need to promote awareness of communication. Although many people may have little experience in talking with an intellectually disabled person, and anticipate great difficulty in communication, there are common guidelines that can simplify the interaction. Firstly, it is useful to remember that people with disabilities have feelings and can usually understand what is said, even though they sometimes may take longer to respond. Speaking in the same friendly manner as you would to anyone else, and using straightforward language and uncomplicated sentences, is also recommended. Being prepared to wait a little longer for replies during a conversation with an intellectually disabled person would undoubtedly benefit the exchange. Above all, it is suggested not to talk about the person with someone else within their hearing. Ultimately, the idea is to encourage intellectually disabled people to do things for themselves.

QUESTIONS

1. Intellectual disability is characterised by
   A. being a member of a large group in the community.
   B. changing abilities over time.
   C. difficulty in learning.
   D. performing in a variety of tests.

2. Intellectually disabled people's abilities can change over time because
   A. on occasions, an intellectually disabled person may perform better than at other times.
   B. modern research and practice have led to better tests.
   C. skilled training can help improve their abilities.
   D. participation in community life is possible.

3. 'Pigeonholing'
   A. is the system of dividing intellectual disability into five categories.
   B. is the failure to help intellectually disabled people to develop.
   C. indicates the perceived degree of difficulty an individual has in learning.
   D. is the practice of confining an intellectually disabled person in a single category.

4. In most cases of intellectual disability,
   A. no cause can be identified.
   B. rubella is a primary cause.
   C. birth problems are a primary cause.
   D. several causes can be identified.

5. Down syndrome
   A. is caused by physical factors.
   B. is caused by genetic factors.
   C. is caused by rubella.
   D. has no identifiable cause.

6. People with an intellectual disability
   A. cannot have a good social life.
   B. never have a good social life.
   C. need help to have a good social life.
   D. always have a good social life.

7. A community-based system of care
   A. may cause the creation of a huge underclass.
   B. is part of a policy of deinstitutionalisation.
   C. can help improve the lives of intellectually disabled people.
   D. is provided by intellectually disabled people.

8. When talking with an intellectually disabled person,
   A. it is helpful to know some common guidelines.
   B. there is often great difficulty in communication.
   C. intellectually disabled people often cannot respond.
   D. intellectually disabled people can be introduced into communities.

9. When talking with an intellectually disabled person,
   A. it is best to treat them differently from other people.
   B. you should take a long time to respond.
   C. simple language is recommended.
   D. much experience is required.

10. The overall purpose of introducing intellectually disabled people into society is
   A. to help educate them.
   B. to be able to talk to them.
   C. to teach them to speak more quickly.
   D. to help them become independent.

Passage 9

The New Ice Age

Antarctica's long dark winter evokes visions of early explorers barely surviving in huts, their huskies and sleds snowbound outside in the harshest conditions imaginable. But times have changed.

Although expeditioners like Mawson, Scott, and Amundsen explored and wintered on the continent in the early years of the century, the notion of operating permanent year-round bases in Antarctica was relatively new until the 1950s and 1960s. Even after the Second World War, Antarctica was still being opened up and there were many blank spots on the map. Mawson station, opened in 1954, and Davis in 1957 are Australia's two oldest, continually operated bases on the continent.

In the past, life at these bases was hardly luxurious. It meant camping in cramped zinc-alum sheds, listening to katabatic winds scream in the long winter night. Communication with the outside world was restricted to just a few telegraphed lines. Expeditioners heading south were issued with pamphlets listing five-letter codes covering almost every conceivable situation so they could communicate with their families and still keep within strict 'word limits' during their year on base. Humour boosted morale and was an important element of life there. For instance 'YIKLA' was code for 'This is the life'!

Today, living year-round in Antarctica is considerably easier. The weather hasn't changed of course, but you can pick up a telephone and dial direct anywhere in the world. The cost is very modest and is subsidised at 90 cents a minute. All that individuals need to do is to collect the bill at the end of the year.

Because the summertime work of scientists tends to capture the public's imagination, with revelations about the ozone hole or whale numbers, people tend to overlook the efforts of the 20 or so winterers at each base – mostly tradespeople – who keep the bases going long after 'the boffins' (research scientists) have migrated to warmer climates. In doing so, they also keep alive claims to sovereignty of sections of the continent and maintain their environmental interest in this sensitive part of the planet. Aside from its wealth of marine resources, Antarctica controls much of the southern hemisphere's climate. As the only other wholly southern hemisphere continent, Australia, more than any other large nation, has the most stake in what happens here.

So what is life like down there? Over the past year, wintering on an Antarctic base has become positively civilised. The conclusion of last summer of a 10-year building programme has seen the historic zinc-alum shacks and even older wooden sheds built at an early Antarctic base, on Heard Island in 1947, supplanted by vast, bright-coloured buildings with bay window views and ski lodge decor. There are video lounges, gymnasiums, bars, and libraries. The workshops are comparable to anything in modern industrialised countries. The food is plentiful. There are even field huts that double as weekenders for those who feel the need to get away from it all. The money's good and everything from beer to socks is supplied free. Not everyone is pleased with the new luxury. Nowhere were the changes felt more keenly than at Mawson, where the old quarters, with their rugged outpost atmosphere, were shut and the last team of huskies removed. To many old Antarctic hands, it marked the end of the great 'Intrepid Age' in Antarctica.

There are some things about life in Antarctica, however, that even central heating and watching a live-via-satellite sports broadcast cannot change. The Antarctic territory is still one of the most exotic places on Earth. Few people will ever get there. There are no flights which land there – you have to travel as the early explorers did, almost a century ago, by sea. Going to Mawson, for example, means a two-week voyage on an icebreaker such as Aurora Australis, across 5,000 kilometres of the Southern Ocean, one of the roughest stretches of water on Earth. Waves can exceed 15 metres, the ship can pitch 40 degrees and, if you're not a good sailor, even the industrial strength Avomine prescribed by Antarctic Division doctors won't keep breakfast down. Most often though, tourist ships sail from South American ports, which offer the easiest access to the spectacular coastal scenery of the Antarctic Peninsula.

Once there, after the short shipping season has ended, some time in February when the ice closes in, there is no changing your mind and heading home. You are there for the duration, at least until the pack ice breaks up the following November. Like the early explorers, you are confronted with the challenge of getting along with a small, isolated group of people through the long winter night. Learning to put up with their foibles the way they have to put up with yours, which is why everyone applying for a job in Antarctica is interviewed by a psychologist before being accepted. As one veteran diesel mechanic at Davis put it, 'If you make an ass of yourself down here, there's no place you can go.'

1. During Antarctica's winter,
   A. explorers live in huts.
   B. sleds become snowbound.
   C. explorers are often killed by the cold.
   D. the skies are dark.

2. Permanent bases on Antarctica
   A. were first set up by Mawson and Scott.
   B. were first set up in the middle of last century.
   C. were set up during the Second World War.
   D. were set up for explorers.

3. When the bases were first set up,
   A. katabatic winds were a problem.
   B. they were quite comfortable.
   C. they were quite uncomfortable.
   D. explorers enjoyed living there.

4. Today's bases
   A. are difficult to access in poor weather.
   B. are much improved.
   C. are only operated in summer.
   D. are only used by whale scientists.

5. Each base has winterers because
   A. 'the boffins' need a holiday.
   B. countries need to keep territorial claims.
   C. Antarctica controls much of the southern hemisphere's climate.
   D. the ozone layer requires year-round study.

6. The recent 10-year building programme
   A. involved putting sheds on Heard Island.
   B. replaced the wooden sheds with zincalum shacks.
   C. replaced the wooden sheds and zincalum sheds.
   D. involved new construction at Mawson base.

7. The recent improvements did not
   A. provide free beer.
   B. make everyone happy.
   C. bring colourful buildings to the area.
   D. boost salaries.

8. Getting to Antarctica
   A. is difficult due to lack of flights.
   B. is difficult due to the cold weather.
   C. is difficult due to the expense.
   D. is difficult due to the exotic surroundings.

9. When travelling to Antarctica, Avomine is used to
   A. make the food taste better.
   B. help prepare against the cold.
   C. tackle seasickness.
   D. help control the ship's pitch.

10. One of the similarities of life in Antarctica today to life there in the past is that
   A. psychological tests are used.
   B. the shipping season runs between February and November.
   C. applying for a job there is difficult.
   D. living with a small group of people is difficult.

Passage 10

Tools for Tomorrow's Telecommunications

For some time yet, much of our telecommunicating will continue to depend on the existing web of thin copper wires that telephonically link most of our homes and workplaces. Making it possible for that network to match the communications demands of the near future will require new technologies that widen the lanes on the information highway.

The standard telephone service is something we take for granted in today's modern world. The public telecommunications network provides a reliable and highly accessible service – we have high expectations and react strongly when the service is unavailable. To meet the demand for high reliability and to provide services economically, the public network is being progressively upgraded.

Yet consumers are still waiting for the widespread use of new services such as the videophone, which was first demonstrated 30 years ago. What then is required to make new services such as video telecommunications possible and widely available? Apart from the availability of inexpensive video terminal equipment, the key requirement is increased bandwidth (that is, more available frequencies for transmission) which must be provided by the network at an affordable cost. Understanding how this objective might be achieved requires review of the existing telecommunications network and the new technologies that are expected to improve and extend its capacity.

The traditional telephone network consists of a pair of copper wires connecting the customer premises to a local exchange. This is known as the customer access network. The local exchange is connected to other local exchanges through a series of intermediate exchanges, using coaxial cable, microwave, or satellite transmission links. This part of the network is referred to as the core network. Within the core network, a technique known as multiplexing is used so only a small number of physical connections are needed between each telephone exchange. As a result, each transmission link may carry thousands of telephone conversations simultaneously.

Traditionally, the telephone network used analogue switching and transmission techniques. Since the 1970s, the core network has been progressively changed from an analogue to a digital network. Digital technology offers better quality, with the

capability to actively regenerate the original transmitted signal even when buried in unwanted noise. Pulse Code Modulation (PCM) is the process in which an analogue telephone signal is converted to a digital one. Each analogue voice signal is sampled at a rate of 8,000 times a second, with one sample represented by eight bits of digital information. Each voice signal therefore requires a 64 kilobits/second transmission channel.

The physical connections in the core network have in recent years been changed to fibre-optic cable. A large fibre-optic network can connect many major metropolitan centres. Fibre-optic cable is fundamentally the most important transmission technology because of high bandwidth that it offers.

The shift from the analogue to digital world within the core network exchanges means that majority of local exchanges are now digital exchanges. What then is of the customer access network? A long-term goal is to upgrade the customer access network using fibre-optic cable, which will allow the delivery of new high bandwidth services such as video-on-demand. However, this final step from the local exchange to the customer is an expensive one, due to the large number of connections involved. Only when the demand for these new services is well established can the cost of large-scale deployment of fibre-optic cable in the customer network be justified.

Questions

1. Currently, telecommunications
   A. use new technologies.
   B. use wide lanes on the information highway.
   C. use traditional wires.
   D. use videophone technology.

2. Because the current telecommunications network is highly reliable,
   A. new technologies are not immediately required.
   B. people will not put up with breakdowns.
   C. the public network is being progressively updated.
   D. new services can be provided economically.

3. Videophones are not yet common because
   A. the technology is 30 years old.
   B. demand is not widespread.
   C. video terminals are inexpensive.
   D. bandwidth is not sufficient.

4. A customer access network is
   A. the network of wires connecting up customers' premises.
   B. a local exchange connected to other exchanges.
   C. a series of intermediate exchanges.
   D. a series of microwave or satellite links.

5. The process of multiplexing
   A. uses coaxial cable.
   B. links the core network to the customer network.
   C. carries thousands of telephone conversations.
   D. enables exchanges to use few physical connections.

6. Analogue switching
   A. was invented in the 1970s.
   B. regenerates the original signal.
   C. is giving way to digital switching.
   D. uses pulse code modulation.

7. Analogue voice signals
   A. are repeated 8,000 times a second.
   B. use eight bits of digital information.
   C. are generated by PCM.
   D. use transmission at 64 kilobits a second.

8. The key benefit of fibre-optic cables is that
   A. they offer excellent bandwidth.
   B. they connect major metropolitan centres.
   C. they are fundamentally important.
   D. they create physical connections in the core network.

9. Most telephone exchanges are now digital because of
   A. the shift towards analogue.
   B. the shift away from analogue.
   C. the use of fibre-optic cable.
   D. the use of core network exchanges.

10. The final problem facing video-on-demand services is
    A. bandwidth in the core network.
    B. customer unwillingness to use them.
    C. the expense of converting analogue to digital.
    D. the large number of connections in the customer access network.

Passage 11

Associations Provide Therapy for Society

A century and a half ago, Alexis de Tocqueville travelled across the United States to learn more about democracy. One of its underpinnings, he came to believe, was a phenomenon he had not observed in Europe, namely membership by citizens in voluntary social groups.

By the 1950s 'voluntarism', as it came to be known in the US, was being studied diligently by sociologists. Uniquely, Americans continued to increase their participation in organisations such as the parent-teacher associations, league baseball, girl and boy scouts, choral societies, bowling leagues, junior leagues of women voters – the list seemed endless.

Then, in the 1960s, voluntary participation began a steep slide. Robert Putnam, a political scientist, in an ingenious study entitled *Bowling Alone: Democracy in America at the End of the Twentieth Century*, began to interpret the implications of the falling figures. Not surprisingly, he forecast a threat to democracy in the decline of a once vital part of American life.

The reasons for these continuing changes are as numerous as the organisations experiencing them. The rapid movement of women into the workforce is often cited incorrectly, I believe, as the primary reason for the drop in participation, because they are no longer free to volunteer for community activities or school meetings.

Obviously, it is only one variable. Beginning in the 1970s, real income dropped, which led to the increase in the numbers of people working at more than one job – it now requires two incomes to maintain a similar standard of living that one income provided in 1970. The apparent social isolation has also been abetted by the explosion of new technologies.

Television, tapes, CDs, VCRs, and audio-visual cameras have turned the home into an entertainment centre. Another giant leap is occurring through the use of the Internet, the electronic network, that is ultimately likely to be the most revolutionary of all behaviour-modifying technologies.

Putnam's provocative study provides the context within which to consider the implications. No eye-to-eye contact, not even the voice recognition of the phone. Just a depersonalised screen with its written messages on thousands of electronic bulletin boards. Worldwide, the 'community' of Internet users is growing. More than 26 million are already wired in. According to one electronic pioneer, by 2005, if the growth rate continues, every country in the world except Africa will be connected to this global network. It seems unlikely that there will be much time for group activity. Why might this social isolation make a difference? Putnam's figures reveal that being socially connected yields benefits for individuals and society. It is good for your health.

Joining one group cuts your mortality risk in half, two groups are twice as good. If you are part of a social network, someone will notice whether you look well or have been absent from the group. Voluntarism cuts crime. If you know your neighbours' first names, it is more of a deterrent to crime than more police. Increasing parent-teacher association involvement in schools is more effective than increasing teachers' salaries 10 per cent. Living on a block where people go to church, even if you do not go, means that you will hear about jobs and consequently, will be less likely to be on drugs. Areas with high social connectedness produce better government services, less corruption, and more efficiency. The drop in membership in voluntary associations is marked with a concomitant rise in cynicism and alienation. The convergence of these two growing trends – dropping out and logging on – exacerbates the serious consequences of a drop in political involvement and a rise in social isolation. Life on the Internet is unlikely to lead to the downfall of democracy by itself. Nor is the act of joining groups a guarantee that democracy will thrive. Growth of membership in right-wing religious groups, unbuffered by membership in other voluntary or religious groups, could undermine the very democracy that has thrived on diverse interests.

It is going to require a lot of consciousness-raising to drive home the critical role that social interactions contribute to society, or just as importantly, what their absence could lead to. Even one of the already mythical founders of the electronic revolution, John Perry Barlow, wonders: 'How can you guess what lies in hearts, when you can't see their eyes?'

QUESTIONS

1. When Alexis de Tocqueville travelled to the US,
   A. he decided to learn more about democracy.
   B. he had not yet been to Europe.
   C. he was struck by similarities to Europe.
   D. he was struck by the existence of volunteer groups.

2. 'Voluntarism'
   A. was invented in the 1950s.
   B. is the name for parent-teacher associations.
   C. was a subject keenly studied by social scientists.
   D. spread to Europe after the 1950s.

3. According to Robert Putnam,
   A. voluntary participation began to slide in the 1960s.
   B. democracy was threatened by changes in social behaviour.
   C. political science required an ingenious study.
   D. volunteerism was vital to American life in the 1960s.

4. The author of the article
   A. denies the entry of women into the workforce is a key problem.
   B. cites the entry of women into the workforce as a key problem.
   C. denies the numerous number of organisations is a key problem.
   D. cites the numerous number of organisations as a key problem.

5. Because real income has dropped since the 1970s,
   A. social isolation has risen.
   B. standards of living have dropped.
   C. people have to work much harder.
   D. current incomes are not enough to live on.

6. In the future, it is likely that the biggest changes in social behaviour will be created by
   A. a continued decline in real income.
   B. continued use of CDs, VCRs, tapes, and television.
   C. giant entertainment centres.
   D. the Internet.

7. When the article focuses on the 26 million Internet users, the implication is that
   A. this number will continue to grow.
   B. the new community it creates replaces the old.
   C. bulletin boards are driving the increase.
   D. direct contact between people suffers as a result.

8. Reduced social activity
   A. cuts social isolation.
   B. is good for health.
   C. increases crime.
   D. benefits individuals.

9. Areas that have good government services also tend to have
   A. rising cynicism and alienation.
   B. high social activity.
   C. good salaries for teachers.
   D. plenty of jobs.

10. Democracy
   A. is directly threatened by modern technology.
   B. is directly protected by modern technology.
   C. is directly neither threatened nor protected by modern technology.
   D. is directly threatened by social interaction.

Passage 12

Sustainable Production

Sitting on my desk are two ballpoint pens. One seems unremarkable, just another white, disposable, plastic pen. The second is more curious. It's a small rolled tube of brown cardboard which pulls apart into a body and a lid; only the protruding plastic and brass of the writing tip gives its nature away. It looks like something you might expect to find in a kit of stylish recycled paper envelopes and stationery. But it is planned for more ubiquitous usage to meet the purchasing requirements of many government bodies and companies in Europe; requirements which are increasingly based on environmental criteria.

This cardboard pen is (supposedly) recyclable; the black plastic parts of the pen are from already recycled material (from a shampoo bottle, or a disposable razor, or possibly even another pen). It is a small example of a new trend to design products that can be disassembled and recycled. Pull it apart the body and lid can be dropped into the recycling bin.

The white pen is a manufacturer's demonstration, a prototype. Produced for a European plastics convention, it illustrates another approach to the production of an environmentally acceptable product. The silky feel and the flexibility of the plastic suggests that this is no ordinary stationer's item; so does the embossed 'green' and 'biodegradable' stamp on the barrel. It is made from a plastic derived entirely from corn, manufactured in Italy under the trade name Mater-Bi. If you are prone to chew the end of your pen, you would find this one quite edible, perhaps even nutritious. Mater-Bi dissolves in water and the manufacturers claim that it leaves only harmless biodegradable organic compounds. After removing the cartridge, this pen can go back to fertilise the crops whence it came. These are just two examples of the transformation taking place in almost all areas of product design; a tantalising glimpse of a sustainable future composed of objects which will be familiar, yet radically different, having evolved, like species, to adapt to new environmental conditions.

Consumer products, small disposable items, cleaning agents, domestic appliances, white goods, TVs, computers and cars, clothes and packaging, are all being redesigned to reduce their environmental impact. There is some superficial greening, just the latest ploy from the advertising and marketing division. Many of the more reputable green

products, however, represent very large investment in research and design, and in new materials and technology.

These developments are so potentially significant in the light of global environmental problems that government research and development programmes in many countries now have new categories of 'eco-design', 'design for the environment', and 'life cycle analysis'. Recently, *Scientific American* included 'environmental design' in its list of the 12 critical new challenges for research in the coming years.

'Design for the environment seeks to stir engineers to think about the environmental implications of a product and of its manufacture during the earliest phases of design. These considerations may embrace a sweeping collection of issues: the environmental distress caused by obtaining the raw materials, the toxicity of using and discarding chemicals during production, the likelihood that the production itself can be refurbished, reused, or recycled once the consumer has decided to abandon it.'

1. In comparing the white pen and brown pen, the author says that
   A. the white pen is made of plastic and brass.
   B. it is not obvious that one of them is a pen.
   C. the brown pen can be found in stationery kits.
   D. the white pen can be found in stationery kits.

2. European governments and companies
   A. are likely to ensure the popularity of the brown pen.
   B. have different requirements for the brown pen.
   C. have individual purchasing requirements.
   D. lack environmental criteria in their purchases.

3. The brown pen can be easily disassembled because
   A. it is made from shampoo bottles.
   B. it is made of used materials.
   C. it allows ease of recycling.
   D. it is made of cardboard.

4. The white pen
   A. is not recyclable.
   B. is not made of cardboard.
   C. is not derived from corn.
   D. is not biodegradable.

5. Before the white pen goes back 'whence it came',
   A. it must be dissolved in water.
   B. it must be chewed.
   C. it must be embossed 'green'.
   D. it must be disassembled.

6. The author likens future new products to species because
   A. they are specifically adapted to their environments.
   B. they biodegrade at the end of their lives.
   C. the different products have different shapes and functions.
   D. they are made of organic compounds.

7. When the author talks about 'superficial greening', he is referring to
   A. consumer products, cleaning agents, and white goods.
   B. the white pen and the brown pen.
   C. products that are not truly environmentally friendly.
   D. products that are truly environmentally friendly.

8. Many environmentally friendly products
   A. require extensive advertising and marketing.
   B. require large sums of money to buy.
   C. require large sums of money to create.
   D. require large sums of money to recycle.

9. The new environmentally friendly products are important due to
   A. current environmental concerns.
   B. the search for 'eco-design'.
   C. *Scientific American's* list of challenges.
   D. government research programmes.

10. According to *Scientific American*,
   A. environmentally friendly design requires discarding chemicals.
   B. environmentally friendly design is driven by environmental distress.
   C. environmentally friendly design is important at the beginning of the creation process.
   D. environmentally friendly design requires skilled product engineers.

Passage 13

A Different Taste of Things to Come

The French are turning their noses up at wine and rejecting their croissant in favour of breakfast cereal, the English are turning from tea to mineral water, and the Spanish are turning to pizza at an alarming rate. In short, we are beginning to see the evolution of the Euro-consumer. That seems to be the message from research conducted by Europanel, an association of research companies across 23 countries which monitors buying patterns using consumer panels.

Social and demographic factors and the marketing strategies of multinational food and drink companies are combining to make the lifestyles of different European nations more alike. The main demographic factors leading to this increasing uniformity across the continent are falling birth rates and easier divorce, according to one member of Europanel. He said: 'The result is smaller households, which rely more on things such as microwaves and convenience foods, whatever the nationality.'

Even the French, who are proud of their cuisine, are turning to the microwave. Latest Europanel figures show that 38% of French kitchens house a microwave, just under the figure of 40% in western Germany. In Britain, the figure is 57%.

The French are also becoming 'less French' as they continue to shy away from wine. Wine consumption in France fell by an average of 6% a year between 1986 and 1992. By contrast, the British are drinking more.

A key demographic factor is average household size, measured by the number of adult residents. Already, the spread between nations is quite narrow. Western Germany has the lowest figure in western Europe at 2.2 adults, and Spain the highest at 3.2, followed by Italy at 2.8. The gap will narrow still further because, surprisingly enough, the birth rates in Catholic countries such as Spain and Italy are falling.

Another factor is the rise of the one-person household, frequently misinterpreted to mean harbouring an unmarried or divorced man or woman living alone. Statistically, one-person households include single-parent households, the numbers of which are shooting up. The phenomenon is growing. 40% of Swedish homes are now one-person households, compared with 29% ten years earlier. In western Germany, the figure is 35% (30% ten years ago), in the Netherlands 29% (16%), and in Ireland 21% (17%).

In Spain, the one-adult household was so rare a decade ago it did not register statistically; now the figure is 10%, hence the growth in demand for convenience foods. In Spain, the annual growth rate for pizza sales between 1986 and 1992 was 34% while growth last year slowed a little to 16%. Other factors affect consumer habits. For instance, Piper says that the wider prevalence of central heating in chilly Britain is the chief cause of the decline in the popularity not just of tea, but of all hot drinks. Another major factor is aggressive multi-national marketing. After all, the French cannot indulge a craving for sliced bread if all that is on offer is a baguette. The products have to be on the supermarket shelves. In fact, there have to be supermarket shelves. There must be enough space to put new choices on offer.

Once a major manufacturer has won a dominant share in a mature market, it will look abroad for pastures new. Breakfast cereals are one such product. With growth opportunities in the mature British market slowing, manufacturers crossed the Channel. As a result, cereal sales in France grew by 18% a year between 1986 and 1992, and continued to grow by 10% last year. Similarly, tomato ketchup sales have boomed in such unlikely places as Spain and France, with growth rates of 28% and 18% respectively.

How far the process will go is anybody's guess. Increased choice is all very well, but the prospect of every kitchen in Europe serving up milk-sodden cereal in the morning and microwaved pizza in the evening is surely a depressing one.

Questions

1. In Europe,
   A. breakfast is becoming less popular in France.
   B. people are beginning to eat less healthily.
   C. tea is becoming less popular in England.
   D. people are beginning to eat more healthily.

2. One of the key factors driving changing tastes in Europe is
   A. the activities of the Europanel association.
   B. the buying patterns of consumer panels.
   C. the activities of large food companies.
   D. the lifestyles of different European nations.

3. Statistics about microwave use reveal that
   A. France and England have similar usage patterns.
   B. microwaves are less popular in western Germany than in England.
   C. microwaves are much less popular in France than in western Germany.
   D. microwaves are less popular in England than in western Germany.

4. Statistics about wine consumption reveal that
   A. the French are shy about buying wine.
   B. wine consumption in England began to grow in 1986.
   C. wine consumption in France has risen since 1992.
   D. wine consumption is rising in England.

5. Statistics about household size reveal that
   A. it is higher in western Germany than Spain.
   B. it is second highest in Italy.
   C. there is a significant gap between western Germany and Spain.
   D. it is 2.2 in western Europe.

6. The fact that Spain and Italy are Catholic countries
   A. would lead one to expect different household size figures.
   B. explains the different household size figures.
   C. explains the different figures between those countries and western Germany.
   D. is a matter of surprise to the author of the article.

7. One-person households
   A. are frequently the result of divorce.
   B. have increased most in Sweden.
   C. have increased least in western Germany.
   D. have increased most in the Netherlands.

8. Pizza consumption in Spain
   A. grew fastest in 1986.
   B. is still growing.
   C. is growing less fast.
   D. is influenced by the weather.

9. Tomato ketchup sales have risen in Spain because
   A. pizza is popular there.
   B. British manufacturers are looking for new markets.
   C. Spanish manufacturers are beginning to promote it.
   D. Spain used to be an unlikely market for the product.

10. The author concludes that
    A. in the future, most households will eat cereal and pizza.
    B. increased choice is a good thing.
    C. the change in eating habits has a negative side.
    D. microwave use has a negative side.

Passage 14

Fire Tests

Most fires start in a building's contents, not its structure. Understanding how fire grows indoors – in enclosed spaces – is the first step in limiting its potential for death and destruction. Fire tests have been around for years, and most building codes make reference to them. Some, however, are obsolete, in the sense that they can't accommodate a growing number of new materials in new configurations. Nor can they rank items in order of flammability. What is needed are graded tests that attach numbers to the degree of flammability. These numbers could then be plugged into suitable computer models. The computer could work out the total flammability of an item, depending on what it's made of, how it's put together, and where it's placed.

Computer models are becoming important in research. Scientists are hoping that one day, with enough data and sufficiently powerful computers, they will be able to calculate, without actually setting fire to anything, the way a fire will spread in any given building.

A fire indoors is a very different animal from the one outdoors. When you put a match to incinerator, the flames build up steadily. Most of the heat is lost to the atmosphere, so you have no trouble staying close by.

Inside a room, it obeys different and more complex physics, and the danger quietly multiplies. First, instead of a match, imagine a cigarette dropped into the back of a lounge chair. Cigarettes, you should know, are among the major causes of fires in houses. A carelessly discarded cigarette can stay alight in a concealed crevice for as long as 45 minutes. Then, after smouldering away, the chair's upholstery suddenly ignites. Within perhaps 30 seconds, smoke, combustion gases, and heat begin curling upwards, and before 1 minute has passed, they have started building up in a trapped layer under the ceiling.

As the chair continues to burn, the layer gets hotter and thicker, and after 2 minutes it starts radiating heat back down to the chair and other furniture in the room. After 3 minutes or so, the trapped heat can become so intense that we see 'flashover' -- everything in the room, including combustible gases, has reached ignition point and bursts into flame.

Experiments have shown that some polyurethane armchairs can, 5 minutes after ignition, give out 1–2 megawatts of heat. That's no more than a lively incinerator produces; but when it's confined in a room it can easily induce flashover. After flashover, anybody still in the room would be dead. People rarely appreciate how quickly a small fire indoors can turn into a deadly inferno. They waste time going to the laundry to get a bucket of water instead of making sure everybody else is out of the house. By the time they get back, the fire will almost certainly be out of control. Billowing clouds of smoke and toxic gases quickly spill through doorways and along halls, enveloping and incapacitating sleeping occupants in the rest of the house.

You can appreciate that modelling the entire course of an indoor fire on a computer is a daunting task. The program needs to consider the flaming combustion zone, the rising thermal plume above there beneath the ceiling, and ventilation. Turbulence of air is very difficult to model because large eddies can grow from features as small as 0.1mm across.

Nevertheless, fire researchers overseas have simplified models to study aspects of fire behaviour in homes, hospitals, aircraft, tunnels, stadiums, shopping malls, and airports. For example, the Fire Research Station in Britain has spent 7 years developing 'Jasmine', which can show how air circulates in a burning building and how the smoke layer deepens with time.

In the United States, the National Bureau of Standards has developed ASET, which calculates 'available safe egress time'. This fire-growth model requires figures for rates of mass loss, smoke release, production of toxic gases, and heat build-up. Most existing tests, as we have noted, fail to provide the necessary data. They will need to be modified, or a whole new generation of tests devised.

1. The majority of fires in buildings are caused by
   A. materials left in the buildings.
   B. poor building structure.
   C. outdated fire regulations.
   D. enclosed spaces.

2. The increased number of new materials used to construct buildings
   A. leads to increasing number of fires.
   B. means fire rules need to be updated.
   C. requires many new construction configurations.
   D. uses graded tests to determine risk.

3. The risk of flammability in a given material
   A. is due to computer modelling.
   B. is due to what the item is made of.
   C. is due to a variety of factors.
   D. is due to graded tests.

4. Due to insufficient computing power,
   A. scientists do not understand the risks of fire.
   B. scientists cannot update fire regulations.
   C. scientists cannot recommend using new materials.
   D. scientists have to test materials by setting fire to them.

5. Fires in houses
   A. are always caused by cigarettes.
   B. take between 45 minutes and 2 hours to spread.
   C. are very different to fires outdoors.
   D. often start suddenly.

6. When a chair inside a room has been burning for about 3 minutes,
   A. smoke becomes trapped under the ceiling.
   B. the temperature rises.
   C. the rest of the room ignites.
   D. people in the room will die.

7. The article suggests that if a person encounters a burning chair indoors,
   A. it won't put out as much heat as an incinerator.
   B. the person should try to put it out.
   C. the person will become incapacitated.
   D. the person should remove all people in the area.

8. Because indoor fires have many aspects,
   A. they are difficult to understand.
   B. air turbulence is increased.
   C. eddies cannot be understood.
   D. they are difficult to put out.

9. Overseas fire researchers
   A. are particularly interested in fires in homes and hospitals.
   B. study certain features of fires rather than the whole process.
   C. understand how air circulates in a burning building.
   D. have enough computer power to do complete research.

10. The National Bureau of Standards in the US
   A. fails to provide necessary data.
   B. needs to be modified.
   C. requires a wide range of data.
   D. helps control fires.

Chapter 6
Answer Key

Chapter 1 Introduction to IELTS Reading

II.

Example 4

A. False B. False

Example 6

1. photographic negatives; printing plates
2. eating habits; lifestyles
3. temperature; salinity
4. algae

Example 7

environmental factors

Example 9

A. C B. A, C, F

Chapter 2 IELTS Reading Fundamentals

I.

Exercise D

1. fragile 3. recover 5. rescue
2. earned 4. betray

Exercise E

1. A 2. B

Exercise F

Exercise I

authenticated & verified

Exercise K

A1 are refusals

Exercise M

6. D, E, F

Exercise N

1. C 2. G 3. D 4. B 5. A

Exercise O

1. FALSE

Exercise P

1. NOT GIVEN 2. FALSE

Exercise Q

1. B 2. A 3. C 4. A

II.

Exercise A

1. F
2. T
3. NG

Exercise E

1. the urban concentration
2. car transport
3. creating a mental image
4. societal attitudes
5. difficult characters
6. giving oneself comfort food or doing nice things, to wrap themselves in positive thoughts or 'mother' themselves
7. wood lignin
8. the destructive forces in weaker areas of the earth's rocky outer shell

Exercise F

1. NOT GIVEN
2. Reasons and organisations
3. Those who had no illustrated stimuli
4. those who pointed at the words, those who pointed at the pictures
4. Modellers' assumption
5. No
6. FALSE
7. NOT GIVEN
8. Snakes

Exercise G

1. 4
2. 8%
3. 1:3
4. decreased/reduced
5. Britain
6. the Netherlands
7. 44,000
8.

Date	Location	Casualties
1556	Shensi, China	830,000
1970	Northern Peru	66,000
1976	Guatemala	23,000
1995	Kobe, Japan	7

9.

13%	Very dark green	Always buy green products
28%	Dark green	Buy green products as much as possible
21%	Pale green	Buy green products when they see them
28%	Armchair green	Regard environmental issues as important but rarely buy green products
10%	Non-green	Be unaware of the environmental problems

III.

Exercise A

1. However, allowing their time dominated by computers has progressively eroded children's independent thinking ability.
2. Where can a person go to be safe from an erupting volcano? What types of volcanic hazards might they face? These questions are difficult to answer because there are many types of volcanic eruptions which produce different types of volcanic hazards.
3. We have identified three distinct value disciplines, so called because each discipline produces a different kind of customer value.
4. But other desires kept them active: four in particular, which we can label acquisitiveness, rivalry, vanity, and love of power.

Exercise B

1. Read a poem more than once.
2. Reaching that goal requires that they challenge themselves in three ways.
3. The value of snobbery in general, its humanistic 'point', consists in its power to stimulate activity.

Exercise C

1. B
2. To support the topic that many deaths and injuries result from fire.
3. B

Exercise D

1. ① Borrowing ② Narrowing ③ Widening ④ conditions ⑤ Three ⑥ Nature ⑦ Latin ⑧ Greek ⑨ contact ⑩ Resistance ⑪ Assimilation

Origins	Classes	Words
Danish	*'everyday' words*	them
French	cosmetics	*perfume/rouge*
German	*food*	*hamburger/delicatessen*
Italian	*musical words*	piano
Indian	*exotic dress items*	sari
Arabic	*al-*	alcohol
Latin and Greek	*formal learned items*	*magistrate/secure*

Exercise E

Section A: General idea about gift-giving

Section B: Specific information on gift-giving

A C B

Exercise F

1. B 4. C 5. D 7. C
2. D 4. A 6. B 8. D

Exercise G

1. Chronological
2. Listing
3. Specific to general
4. Location
5. Problem – Solution
6. General to specific
7. Comparison and contrast
8. Order of importance
9. Chronological

Exercise H

1. ① Antiquity ③ Population
2. ② Thirty years ago, the first Australians were still thought of as a backward race.
   ③ The closer we look at Australian prehistory, the more it continues to confound our assumptions.
   ④ Though Aborigines might see themselves as indigenous, there is no doubt that they were, in fact, Australia's first migrants.

Chapter 3 IELTS Reading Strategies

Exercise D

B

Exercise E

A

Exercise F

B

Exercise I

1. Higher frequency
2. Slow rolling
3. Deep sleep/ Normal sleep
4. Huge/ slow
5. Still
6. Dark
7. Paralysed

Chapter 4 IELTS Reading Practice

I.

Exercise A

1. C
2. G
3. I
4. D
5. A

Exercise B

1. E
2. B
3. C
4. B
5. G
6. I
7. D
8. H
9. F
10. A

Exercise C

1. B
2. F
3. H
4. A
5. K
6. M
7. O
8. G

Exercise D

2. I
3. B
4. H
5. K
6. F
7. C
8. E
9. M
10. G
11. J
12. I
13. D
14. N

Exercise E

1. acceptable
2. domestic
3. property
4. wages
5. husband
6. divorce
7. claims
8. legal
9. suit
10. permitted
11. make
12. excluded
13. lacked
14. belonged
15. determined

Exercise F

1. step
2. acknowledge
3. prevent
4. essential
5. physician
6. due
7. physical
8. emotional
9. symptoms
10. confidence
11. disease
12. thorough
13. psychosomatic
14. upsetting

Exercise G

1. solve
2. communities
3. creative
4. prevention
5. disposal
6. resources
7. recycling
8. waste
9. increase
10. place
11. measures
12. amount

Exercise H

1. devastating
2. deterministic factors
3. stochastic factors
4. a natural cycle

II.

Exercise B

1. B, E, F
2. B
3. B
4. A, E, F

Exercise C

1. D
2. A
3. C
4. A
5. A
6. C
7. B
8. B
9. C
10. A

III.

Exercise A

1. three
2. productive activities
3. classroom
4. classwork
5. personal maintenance
6. napping
7. leisure
8. three
9. home
10. school
11. public places
12. automobile
13. alone
14. family members
15. friends

Exercise B

1. Attitudes
2. Introversion
3. Rational
4. Feeling
5. Sensing
6. Understand
7. Evaluate
8. Apprehend / Discover

Exercise C

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

Exercise D

1. timber and stone
2. antediluvian
3. international
4. lavishly designed buildings
5. preservation
6. high-tech
7. co-existence of styles

Exercise E

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

Exercise F

1. Outlines
2. sorted
3. republiped
4. delude
5. refined

Exercise G

1. C	3. C	5. B	
2. D	4. A	6. E	

IV.

Exercise A

1. NF	4. NF	7. NF	10. F
2. NF	5. F	8. F	11. NF
3. NF	6. F	9. NF	12. NF

Exercise B

1. TRUE
2. TRUE
3. FALSE
4. FALSE
5. TRUE
6. FALSE

Exercise C

1. TRUE
2. NOT GIVEN
3. NOT GIVEN
4. FALSE
5. NOT GIVEN
6. FALSE
7. TRUE
8. TRUE
9. NOT GIVEN
10. FALSE

Exercise D

1. FALSE
2. FALSE
3. TRUE
4. NOT GIVEN
5. TRUE
6. NOT GIVEN
7. TRUE
8. TRUE

Exercise E

1. NOT GIVEN
2. TRUE
3. NOT GIVEN
4. FALSE
5. TRUE
6. TRUE
7. NOT GIVEN
8. NOT GIVEN

V.

Exercise B

1. travertine, limestone, basalt
2. kookaburra, pink flamingos, parrots, toucans, quetzals
3. the pampas, the veldt, the steppes and the great prairies
4. the Himalayan Mountains, the Alps, Fujiyama
5. navy, azure, turquoise
6. kangaroo, platypus, koala, kookaburra
7. Victoria Falls, Horseshoe falls

Exercise C

1. 2 2. 10 3. 5 4. 1 5. 7 6. 4 7. 9 8. 11 9. 3 10. 6 • Missing constellation: Virgo

Exercise D

Regular

VI.

Exercise

1. V
2. I
3. VIII
4. III
5. IX
6. flood basalts
7. Gases, water
8. Long-period earthquakes
9. ground
10. magma
11. cracks
12. transport
13. volcanic tremor

Chapter 5 Multiple-choice Practice

Passage 1

1. B
2. D
3. B
4. A
5. C
6. B
7. B
8. C
9. D
10. A

Passage 2

1. B
2. D
3. C
4. D
5. C
6. A
7. B
8. C
9. A
10. B

Passage 3

1. C
2. D
3. D
4. A
5. B
6. C
7. C
8. D
9. B
10. D

Passage 4

1. C
2. A
3. B
4. B
5. A
6. D
7. C
8. C
9. D
10. A

Passage 5

1. B
2. D
3. B
4. D
5. C
6. B
7. C
8. C
9. D
10. A

Passage 6

1. D
2. A
3. C
4. B
5. D
6. C
7. D
8. C
9. D
10. A

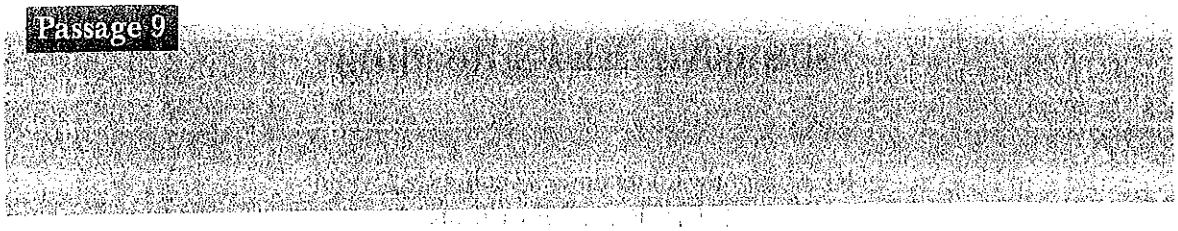
Passage 7

1. A
2. C
3. D
4. B
5. D
6. C
7. C
8. D
9. D
10. D

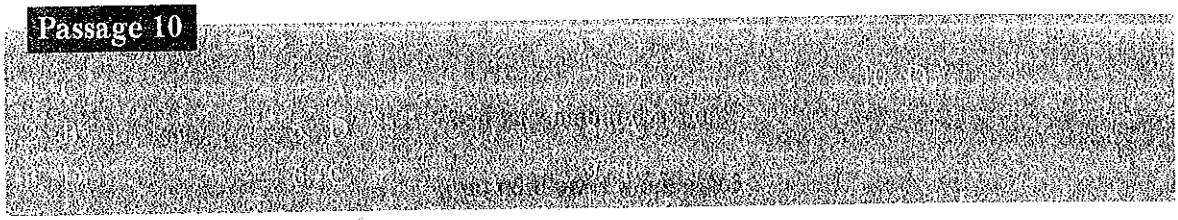
Passage 8

1. C
2. C
3. D
4. A
5. B
6. C
7. C
8. A
9. C
10. D

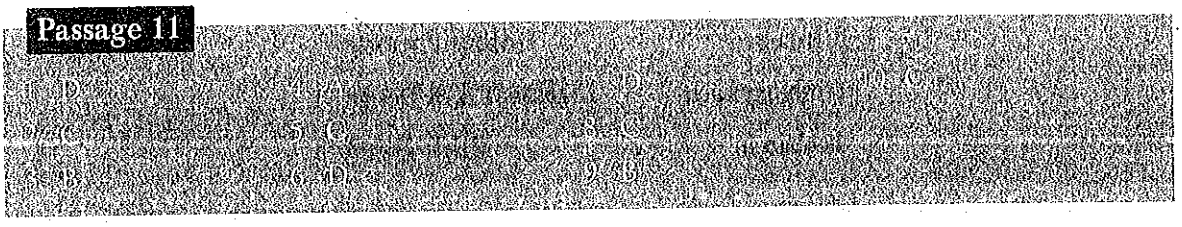
Passage 9



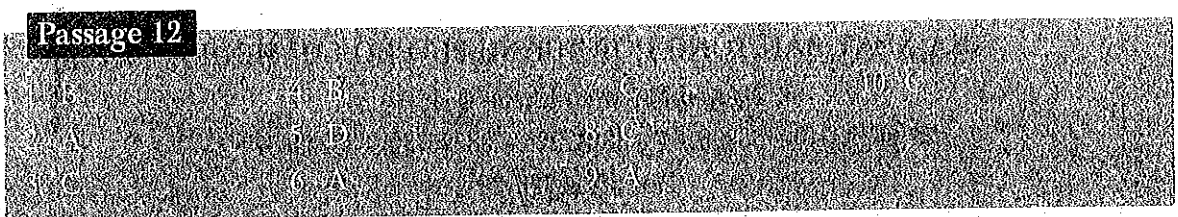
Passage 10



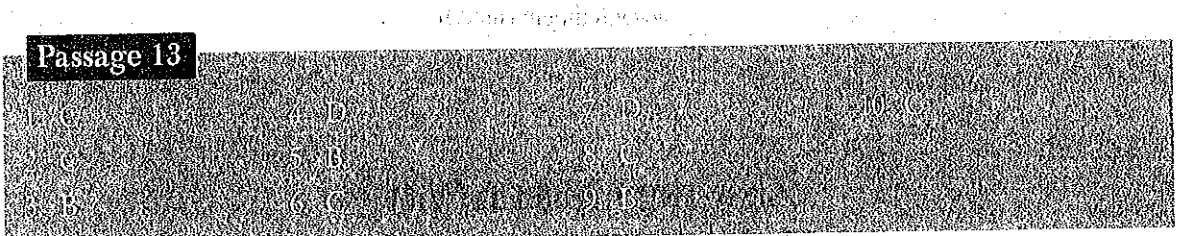
Passage 11



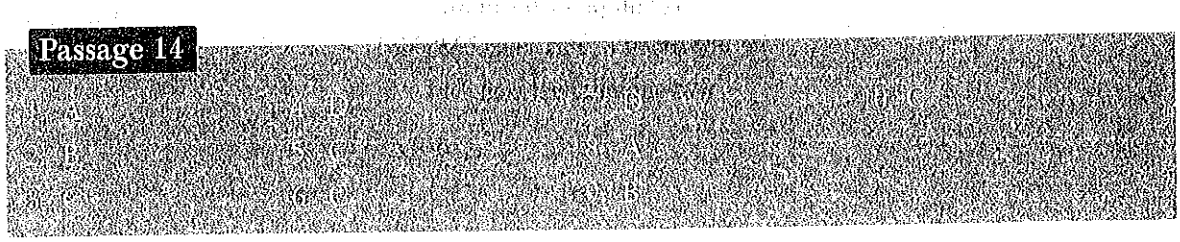
Passage 12



Passage 13



Passage 14



Intensive IELTS Reading

New Oriental Education & Technology Group
IELTS Research Institute

Chịu trách nhiệm xuất bản

Giám đốc - Tổng Biên tập

Nguyễn Thị Thanh Hương

Biên tập	Hoàng Phương
Trình bày sách	**MINH TÂM** Design
Sửa bản in	Minh Đăng

NHÀ XUẤT BẢN TỔNG HỢP THÀNH PHỐ HỒ CHÍ MINH
62 Nguyễn Thị Minh Khai – Quận 1
☎ 38225340 – 38296764 – 38247225 – 38296713 – 38223637
Fax: 38222726
E-mail: tonghop@nxbhcm.com.vn
www.nxbhcm.com.vn

Công ty TNHH **Nhân Trí Việt**
83[B] Trần Đình Xu, P. Nguyễn Cư Trinh, Quận 1
Thành phố Hồ Chí Minh
☎ 38379344 Fax: 39200681
www.nhantriviet.com

In 2.000 cuốn khổ 18.5 x 26cm tại Công ty TNHH MTV ITAXA – 126 Nguyễn Thị Minh Khai – Quận 3 – Tp. Hồ Chí Minh
XNĐKXB số: 811-13/CXB/120-91/THTPHCM ngày 20-06-2013. QĐXB số: 1244/QĐ-THTPHCM-2013 ngày 01-10-2013
In xong và nộp lưu chiểu tháng 11-2013.